

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2017/18

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

1st May 2018

REPORT OF THE DIRECTOR OF EDUCATION AND LIFELONG LEARNING

Author: Steffan Gealy (01443 570002)

Agenda Item No.2
RHONDDA CYNON TAF'S WELSH IN EDUCATION STRATEGIC PLAN

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to provide an update on the Welsh in Education Strategic Plan 2017-2020 the contents of which were agreed by Cabinet on 15 December 2016 and approved by the Welsh Government on 15 March 2018. A copy of the plan can be seen at Appendix 1.
- 1.2 The report will provide clarity about the relationship between the Welsh in Education Strategic Plan and the Welsh Language Promotion Strategy and Action Plan 2016-21 which can be seen at Appendix 2.

2. RECOMMENDATIONS

It is recommended that the Committee:

- 2.1 Note the content of the report;
- 2.2 Consider whether they wish to scrutinise any parts in greater depth.

3. BACKGROUND

- 3.1 The School Standards and Organisation (Wales) Act 2013 places a duty on Local Authorities to consult, produce and review three year plans that provide the strategic direction for the planning and delivery of Welsh medium and Welsh language education in the Authority. The Act also requires the plans to be reviewed annually.

- 3.2 The draft WESP was initially prepared according to revised guidance issued by Welsh Government in August 2016. Timelines set out in the guidance indicated that consultation on the draft WESP should be undertaken between 4th October and 29th November 2016 with the WESP being submitted by 20th December 2016 to the Welsh Government. The Local Authority complied with the guidance and considered the feedback received.
- 3.3 Feedback from the then Minister for Lifelong Learning and the Welsh Language, Alun Davies A.M. on the WESP was expected early in 2017. However, in March 2017 he announced that former Assembly Member, Aled Roberts, would undertake a Rapid Review of the current system for Welsh-medium education planning and the 2017-2020 Welsh in Education Strategic Plans.
- 3.4 The Rapid Review was commissioned partly because of the publication of *Cymraeg 2050 – A million Welsh speakers*, the Welsh Government's strategy for the promotion and facilitation of the use of the Welsh language, prepared in accordance with Section 78 of the Government of Wales Act 2006.
- 3.5 Officers from the Council met with Aled Roberts and the Welsh Government in early summer 2017 and final comments on the Council's Welsh in Education Strategic Plan were received in August 2017.
- 3.6 A number of recommendations were made for consideration prior to the plan being submitted by 29 September, 2017. The letter from the Minister of Lifelong Learning and the Welsh Language outlining the issues to be considered can be seen at Appendix 3.
- 3.7 The WESP includes seven outcomes setting out how local authorities will be expected to improve Welsh-medium education in their area:

Outcome 1:

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

Outcome 2:

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

Outcome 3:

More 14-16 year old students studying for qualifications through the
medium of Welsh.

Outcome 4:

More 16–19 year old students studying through the medium of Welsh

in schools, colleges and work based learning.

Outcome 5:

More learners with higher skills in Welsh

Outcome 6:

Welsh-medium provision for learners Additional Learning Needs (ALN)

Outcome 7:

Workforce planning and Continuous Professional Development (CPD)

- 3.8 The Welsh in Education Strategic Group, comprising of key officers and external partners, met promptly and agreed on amendments and the inclusion of clear objectives against the required outcomes and the plan was submitted to the Welsh Government in line with the set timetable.
- 3.9 Welsh Government approval was expected imminently. However, on 18 December 2017 the Cabinet Secretary for Education, Kirsty Williams A.M. and the Minister for the Welsh Language and Lifelong Learning, Eluned Morgan A.M. announced another Welsh in Education 2017-21 Action Plan that outlines how the Welsh Government will develop Welsh-medium education and the Welsh Language over the next four years in accordance with their vision outlined in *Cymraeg 2050: 1 million Welsh speakers and Education in Wales – Our national Mission*. See Appendix 4.

4. CURRENT POSITION

- 4.1 The Welsh Government believes Welsh in Education Strategic Plans provided by Local Authorities for the 2017-2020 planning round generally showed that a great deal more needs to be done if their aspirations are to be achieved, in particular the more ambitious requirements of the Government's new strategy to reach a million Welsh speakers by 2050.
- 4.2 One of the main actions in the new plan is the Welsh Government's proposal to review the current legislation that underpins the regulations and guidance for the WESPs during the spring of 2018.
- 4.3 The above-noted developments resulted in a further delay in Rhondda Cynon Taf County Borough Council gaining approval of its Welsh in Education Strategic Plan despite Rhondda Cynon Taf County Borough Council adhering to the statutory timetable for submission. Uncertainty surrounding direction was cause for concern for the Welsh in Education Strategic Group.
- 4.4 Nevertheless, it was obvious that the Welsh Government wanted Local Authorities to increase their focus on Welsh medium and Welsh language and, according to the new plan, expect Local Authorities to "*increase the number of learners in Welsh-*

medium or bilingual education, including increasing the proportion of Welsh-medium teaching and learning in schools”.

- 4.5 Rhondda Cynon Taf County Borough Council's Welsh in Education Strategic Plan was finally approved on 15 March 2018 without further modifications.

5. NEXT STEPS

- 5.1 Rhondda Cynon Taf County Borough Council and its partners are now required to implement the agreed actions in line with section 85(7) of the School Standards and Organisation (Wales) Act 2013 as Local Authorities must take all reasonable steps to implement their approved WESPs.
- 5.2 The Council will publish and implement the Plan in accordance with the requirements of the Welsh in Education Strategic Plans and Assessing Demand for Welsh-medium Education (Wales) Regulations 2013 once it has been approved by -----?. In this context, publication means:
- placing it on its website, and
 - making copies of the plan available for inspection by members of the public at its offices and any other place it considers appropriate.

6. RELATIONSHIP BETWEEN THE WESP AND THE WELSH LANGUAGE PROMOTION STRATEGY

- 6.1 The Welsh Language (Wales) Measure 2011 does not apply to schools. Similarly, the Welsh Language Statutory Standards (No 1 of 2015) do not apply to schools although both the Measure and the Standards apply to the Council.
- 6.2 A Welsh Language Promotion Strategy and Action Plan was developed under Standard 145 of the Compliance Notice issued under section 44 of the Welsh Language (Wales) Measure 2011 and published on the Council's website within the necessary timescale as required.
- 6.3 The Welsh Language Promotion Strategy and Action Plan (Appendix 4) was developed over the course of 2016 in collaboration with Sbectrwm, an organisation that has extensive experience of language planning; Menter Iaith and members of Fforwm Iaith, Council Services and Elected Members.
- 6.4 Residents were consulted in order to understand what would encourage them to use the Welsh language and which services they felt were most important as a means of promoting the language. They were also invited to highlight the activities they felt would support the use of the language. This consultation took place between April and July 2016.
- 6.5 The Welsh Language Promotion Strategy Action Plan focuses on:

- growing the number of people able to speak Welsh by 3% (833)
- increasing the use of the Welsh language in all aspects of community and public life, and
- raising awareness of the importance of the Welsh language as an essential part of the cultural identity and character of the South Wales valleys.

As such there is a close relationship between the WESP and the Welsh Language Promotion Strategy as elements of the strategy depend on Welsh-medium and English-medium schools producing confident Welsh speakers and contributing to the Council's target for an increase in Welsh speakers by 2021.

7 CONCLUSION

- 7.1 Rhondda Cynon Taf's Welsh in Education Strategy has been approved by Welsh Government and the Council is now required to ensure that it is implemented, and that progress against its targets are monitored regularly.
- 7.2 Achievement of the targets in the WESP will contribute to the actions identified in the Council's Welsh Language Promotion Strategy 2016-21. However, despite the inter-relationship between these plans, the Welsh Language (Wales) Measure 2015 and the Welsh Language Standards do not apply to schools.



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RHONDDA CYNON TAF
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WELSH IN EDUCATION STRATEGIC PLAN

2017 – 2020

Contact: Esther Thomas
Interim Director
Education & Lifelong Learning
01443 744002
esther.k.thomas@rctcbc.gov.uk

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Section 1: Our vision and aim for Welsh medium education

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

Vision:

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

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

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

In line with Professor Donaldson's review of curriculum and assessment, the Council believes in the educational value of individuals being proficient in both English and Welsh and that the ability to use Welsh as well as English language skills can be a significant advantage for young people seeking work. In practice, this means that the Council seeks to ensure that Welsh language provision is of the highest quality and seeks to maintain the consistent focus on raising standards in learning Welsh language skills.

Welsh Government have set a target of one million Welsh speakers in Wales by 2050, an increase of around 438,000 people on the 2011 Census figures. Cymraeg: 2050:Welsh Language Strategy identifies how vital the education system is in achieving this target..

Currently, there are 27,779 Welsh speakers in Rhondda Cynon Taf; 12.3% of the population (2011 Census). With particular focus on working towards the national target of one million Welsh speakers by 2050, Rhondda Cynon Taf Council is ensuring that the Welsh language is promoted and grown in the County. The Council has set a target in this respect of increasing the percentage of Welsh speakers in Rhondda Cynon Taf by 3.7% over the next five years – this will raise the percentage from 12.3% (2011 Census) to 15% (2021 Census). Based on 2011 population figures, this is an increase of 6,054 Welsh speakers.

Objectives:

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

The Council is focused on continuing to invest in improving school buildings and facilities, to ensure that the County Borough's pupils have the learning environment fit for the 21st century; continue to work in partnership with all schools and the Central South Consortium to raise standards, in particular in literacy and numeracy; and close the achievement gap between

disadvantaged pupils and their peers. The focus for the Council will be on improving the quality of leadership and teaching through effective school to school support. There are several other objectives within the WESP that the Council will need to collaborate on, but will need to be led by Menter Iaith, Coleg y Cymoedd, yr Urdd, Flying Start and early years' providers etc. to be successful.

The objectives required are provided under each of the seven outcomes in the WESP 2017-2020, with reference made to the data, targets and context to each related issue. Supplementary data is provided in Appendix I.

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

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

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

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

Approval of the WESP:

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

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

Statutory duty:

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

Discretionary powers:

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

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Measure.
- Free transport to their nearest suitable school, where places are available, is provided to children who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of

compulsory education (the start of the school term after their fifth birthday) as required by the Measure.

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

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

Welsh language provision:

Rhondda Cynon Taf LA's current policy is that learners attending the nearest Welsh medium or dual language school receive free transport in accordance with the LA's agreed policy on walking distance and safe routes (as set out above).

The discretionary elements of the Council's policy are subject to review and may be discontinued but there is an appreciation that a change to discretionary provision could have an adverse effect on Welsh medium education. Any proposed changes will be subject to consultation with learners and parents and, if agreed, will usually apply from the start of a school year and will have regard to the Learner Travel Statutory Provision and Operational Guidance - June 2014.

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

Post 16 learners:

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

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

The Council's extensive discretionary provision is, therefore, good practice but also a challenge in times of financial austerity.

Governance and accountability

The WESP is co-ordinated centrally but its ownership remains with a number of stakeholders, service areas and partners. Consequently, as it is they who are responsible for its implementation and success in meeting its aims, a WESP group has been specifically established to ensure progress.

Also, In 2014 the Council established a Welsh Language Cabinet Steering Group as a sub-

committee of the Council's Cabinet. It is a cross-party group with community representation. The Welsh Language Cabinet Steering Group oversees strategic developments, considers reports from relevant departments on Welsh language issues, makes recommendations to the Council's Cabinet and monitors Council-wide developments. It has responsibility for assessing the Welsh Language Promotion Strategy Action Plan, monitoring the Council's progress as it seeks to meet the Welsh Language Standards, and the objectives as set out the Welsh in Education Strategic Plan (WESP) and the Corporate Plan 2016-2020.

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

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

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

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

Current Position	2016/17	2017/2018	2018/2019	2019/2020
Academic year 2015/16:				
19.18% (n=545; d=2841)	21% 550	23% 560	25% 580	26% 630

Target rationale:

The targets for 2017/18 and 2018/19 are modelled on current pupil numbers in younger age groups. The target for 2018/19 and 2019/20 are modelled on the possibility that the three dual language schools become Welsh medium provision, therefore, increasing capacity. 26% would also meet the national targets set out in the Welsh Medium Education Strategy (2010).

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

OBJECTIVES:

1. *Plan strategically for creating and responding to demand for Welsh medium education, through:*
 - *regularly assessing, evaluating and reviewing the demand for Welsh medium provision and ensure there are timely and effective strategic planning processes in place that seek to create demand for Welsh medium education.*
 - *giving due consideration to Welsh Medium provision when assessing additional school provision that may be required due to initiatives such as the 21st Century Schools Programme, or when new housing development is proposed, for example.*
 - *investigating and seeking implementation of a change of status for current dual language schools to being Welsh medium schools, therefore raising capacity.*

2. *Increase the number of parents choosing Welsh medium provision for their children, through:*
 - *Working with the 'Mudiad Meithrin' 'Cymraeg I Blant' programme with the aim of increasing language transmission rates between parents and children;*
 - *launching a marketing campaign, building on the 'Being Bilingual' booklet, to promote the advantages of Welsh-medium education and the benefits of bilingualism;*
 - *provide annual training to frontline staff, including Health Visitors, Flying Start, 'Mudiad Meithrin' and others, on the benefits of being bilingual and positive messaging for parents.*
3. *Increase the opportunities for parents to choose Welsh medium education for their children, through:*
 - *increasing the number of 'Cylchoedd Ti a Fi' and 'Cylchoedd Meithrin';*
 - *increasing the number of Flying Start Welsh medium places;*
 - *piloting the introduction of Welsh as the main medium of teaching in the Foundation Phase in a few English medium primary schools over the next 5 years.*
4. *Support Welsh-speaking and non-Welsh speaking parents, through:*
 - *Working with Communities First staff and other community-based staff to encourage parents to see the advantages of bilingualism and support them with concerns or queries;*
 - *Working with schools and the University of South Wales 'Welsh for Adults Centre' to provide short, specific Welsh courses for parents on common phrases used in a variety of subjects so that parents can support school work and homework.*

Supporting Statement:

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

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

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

- 3 Secondary Schools for 11–19 year olds: Ysgolion Uwchradd Cymraeg Rhydywaun; Y Cymer and Garth Olwg;
- 1 all through School for 3–19 year olds: Ysgol Llanhari;
- 13 Primary Schools; and
- 3 dual language Primary Schools: Dolau, Heolycelyn and Penderyn Primary Schools.

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

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

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

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

RCT Council undertakes a full assessment of education requirements once we know that a development has received planning permission and when the developer has indicated a start date on site. This assessment includes a calculation of the estimated number of children that may reside on the development and what language medium they may require, using the percentage split of 80% English medium and 20% Welsh Medium; this is the current split of demand for places across all of our schools and is also the figure that has arisen from our Language Sufficiency Surveys in recent years. Although there are several large scale developments being proposed and included in our Local Development Plan, at the present time construction of these homes has not yet commenced and we do not have definitive start dates for them, so consideration of additional school provision cannot be confirmed at the present time.

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

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

remodelling, adjustment to catchment areas). *The current schools within the 10% threshold in terms of capacity are: YGG Aberdâr, YGG Garth Olwg, YGG Llwynceilyn and YGG Pontsionnorton, also YG Rhydywaun. Two of our dual language schools also fall into this category, namely Dolau and Penderyn, but this is data for the whole school, not the Welsh department alone.*

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

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

RCT's SOP has been submitted to WG in an anonymised format as RCT cannot release school names until RCT Council's Cabinet have fully considered proposals we may put forward. The extension to the Primary school as detailed in the SOP will provide an additional 108 statutory age places, plus 15 Nursery places. One of the extensions to the Secondary schools being proposed will add 162 places to that school; the second proposal is not an extension as such but a replacement block for the school, additional capacity is not required as the school has 300 surplus places at the current time. The new build schools are replacements for existing schools with appropriate capacity to meet current and forecasted demand in the catchment areas of those schools. A full review of catchment areas will also be undertaken, to address the issue of the 550 surplus places that currently exist in our WM Primary schools and 1140 places that exist in our WM Secondary schools.

Again, specific details of the schools included in our SOP cannot be provided at this time, but RCT can confirm that proposals to increase capacity at Rhydywaun is one of the schemes RCT is putting forward for consideration.

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

The Language Preference Survey undertaken every three years in Rhondda Cynon Taf meets requirements for Assessing Demand for Welsh Medium Education (Wales) Regulations 2013. This was last undertaken in 2015/16 to ascertain parent / carer preference for language provision with the sample data obtained from the University Health Board, using birth data across RCT and in this instance, for the period of 1st September 2012 to 31st August 2015. These children will form the cohort for entry into reception for the three academic years of 2017/18, 2018/19 and 2019/20. In all, 8,165 addresses were sent the survey and 1,444 responded (a response rate of 18%). The following table shows the response rate to the 2015/16 by area of the County Borough:

Table 1 – Response rate by area (2015/16) Language Preference Survey

Area	Number Distributed	Number of Responses	Response Rate
Rhondda	2348	332	14%
Cynon	2228	342	15%

Taff Ely	3589	770	21%
Total	8165	1444	18%

When asked their preferred language for pre-school provision 53% of survey respondents indicated English and 20% Welsh with 23% opting for mixed, 4% were unsure. In response to the question 'What would be your preferred language of school aged education for your child', 67% indicated a preference for English and 27% Welsh, 6% were unsure. The survey is used by the Local Education Authority in understanding language preference and the reasons parents may choose to send their child through Welsh or English medium education.

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

Parents who register for Flying Start childcare provision are given a choice of English-medium, bilingual or Welsh-medium provision. For those parents who choose bilingual or Welsh-medium childcare, the Flying Start team assign places for them in the nearest appropriate setting. During recent research undertaken by Menter Iaith, it was reported that the supply of Welsh language childcare places through Flying Start has, to date, been sufficient to meet parental demand but a change of emphasis to creating demand gives a different picture.

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

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

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

In order to ensure there's consistency in approach, the Council's Starting Schools booklet will be reviewed in 2017-2018 with the aim of incorporating the key messages from the Being Bilingual promotional booklet so parent are positively presented with further opportunities to make an informed choice regarding Welsh medium education. As part of the review, the Council will aim to ensure that any on-line provision in this regard will be fully visible.

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

pathway available for their child.

The campaign should build on the successes of the recently developed 'Being Bilingual' booklet and ensure a wider distribution of materials to the above services and others, including Registered Social Landlords and estate agents to ensure families moving into the area are aware of the options available. The 'pack' provided should also give information about home to school transport and registration forms.

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

At present, Welsh medium schools are provided with funding directly to ensure that any 'latecomers' to Welsh medium education are provided with the necessary support and skills to thrive within their school. This is considered to be working very effectively, but given that many Education Authorities are considering different models of immersion, it has been suggested that a conversation at Consortium level would be beneficial in understanding what opportunities for joint working could be had and the best models to ensure children and young people are sufficiently supported.

The marketing campaign mentioned above should also contain information for parents on current arrangements for immersion provision, in order to allay any concerns that children will struggle moving from English medium to Welsh medium provision.

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

The Council intends to explore the possibility of implanting a change of status for current dual language schools in Rhondda Cynon Taf over the next three years. Further consideration will also be given to assisting other schools to move along the linguistic continuum through the 21st Century Schools programme.

Service specific targets include the following:

Outcome 1: More seven-year-old learners being taught through the medium of Welsh			
Success Criteria	Milestones/Sub Actions that will help to achieve Outcome 1	Delivery Date (Month/Year)	Accountable Officer (For achieving action)
Achieve target of 21% (550) in 2016/2017 & achieve target of 23% (560) in 2017/2018 (modelled on current pupil numbers in younger age groups)	New and improved school buildings with appropriate capacity levels to fully meet forecasted demand for WM provision in their catchment areas	By March 2024 (end of the Band B 21 st Century Schools Programme)	Andrea Richards/Julie Hadley
	Extended school buildings to meet forecasted demand for WM provision in their catchment area	By March 2024 (end of the Band B 21 st Century Schools Programme)	Andrea Richards/Julie Hadley
	Revisions to catchment areas of some WM Primary schools, to better align supply and demand for WM school places (to utilise spare capacity that currently exists). As at January 2017, there were a total of 550 spare places across the WM Primary schools in RCT and 1146 spare places in the WM Secondary schools. WG guidance states that we must first utilise spare capacity that exists within a reasonable distance before any new provision can be made.	By March 2024, to complement proposals contained within Band B as above.	Andrea Richards/Julie Hadley

	Consideration of making dual language Primary schools in to full WM schools	By March 2024, to complement proposals contained within Band B as above. Also to be considered should planning applications for large housing developments be received.	Andrea Richards/Julie Hadley
	Relocation of pre-school provision, such as Cylch Meithrin to school sites whenever opportunities arise. This has recently been successfully achieved at Tonyrefail, with the relocation of a Meithrin from a community centre to YGG Tonyrefail. Co-location of this kind of provision on school sites will greatly assist the process of transition into statutory school.	On- going, this model will also be considered as part of our Band B proposals with regard to co-location of community facilities on school sites.	Andrea Richards/ Julie Hadley
	Appropriate business cases prepared with evidence to support bids for monies to provide additional school capacity from housing developers where opportunities arise	On-going, as and when larger scale planning applications are submitted (or advance information received from Development Control)	Andrea Richards/Julie Hadley

	<p>Ensure that our WM Secondary Schools have sufficient capacity to meet recognised demand for places, to ensure a seamless transition from KS2 to KS3/4/5. This is to be achieved using the same sub actions/milestones outlined for Primary schools, as detailed above.</p>	<p>By March 2024 (end of the Band B 21st Century Schools Programme) and on – going in respect of additional places that may be needed to meet the demand caused by new housing development (see above)</p>	<p>Andrea Richards/Julie Hadley</p>
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Risks to be managed/highlighted <i>These are the things that will/could impact on the service area's / partner organisation's ability to achieve the Outcome above</i>		Actions to mitigate risk (if not included above) <i>Note: You must have actions to manage the identified risks. These can be cross referenced to existing actions/milestones above.</i>
1	If WG do not agree our Band B Proposals, or partly agree only	Will need to consider alternative ways of funding the capital expenditure required
2	If proposals face opposition when consultation begins	Ensure that consultation is thorough, open and completely transparent. Ensure all consultees receive full details of the proposals and provide all additional information that may be required and answer all questions in a timely manner
3	If any of our proposals are legally challenged by judicial review	Ensure that the consultation is conducted strictly in accordance with the relevant legislation and constantly check and review to ensure that the law is being adhered to at all times.
4	Difficulty in obtaining agreement with housing developers re contributions	Ensure that the information and business case is thorough, with all relevant data and details included to support the request. Liaise closely with colleagues in Development Control and Legal Services in this regard.
5	If there is a lack of Welsh speaking staff to meet demand, then services may experience a delay in identifying alternative providers or translators to provide simultaneous translation during service delivery	Support all staff who have a range of abilities in the Welsh language, to have confidence to use their language within service delivery. Also, support staff to access Welsh language learner and intermediate groups
6	If insufficient Welsh medium childcare providers tender for the delivery of Flying Start childcare then the target of FS childcare places will not be achieved	Ensure Menter Iaith and Mudiad Meithrin support childcare settings to tender for FS childcare

Support required – Please indicate what, if any, support you need from any other service, e.g. Corporate or Partners

Service Area / Partner Organisation	*Support Required and Responsible Officer
Welsh Government	Timely and appropriate responses to applications for funding under Band B 21 st Century Schools – Jo Larner
Corporate Estates	Assistance with the calculation of the costs of capital works outlined in Band B. Project management of construction programmes.
Development Control/ Legal Services	Advance notification and pre planning consultation on new housing development. Assistance in the preparation of appropriate business cases for planning gain or CIL monies. Regular dialogue and information sharing.
Welsh Translation	Capacity to deliver simultaneous translation to deliver services to children and families, if Welsh speaking staff are unavailable

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

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

Current Position	2016/2017	2017/2018	2018/2019	2019/2020
Academic year 2015/16: 17.69% (n=442)	450	460	478	520

Target rationale:

It is anticipated that the objectives in Outcome 1 will take some time to impact on year nine learners, so the target for 2019/20 is based on current pupil numbers in the Foundation Phase, year 6 and year 7 groups. The national target included in the Welsh Medium Education Strategy (2010) is 23% by 2020.

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

OBJECTIVES:

- 1. Seek to improve language progression from Cylchoedd Meithrin and Flying Start settings to Welsh medium primary education to 90% by 2021, through:*
 - the objectives mentioned in Outcome 1;*
 - supporting Cylchoedd Meithrin, childcare providers and Flying Start provision to work more closely together with the nearest Welsh primary school.*
- 2. Pilot the introduction of Welsh as the main medium of teaching in the Foundation Phase in a few English medium primary schools over the next 5 years (as stated in Outcome 1).*
- 3. Ensure that the few pupils that do not transfer from Welsh medium primary school to secondary schools continue to study Welsh as a first language by working collaboratively with the English medium secondary schools to enable provision.*
- 4. Explore opportunities for joint working and models of immersion schemes with the Consortia, seeking to establish collaborative arrangements by 2018.*

Supporting Statement:

This outcome is about improving numbers transferring from;

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

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

one key stage to the next.

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

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

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

For example, there were 439 pupils assessed in Welsh First Language in 2012/13 in year 6 (18.32% of the total pupils). The same cohort can be followed to year 9 in 2015/16, when 442 pupils were assessed in Welsh First Language (17.69% of the total pupils) – see Appendix 1 for detailed data

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

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

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

More generally, there are several good initiatives that take place in Rhondda Cynon Taf around

supporting pupils to progress from primary to secondary education. This includes year 6 pupils spending time in their new secondary school prior to starting term; teachers from secondary schools attending primary schools to provide fun activity sessions and build a relationship with the new pupils and projects within the community, through Menter Iaith and the Youth Engagement and Participation Service, that encourages pupils to consider their future in line with Welsh language career opportunities.

Currently, Urdd Gobaith Cymru (the Urdd) assist primary schools in organising residential trips to Llangrannog in their secondary school clusters to help bridge the transition into secondary school. The Urdd have suggested that a similar process could be undertaken English medium primary schools, which may encourage better skills in Welsh and provide the option for English medium pupils to transfer to Welsh medium secondary schools.

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

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

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

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

Current Position	2016/2017	2017/2018	2018/2019	2019/2020
Academic year 2015/16 91.49% (n=441; d=482)	95%	99%	100%	100%

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

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

Current Position	2016/17	2017/2018	2018/2019	2019/2020
Academic year 2015/16 65.77% (n=317; d=482)	69%	73%	73.5%	74%

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

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

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

Target Rationale

The national targets for Welsh Medium Education Strategy (2010) is 88% for the percentage of learners entered for GCSE Welsh (first language) entered for at least two further Level 1 or Level 2 qualifications through the medium of Welsh and 68% for the percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications through the medium of Welsh.

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

OBJECTIVES – OUTCOMES 3 and 4:

Much of the objectives for meeting targets within these outcomes are dependent on meeting objectives in Outcomes 1 and 2 to increase the number of pupils in Welsh medium education and retain these pupils throughout key stages. These also link closely to objectives in Outcome 5. In addition to this:

1. *Work with Coleg y Cymoedd and other Further Education providers in the vicinity of Rhondda Cynon Taf to increase the Welsh-medium offer for young people in further education, through:*
 - *Building on links between Welsh medium secondary schools and Coleg y Cymoedd, exploring the possibilities of collaborating on provision including GCSE courses.*
 - *Increasing Welsh medium provision in Coleg y Cymoedd by developing 'Iaith ar Waith' units across other learning areas.*
 - *Developing bilingual provision in a few mainstream courses within Coleg y Cymoedd e.g. Business, Childcare, Health and Social Care.*
2. *Develop partnerships with the Coleg Cymraeg Cenedlaethol (representing colleges in Wales) to forge a path for pupils to progress to Further Education studies.*
3. *Raise awareness of the opportunities and benefits available to bilingual young people through:*
 - *Researching and creating an information tool for young people stating the benefits and options of Welsh medium further education and employment.*
 - *Creating and implementing information-giving activities and sessions as bespoke language awareness for young people.*
 - *Providing social opportunities for college learners and sixth formers to meet and use the Welsh language.*

Supporting Statement:

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

Please include the following in your response:

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

RCT has four Welsh medium comprehensives that are throughout the county to ease access - three Secondary Schools for 11–19 year olds: Ysgolion Uwchradd Cymraeg Rhydywaun; Y Cymer and Garth Olwg; and one all through school for 3–19 year olds: Ysgol Llanhari. Pupils in Merthyr Tydfil also currently access Ysgol Uwchradd Cymraeg Rhydywaun. All learners who attend these schools study their courses through the medium of Welsh. With regards to Treorchy Comprehensive School, the numbers of pupils in the Welsh medium stream has decreased year-on-year. There isn't any Welsh first language provision this year, in all probability due to the improving standards at Ysgol Cwm Rhondda

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

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

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

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

All schools meet the Learning and Skills Measure (2009) and there is some sharing of courses at key stage 4. There is significantly more occurring in key stage 5 with sharing of courses, involving 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.

Coleg y Cymoedd is increasingly seeking to work jointly with schools in Rhondda Cynon Taf to increase the availability of Welsh medium qualifications for students in further education. This is seen as a real positive and should be built upon through joint working with other Further Education providers regionally.

Coleg y Cymoedd's targets for 2017-2018 include:

- To offer Welsh-medium Maths GCSE re-sit class (subject to viable numbers)
- Plan and prepare 2 bilingual units within the mainstream School of Business courses so as to offer a choice to our Welsh speaking students.
- To launch an innovative collaboration between Coleg y Cymoedd and the Welsh-medium schools of RCT and Caerphilly in a cross-sectoral, cross-border partnership to deliver both Welsh-medium Health and Social Care and Childcare at Levels 2 and 3 by 2018-19. The partnership has applied for project funding from Coleg Cymraeg Cenedlaethol to support elements of this work. Please see below for Action points and timeframe;

Project timetable

Commencing : September 2017

Step 1 – Subject specialists from the College to identify possible units which can/cannot be offered as part of these courses by mid-September

Step 2 – Progress meeting to discuss the findings at end of September/beginning of October

Step 3 – Agree a timetable of Professional Learning Communities' meetings to discuss developing resources every half term (with the first meeting to take place before the end of October)

Step 4 – Marketing campaign – in the College, the schools and the local communities to make the learners aware of the new provision which will be available from September 2018 (January/February)

Step 5 – Meeting to discuss locating the current staff/recruiting if any deficits identified in March

Step 6 – Meeting to agree the membership of the Quality Circle to ensure that there are sufficient appropriate assessors and internal verifiers available (March)

Step 7 – Discuss and agree the content of a series of Language Improvement sessions (April)

Step 8 - Hold meetings to ensure that the staff and the resources are ready to commence delivery in September and that there are opportunities to offer work placements to the learners (through the medium of Welsh if possible) May/June

Step 9 – Agree on a timetable of monitoring points during the year to ensure continuous improvement (June)

Step 10 – Commence delivery of Welsh-medium Health and Social Care/Childcare at the

College (September 2018)

Step 11 – Publish a timetable of dates for completion of work/assessments (September 2018)

Step 12 - Evaluate the project by considering the data on learners' progress alongside direct feedback from the learners themselves in order to ensure improvement (August 2019)

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

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

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

The Council is proactive in assisting learners to attend alternative further education colleges where there is a particular course they wish to study. This provision is monitored through the consortium and Careers Wales; and there is more work to be done to work regionally with Further Education providers to encourage Welsh language provision to be available for these qualifications. Partnerships with the Coleg Cymraeg Cenedlaethol (National Welsh College) will further this work and help to forge a clear path for pupils seeking to continue their study through the medium of Welsh.

The Urdd is also working in partnership with the Coleg Cymraeg Cenedlaethol to create a project with young people over the age of 14 years old in Rhondda Cynon Taf, with the aim of encouraging study through the medium of Welsh at degree level.

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

RCT Council is an active partner in the Welsh-medium network and uses the consortium as a panel to improve the delivery of Welsh-medium education. Schools, colleges and third party providers are linked using the Authority as a conduit. This network is, in turn, linked directly by membership to the regional forum and so is able to inform and be informed directly. Officers from the Authority ensure good communication channels between partners and encourage good practice and compliance with local, regional and national policy.

RCT Council will continue to build upon existing provision where learners will be consulted to ensure that curricula offered will meet their requirements. Existing provision will be reviewed and quality assured. Particular attention will be given to the impact of changes at Llanhari and the effect of the provision changes in Merthyr Tydfil (Merthyr Learning Quarter) and Nantgarw and to continue the links with the regional group and explore new providers.

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

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

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

As part of the process of reviewing and revising post-14 curriculum, the consortium group will centrally collate data including: attainment, analysis of value added, retention and completion rates of students. This information is provided by officers of the Authority who are present at the consortium planning meetings. These agreed statistics form part of the planned data processing calendar of the Authority and are fed into quality assessments. In turn, this is used to guide planning at school level.

Service specific targets include the following

Raise awareness of the opportunities and benefits available to bilingual young people	<p>Researching and create an information tool for young people stating the benefits and options of Welsh medium further education and employment. This will need to be created with young people.</p> <p>Complete a summary report evidencing the research findings highlighting the appropriate tool to use to share this information to young people.</p> <p>Promote the information tool to young people through schools/colleges/clubs/websites/career days and community events</p>	<p>December 2017</p> <p>March 2018</p> <p>April 2018</p>	<p>Menter Iaith</p> <p>Menter Iaith – 16+ Urdd – Under 16</p> <p>Menter Iaith Urdd YEPS</p>
	<p>Identify partners/organisations that could deliver bespoke language awareness sessions for young people highlighting the value of having Welsh language as a skill.</p> <p>Coordinate and monitor the delivery of these sessions in schools/colleges and community settings</p> <p>Evaluate the effectiveness of these sessions through questionnaires/surveys and collate a report.</p>	<p>December 2017</p> <p>January – March 2018</p> <p>January - March 2018</p>	<p>Menter Iaith & Urdd</p> <p>Urdd</p> <p>Urdd</p>

	Coordinate a timetable of events to target sixth formers and college students to meet and use the Welsh language by providing social opportunities for them.	December 2017	The welsh language working group/Schools/colleges/Youth Forums – YEPs, Menter Iaith & Urdd
	Promote the events	January 2018	Youth Forums –YEPs, Menter Iaith & Urdd
	Record the number of young people attending and evaluate through questionnaires and surveys.	January 2018 onwards	Youth Forums –YEPs, Menter Iaith & Urdd
	Deliver ‘Cymraeg Bob Dydd’ (Welsh Every Day) to encourage young people studying welsh as a second language to take on further study to encourage the use of the language outside of school	March 2018	The Urdd
	Record the number of young people attending and evaluate through questionnaires and surveys.	March 2018	The Urdd
	Deliver social Welsh language events and activities for young people including residential opportunities, eisteddfodau, sport and accreditation		

Risks to be managed/highlighted <i>These are the things that will/could impact on the service area's / partner organisation's ability to achieve the Outcome above</i>		Actions to mitigate risk (if not included above) <i>Note: You must have actions to manage the identified risks. These can be cross referenced to existing actions/milestones above.</i>
1	Funding	This will be addressed annually
2	Management Information – recording of information if needed	Look at accessing management information tools within the LA to record engagement

Outcome 5: More students with advanced skills in Welsh

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

Current Position	2016/17	2017/2018	2018/2019	2019/2020
PROVISIONAL DATA Academic Year 2015/16: 74.27% (n=358; d=484)	380	404	430	500

Target Rationale:

The targets are set according to current pupil numbers in younger year groups, but being aspirational about the levels of achievement and retention.

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

OBJECTIVES:

1. *Ensure that the WESP and the Council's Welsh Language Promotion Strategy 2016-21 work together strategically in order to develop the language within and outside school settings.*
2. *Work across schools, further education providers and higher education institutions to inform children and young people about the benefits of being bilingual in the context of career progression; encourage young people to undertake vocational courses through the medium of Welsh and assist in creating apprenticeship opportunities for young people to use their Welsh language skills in the workplace.*
3. *Increase the number of social activities available through the medium of Welsh by, for example, establishing a network of community clubs that provide sports and leisure activities in Welsh.*
4. *The Youth Engagement and Participation Service, Menter Iaith, the Urdd and other children and young people's groups are to develop a joint strategy by April 2017 that enables Welsh to become the language of social and leisure activities, creating opportunities for children and young people to use Welsh outside of school and strengthen the link between the language of education and the community.*
5. *Seek to increase the Welsh-medium/bilingual delivery at Coleg y Cymoedd, in line with the guidance from Welsh Government ('Post 16 Planning and Reporting Arrangements for Further Education Institutions').*
6. *Working in partnership, research and develop a resource that will assist in providing information on opportunities for young people in terms of apprenticeships and employment opportunities that require Welsh language skills.*

Supporting Statement:

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

the Tidal Lagoon project in Swansea for example.

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

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

It has been recognised by the WESP Strategic Group in Rhondda Cynon Taf that it is a priority to work with schools, further education providers and higher education institutions to inform children and young people about the benefits of being bilingual in the context of career progression; encourage young people to undertake vocational courses through the medium of Welsh and assist in creating apprenticeship opportunities for young people to use their Welsh language skills in the workplace.

In particular, there are ongoing challenges with recruiting and retaining staff in early years' provision (including Flying Start); in primary and secondary education and in general customer / community-facing roles. If organisations in the County Borough are seeking to plan for the long-term, a consistent model for year 8, 9 and 10 pupils, providing information on learning and job opportunities using their Welsh language skills, would be beneficial. Some organisations are seeking to remedy this; for example, Mudiad Meithrin will shortly be speaking to secondary school staff on supporting pupils who are considering childcare courses to do so through the medium of Welsh. Coleg y Cymoedd also recently provided an event for students to meet employers who were seeking to recruit people with Welsh language skills. A more co-ordinated approach to this model would enable further opportunities to be realised and a resource should be researched that would enable young people to easily access this information.

Welsh Government have recently announced funding to support employers to send their employees on Welsh Language courses through 'Cymraeg I Oedolion' (Welsh for Adults). This could also be used to engage private sector business in encouraging Welsh to be spoken by their employees and customers, thereby increasing the call for young people with Welsh language skills to enter that organisation and increasing Welsh as the language of the community.

With regards to current provision, Coleg y Cymoedd is currently following the Development Plan for 2014-17, therefore, opportunities for long-term planning are limited. One of the current priorities of the Further Education college is to increase the reach and content of the Welsh medium Customer Service courses '*Yr Iaith ar Waith*' (The language at work). The work is now in its third phase, including courses on Childcare, Health & Social Care, Catering, Business and Tourism, the Creative Industries and Mechanics / Construction. During 2015/16, 355 learners took these courses and 341 were successful (96%). The College has started initial discussions with some Welsh-medium schools to discuss the potential of joint delivery of other Welsh medium and bilingual courses; planning meetings will take place in the Spring.

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

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

- Learners have a right to submit written work in Welsh, even if their tutor is not a Welsh-speaker (this does depend on the examining body's regulations).

- Learners can ask for notes and assessments in Welsh.
- Bilingual booklets are available which give a glossary and translation of terms (e.g. Mathematical terms).
- There are opportunities for them to improve their language skills informally during different activities e.g. coffee mornings; going on trips to see Welsh language programmes filmed; Urdd activities and things that go on during Welsh week.
- **How you will improve Welsh language literacy standards;**
- As well as school-specific activity, the Youth Engagement & Participation Service, Youth Engagement Officers, deliver Agored Cymru units in all four Welsh secondary schools – Level 2 equivalent to 2 GCSE's (A-C grade):
 - Ysgol Gyfun Garth Olwg: Work Related education (level 2) 2015 & 2016;
 - Y Cymer: PSE (level 2) 2015 & 2016;
 - Ysgol Gyfun Rhydywaun: Personal and Social Education (Level 2) 2016;
 - Ysgol Gyfun Llanhari: Standalone units for Personal and Social Education – Confidence building 2016.

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

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

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

There is also work ongoing with Leisure Services to provide Welsh language delivery of leisure activities, such as swimming.

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

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

In addition to second language learners, the challenge of maintaining language skills is also true for those educated through the medium of Welsh who have left school with a good level of fluency. The reality is that for many Welsh-speaking children from homes without Welsh-

speaking parents/carers, school provides them with one of the few opportunities to use the language. As a result, evidence shows that lack of opportunities to use the language leads to a lack of confidence and erosion of language skills and school also creates a formalisation of the language.

It is obvious therefore that the school setting alone is not enough; the child or young person needs to be supported at home (if possible) and encouraged to participate in wider social and cultural activities through the medium of Welsh to retain fluency in the language. There is also evidence that suggests that the language of interaction with friends is closely linked to the language the child or young person speaks, and that this also influences their attitudes towards either or both languages.

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

- The Urdd includes 4,000 children and young people members across the area and over 15 community activities. The opportunities provided for camping, taking part in Eisteddfods and competitions develop confidence and skills in Welsh.
- The Urdd work with 58% of schools and would be happy to work with the Education Directorate to increase this figure.
- The Youth Engagement and Participation Service (YEPS) offers 'positive activities' 5 days per week, 3.00pm – 5.00pm delivered through the medium of Welsh. Some activities will provide an opportunity to develop young people's Welsh literacy such as homework club and Information Technology sessions.
- The YEPS offers 'extended provision' 2 evenings a week through the medium of Welsh. Extended provision covers the four domains:
 - Domain 1: Education, employment and training
 - Domain 2: Advice and guidance
 - Domain 3: Participation and consultation
 - Domain 4: Leisure, sporting and cultural opportunities
- The service has an SLA with Menter Iaith, with the understanding that Menter Iaith will lead on the development Welsh youth forums that have a focus around information, advice and guidance.

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

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

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

An Adult Community Learning Communities First group is chaired by a Communities First Cluster Manager and the Welsh for Adults Coordinator from the University of South Wales is a key contributor to the group. Representation includes Coleg y Cymoedd and the voluntary sector. In addition to community based Welsh Language classes across clusters, Communities

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

Some libraries in Rhondda Cynon Taf are also facilitating Welsh reading groups and coffee mornings, as well as Welsh language and Welsh medium classes.

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

- A working group is being developed by the YEPS to map the Welsh language provision during extra-curricular times and ensure that gaps/needs are addressed where possible. Both the Urdd and Menter iaith will be part of the working group. E.g. Sport Coaching qualifications/CSCS (construction and building trade) cards delivered through the medium of Welsh.
- The development of another Welsh speaking 'extended provision' session delivered through the medium of Welsh in the Taf Elai area. The service is working closely with the Urdd and Menter iaith to develop this. Following this, the service can explore the possibility of further extended provision in the Rhondda and Cynon valleys.
- The hope is that all YEP Service provision delivered in the Welsh schools will be delivered through the medium of Welsh by Jan 2017. The service is currently working with the procurement team to towards using a Dynamic Purchasing System (instead of a Framework) which will allow the service to add new providers to the system as and when needed. There will be a focus on inviting Welsh speaking providers to tender for this.
- Link in with the Urdd to deliver sport coaching qualification through the medium of Welsh; monitor and track the young people who complete these courses through their volunteering hours and offer casual coaching hours through YEPS/Sport RCT to increase the number of Welsh speaking coaches.
- Use the Welsh language in provision that is delivered in those schools that are not Welsh speaking in order to promote the use of the language and support young people to develop confidence with this.

Implementation of the national programme (Welsh Language Charter and Supporting Young People's Practices project) within your schools.

Most schools in RCT have engaged with the Welsh language charter and are working towards the Bronze Award. Schools have successfully launched their work by inviting celebrities to provide workshops to pupils but also by making sure that parents are involved in the process and are aware of what is available to support pupils at home.

All WM secondary have engaged in the Young Peoples Practices Project. Their projects involve supporting younger pupils in using the language, celebrating the language and by researching the psychology of language.

Service specific targets include the following

Increase the number of social activities available through the medium of Welsh	Establish a Welsh language working group that will develop a joint strategy by September 2017, that enables Welsh to become the language of social and leisure activities.	September 2017	Claire Hutcheon (the welsh language Outcome 5 working group)
	Welsh Language working group meetings to take place quarterly, with set agenda and minutes.	Quarterly	Claire Hutcheon (the welsh language O5 working group)
	Complete an action plan alongside the strategy to be updated quarterly in line with the strategy	December 2017	Claire Hutcheon (the welsh language O5 working group)
	Map out the current provision offered by local authorities and community organisations through the welsh language, identifying gaps and highlight areas of need.	January 2018	Claire Hutcheon (the welsh language O5 working group and partners)
	Ensure that the provision that is offered is advertised on Dewis	March 2018	Claire Hutcheon (the welsh language O5 working group)

	<p>RCT Graduate Officers (Kathryn Herbert) to complete the welsh language standards report which is an audit of the welsh language skills of the council's commissioned partners.</p> <p>Develop an 'information pack' to distribute to each organisation/ community club that has been commissioned by the council. The will compliment other resources that may have been or due to be developed.</p> <p>Distribute and promote the information pack both internally and externally to the LA</p> <p>Evaluate the effectiveness of the information pack through feedback from partners</p>	<p>October 2017</p> <p>December 2017</p> <p>March 2018</p> <p>March 2018</p>	Kathryn Herbert (RCT Graduate Officer)
	Create a timetable of community based social events targeting 16+ and promote.	Quarterly	Menteriaith
	Establish links with the RCT County Youth Forum and other youth forums regarding the promotion of welsh language provision.	January 2018	Claire Hutcheon/ Einir Sion
	Work in partnership to coordinate and deliver holiday programmes through the welsh language.	January 2018	Claire Hutcheon (The welsh language O5 working group)
	Promote activities delivered through the welsh language through websites and social media platforms.	January 2018	Claire Hutcheon (The welsh language O5 working group)
	Research and develop a resource that will assist in providing information on opportunities for young people in terms of apprenticeships and employment opportunities that require Welsh language skills.	March 2018	Sian Woolson (The welsh language O5 working group)

	Identify champions (both young people and adults) that can attend community events to engage with the public and promote activities on offer through the welsh language in RCT	March 2018	Claire Hutcheon (The welsh language working group)
	Promote and support young people to attend the Eisteddfod as a way to increase opportunities for them to socialise through the welsh language	Annually	All partners

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

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

OBJECTIVES

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

- 1. Undertake an annual data analysis to establish the demand for specialist Welsh medium support for learners with Additional Learning Needs (ALN) and to identify gaps in provision.*
- 2. Undertake an annual data analysis of pupil outcomes to ensure that learners with Additional Learning Needs in Welsh medium settings make comparable progress to learners in English medium settings.*
- 3. Provide effective challenge and support to Welsh medium schools to ensure high quality provision to learners with ALN through a rolling programme of school based ALN Reviews undertaken jointly between Access and Inclusion Services and consortium based Challenge Advisors.*
- 4. Explore opportunities for collaboration across the consortium via the Central South Consortium Inclusion Leads Group in relation to workforce planning, the potential to address identified gaps in specialist Welsh medium provision.*
- 5. In line with objectives in Outcomes 1, provide annual training to frontline staff, including colleagues in the University Health Board, Health Visitors, Flying Start, 'Mudiad Meithrin' and others, on the options for pupils with Additional Learning Needs regarding Welsh medium education, the benefits of being bilingual and positive messaging for parents.*

Supporting Statement:

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

Please consider the following in your response:

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

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

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

Enhanced SEN /ALN support for pupils in Welsh medium schools is provided by the centrally funded Welsh medium Severe and Complex Difficulties team which currently provides additional specialist support to 9 pupils with severe and complex needs, ranging from Foundation Phase to KS3. The capacity of the team is currently able to meet identified need. For those Welsh medium pupils who would meet criteria for specialist placement in other designations of Learning Support Class (e.g. Autistic Spectrum Disorder, Social, Emotional and Behavioural Difficulties), schools are able to access Welsh medium specialist support and advice from central Access and Inclusion teams. Opportunities to explore the potential scope for establishing Welsh medium specialist placements, such as Welsh medium Learning Support Classes, will be undertaken collaboratively with Access and Inclusion Services across the Central South Consortium (CSC) via the recently established CSC Inclusion Leads Group workplan. There is also an explicit action within the CSC Business Plan for 2017-18 relating to considering the case for expansion of provision for ALN for the Welsh medium sector across CSC (Improvement Priority One; Objective 1.6). This work is in the early stages of development.

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

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

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

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

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

Outcome 7: Workforce planning and continuing professional development.

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

OBJECTIVES:

- 1. Work with schools to understand why there is a low take up locally of the Welsh Government / Cardiff University Sabbatical Scheme.*
- 2. Encourage teaching assistants to take advantage of the developmental opportunities the Sabbatical Scheme can provide.*
- 3. Work with Cardiff University to recruit more English medium teachers on to the Welsh language sabbatical schemes.*
- 4. Consider the introduction of intensive training courses for teachers that are willing to transfer to Welsh medium education.*
- 5. Target those Council staff that have some Welsh language skills for confidence-building courses to encourage usage in the workplace and with customers.*

Supporting Statement:

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

Please consider the following in your response:

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

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

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

This identifies that 950 school based staff have Welsh Language skills, yet only a small proportion have taken up the opportunity provided by the Welsh Government Sabbatical Scheme, provided through Cardiff University, to improve Welsh language skills for classroom assistants and teachers. Since 2013/14, 0.12% of classroom assistants have taken up this offer and 0.04% of teachers in RCT. Further work is required to understand the story behind the low take up figures.

The Central South Consortium provides courses supporting the need for developing Welsh language skills. They provide training for both Beginners Welsh and those with a basic knowledge of the language looking to improve their skills. During this academic year, they will be held on:

28/9/17

9/11/17

12/11/17

18/1/18

15/3/18

The Welsh in Education Officers now work closely with Cardiff University in order to provide support for the members of staff when they return to school. A member of staff from Glyncoch is participating in the new sabbatical pilot which takes place over the year. The WIEO's also broker the support of the University to Schools.

Coleg y Cymoedd has a **Linguistic Skills Strategy** comprised of two elements.

The first is the **Staff Linguistic Skills Survey** held every two years. The latest took place in January 2017 with 723 staff (100%) responding to a questionnaire asking them to self-assess their Welsh speaking, understanding, writing and reading skills. The results of the survey identify Welsh speaking staff and their level of skills and these results identify which staff would benefit from targeted training opportunities e.g. Sgiliaith methodology sessions, the Welsh Language Sabbatical Scheme, internal Welsh in the Workplace courses, etc.

The second element of the Linguistic Skills Strategy is a **Skills Audit** of each role in the College where Managers are asked to evaluate each role when recruiting new members of staff in order to determine whether Welsh is essential or desirable for that particular role.

Mudiad Meithrin's sub-company, 'Cam wrth Gam', provides training courses for secondary school pupils in early years education / childcare and are working to the Welsh Government 'Progress for Success' plan through training people in the field of childcare to gain a Level 3 diploma in Childcare and Child Development.

As set out in Outcome 5, Welsh Government have also recently announced support for businesses to send their employees on Welsh language training through 'Cymraeg I Oedolion' – Welsh for Adults. This could further incentivise others to learn the language and improve their skills, thereby increasing Welsh as the language of the community.

Signed: Date:

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

Medi / September 2

Strategaeth Hybu'r Gymraeg

Welsh Language Promotion Strategy

Rhondda Cynon T



• Introduction

Developing a 5-year strategy to promote the Welsh language is a statutory requirement relating to the Welsh Language (Wales) Measure passed by the National Assembly for Wales in 2011.

The Measure includes:

- giving the Welsh Language official status in Wales meaning that Welsh should be treated no less favourably than the English language;
- establishing the role of the Welsh Language Commissioner who has responsibility for promoting the Welsh language and improving the opportunities people have to use it;
- creating a procedure for introducing duties in the form of language standards that explain how organizations are expected to use the Welsh language and create rights for Welsh speakers;
- making provision regarding promoting and facilitating the use of the Welsh language and increasing its use in everyday life;
- making provision regarding investigating an interference with the freedom to use the Welsh language.

The Measure gives the Welsh Language Commissioner authority to impose duties on a wide range of organisations to provide services in Welsh, to mainstream the language into policy development, and to develop strategies with regard to increasing the use of Welsh at work.

Along with all other local authorities in Wales, Rhondda Cynon Taf County Borough Council received its Statutory Compliance Notice under Section 44 of the Welsh Language (Wales) Measure 2011 on 30 September 2015. The Compliance Notice is a document that has been issued by the Welsh Language Commissioner outlining

the 171 specific Standards RCT Council will need to comply with in respect of the delivery of Welsh language services.

The combined effect of the Compliance Notice and Standards is that greater compliance will be required by the Council with regards to the delivery of services through the medium of Welsh - whether it is paper based, internet, social media and interactive mediums, or face-to-face/telephone conversations. Failure to comply will leave the Council at considerable risk of incurring civil penalties which can include fines of up to £5,000 per breach.

The Welsh Language Standards are the new framework for extending the use of Welsh and replace the previous Welsh Language Schemes. The duties which come from the Standards apply to the following operational areas:

- Delivering Welsh-medium services
- Policy making that promotes the Welsh language
- Operating through the medium of Welsh
- Keeping records about the Welsh language, and finally
- Promoting the Welsh language.

Standard 145 (Promotion) states that every local authority must produce, and publish on their website, a 5-year strategy that sets out how they propose to promote the Welsh language and to facilitate the use of the Welsh language more widely in their area; and the strategy must include (amongst other matters):

- a target (in terms of the percentage of speakers in the area) for increasing or maintaining the number of Welsh speakers in the area by the end of the 5 year period concerned;
- a statement setting out how they intend to reach that target; and
- conduct a review of the strategy and publish a revised version on their website within 5 years of publishing a strategy (or of publishing a revised strategy).

The Welsh language promotion standards impose duties on local authorities across Wales to promote the use of Welsh more widely and to support and encourage its use within the communities they serve.

- **Background**

Rhondda Cynon Taf Borough Council covers an area of the South Wales Valleys stretching from the Brecon Beacons in the north, to the outskirts of Cardiff in the south. It comprises a mixture of urban, semi-suburban and rural communities, situated in mountains and lowland farmland.

Rhondda Cynon Taf is the third largest local authority in Wales, formed in 1996 from the former boroughs of Rhondda, Cynon Valley and Taff Ely (part). The County Borough covers an area of 424 square kilometres with a population of 234,400 (2011). The area has 75 electoral wards, of which 22 are Communities First Areas.

Between 2001 and 2011, the population grew slightly by 1.06%, compared to an increase of 5.5% across Wales. Between 2001 and 2011, the number of children aged 5-14 years old decreased by an average of 14%, with the number of people aged 65 years old and above increasing by nearly 7% in the same period. This is a trend that looks set to continue, with the number of people aged 85 years old and over predicted to double by 2033. Overall, RCT is the third most deprived local authority in Wales, as measured by the Welsh Index of Multiple Deprivation (2011) and has the lowest healthy life expectancy in Wales.

According to the Office of National Statistics, 73% of residents in Rhondda Cynon Taf are economically active compared with a Welsh average of 75%, however the central and northern valleys have above average levels of people claiming Job Seekers Allowance in Wales. The employment structure of Rhondda Cynon Taf is dominated by three sectors, namely 'public administration', 'manufacturing' and

‘distribution, hotels and restaurants’. Together, these three account for 74% of all available jobs in Rhondda Cynon Taf. The key social trends show that 27% of residents in Rhondda Cynon Taf suffer with a limiting long-term illness compared with a Welsh average of just 23%. In addition, 41% of residents in Rhondda Cynon Taf have no academic qualifications compared with a Welsh average of 33%.

According to the 2011 census figures, 27,779 Welsh speakers live in Rhondda Cynon Taf which represents 12.3% of the total population. A more detailed language profile of the county borough is provided in Section 4 below.

• Policy Context

Although the Welsh Language Standards are a fairly recent development, local authorities and other public bodies have been required to produce Welsh Language Schemes since the passing of the Welsh Language Act in 1993 which stipulated that the Welsh language and English language should be treated on the basis that they are equal.

Since the establishment of the Welsh Assembly there has been a raft of policies and strategies aimed at increasing the numbers able to speak Welsh and promoting its use in everyday life. For example, in 2003 the Welsh Assembly Government published a national plan to create a bilingual Wales entitled *Iaith Pawb*. In the introduction to the plan, the First Minister at the time, Rhodri Morgan said – *‘[the] Welsh Assembly Government believes that the Welsh language is an integral part of our national identity. The Welsh language is an essential and enduring component in the history, culture and social fabric of our nation. We must respect that inheritance and work to ensure that it is not lost for future generations.’* The introduction went on to say that *‘[the] Assembly Government is committed to taking the lead in working to support and promote the Welsh language[and] will do all we can to create the right conditions in which the Welsh language can grow and flourish in all aspects of Welsh life.’*

This was the first time in the nation's long history that a government has committed to the principle of creating a truly bilingual Wales. The vision presented in *Iaith Pawb* is a country - *'where people can choose to live their lives through the medium of either or both Welsh or English and where the presence of the two languages is a source of pride and strength to us all.'*

One of the key policy documents underpinning this vision was the Welsh Government's *Welsh-medium Education Strategy* launched in 2010. Leighton Andrews, the Minister for Children, Education and Lifelong Learning at the time wanted to create an education and training system - *'that responds to the growing demand for Welsh-medium education and increase the numbers of learners able to reach fluency and use the language in their communities, families and the workplace.'* The strategy clearly states that – *'Welsh-medium education from the early years, with robust linguistic progression through every phase of education, offers the best conditions for developing future bilingual citizens. Developing language skills is a process that happens over a period of time.'*

In order to develop Welsh-medium education, all local authorities have been required to create a framework through Welsh in Education Strategic Plans (WESPs) which describe how they will contribute to the outcomes and targets set out in the Welsh Government's overarching Welsh Medium Education Strategy. The School Standards and Organisation (Wales) Act 2013 aimed to build upon the previous non-statutory WESPs by placing them on a statutory footing. The Act placed a duty upon local authorities to consult on, produce and publish a five-year Welsh in Education Strategic Plan to be submitted for approval by Welsh Ministers.

In April 2012, the Welsh government published a Welsh Language Strategy called - *'A living language: a language for living 2012-2017'*. The strategy reflects the government's vision for increasing the number of people who both speak and use the language. It builds on the vision outlined in *'Iaith Pawb - A National Action Plan for a Bilingual Wales'* that was published in 2003.

The document underlines the importance of a strong Welsh-medium education system as a long term basis for promoting the use of Welsh across a variety of social

domains. By the same token, it also notes that the education system alone is not enough to produce Welsh speakers who see value in using the language in their daily lives at home, socially or professionally.

There are two core elements to the strategy, which is first to encourage children and people of all ages to acquire the language, such as encouraging language transmission in the home, ensuring further growth in Welsh-medium education and Welsh for Adults, and secondly, to create opportunities for people to use the language on a daily basis, either socially, at work, when receiving services or when enjoying entertainment and recreation.

The strategy has six aims:

- to encourage and support the use of the Welsh language within families;
- to increase the provision of Welsh-medium activities for children and young people and to increase their awareness of the value of the language;
- to strengthen the position of the Welsh language in the community;
- to increase opportunities for people to use Welsh in the workplace;
- to improve Welsh language services to citizens;
- to strengthen the infrastructure for the language, including digital technology.

In 2014 the Welsh Government published a policy statement building on the foundations of the original strategy called – ‘*A living language: a language for living – Moving Forward*’ which sets out the government’s policy objectives for the Welsh language up to 2017. These amendments were informed by a number of developments since the initial launch which included the publication of the 2011 census results and a series of high-level policy discussions and reviews.

In light of this, the government has identified four themes to focus on for the next three years:

- The need to strengthen the links between the economy and the Welsh language that recognises the synergy between nurturing economic growth, jobs, wealth-creation, and the well-being of the Welsh language;

- The need for better strategic planning for the Welsh language by Welsh Government, local authorities and other public bodies;
- The need to encourage more use of Welsh in the community with a particular focus on increasing the number of people who learn Welsh through the education and training system and turning these learners into speakers;
- The challenge of changing linguistic behaviour by being more positive and less negative about the way we talk and feel about the language.

The Strategic Framework *Mwy na Geiriau/More than Words* was drawn up by the Welsh Government in 2012 with the aim of strengthening Welsh language services in health, social services and social care. The framework provides a systematic approach to improving services for those who need or choose to receive their care in Welsh. It recognises that for many Welsh speakers being able to use your own language needs to be seen as a core component of care, not an optional extra. Many service users are very vulnerable, so placing a responsibility on them to ask for services through the medium of Welsh is unfair. Central to the strategy is the challenge of developing the 'Active Offer', namely that staff members offer Welsh language services to patients, rather than wait for patients to request them.

The strategy was updated in 2016 with '*More than just words.... follow-on strategic framework for Welsh Language Services in Health, Social Services and Social Care 2016-2019*'. The ultimate aim of the follow-on strategic framework is to ensure that NHS Wales, social services and social care will have mainstreamed the Welsh language into virtually all aspects of their day-to-day business. This will involve recognition that many vulnerable people, such as older people who suffer from dementia or stroke also lose their second language and many toddlers only speak Welsh. It also highlights the fact that care and language go hand in hand and the quality of care can be compromised by the failure to communicate with people in their first language.

The Well-being of Future Generations (Wales) Act 2015 was published by the Welsh government to improve the social, economic, environmental and cultural well-being

of Wales. It requires public bodies to think more about the long-term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach to sustainability. The Act puts in place seven well-being goals, including – *‘a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.’*

The Act establishes a statutory Future Generations Commissioner for Wales and also establishes Public Services Boards (PSBs) for each local authority area in Wales. Each PSB must improve the economic, social, environmental and cultural well-being of its area by working to achieve the well-being goals.

Finally, a draft of a new strategy following on from the current strategy – *‘A living language: a language for living 2012-2017’* was launched at the National Eisteddfod in Abergavenny this year with the aim of creating a million Welsh speakers by 2051. In the Foreword to the draft strategy Alun Davies AM, the Minister for Lifelong Learning and Welsh Language states clearly that – *‘Our ambition as a Government is to reach a million Welsh speakers by 2050. There is no doubt that this is a challenge, but I believe that we need to set such an ambition if we are to make a real difference where the Welsh language is concerned.....For us to achieve that, we believe that several things need to happen: more children in Welsh-medium education, better planning in relation to how people learn the language, more easy-to-access opportunities for people to use the language, a stronger infrastructure and a revolution to improve digital provision in Welsh, and a sea change in the way we speak about it.’*

The strategy contains six development areas:

- Planning and Language Policy
- Normalising the use of Welsh
- Education
- People
- Support
- Rights

Welsh Government have invited responses to the consultation document by 31st October.

- **Welsh Language Profile: Rhondda Cynon Taf**

The 2011 census results showed a decline in the number of Welsh speakers in Wales since 2001, which was also reflected in Rhondda Cynon Taf, as the table below shows:

Table 1: Number and Percentage of Welsh Speakers in 2001 and 2011

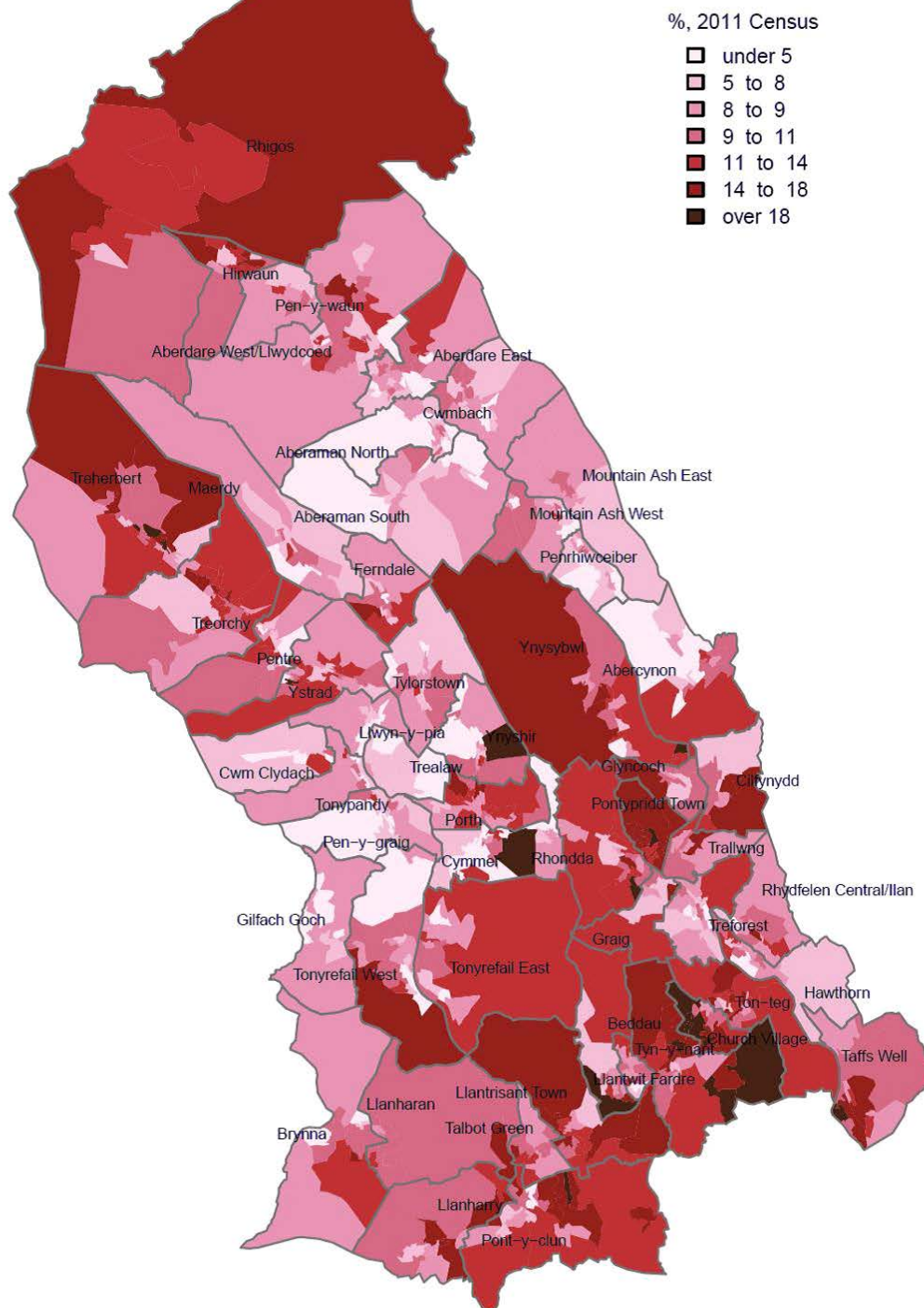
	Number of Welsh Speakers		Percentage of Welsh Speakers	
	2001	2011	2001	2011
Rhondda Cynon Taf	27,946	27,779	12.5	12.3
Wales	582,368	562,016	20.8	19.0

The figures show that there were 167 fewer Welsh speakers in the County Borough in 2011 than in 2001; the proportion of Welsh speakers had also decreased by 0.2%. Although the data shows a downward trend, it is slender enough to suggest that the situation overall is quite stable. Although the decline is not as severe as in other parts of Wales, it needs to be urgently addressed to avoid a further weakening of the language base.

Menter Iaith Rhondda Cynon Taf recently commissioned a Welsh Language Profile of the area in order for it to plan strategically for language growth and operate as an influential partner in the regeneration process. The language profile includes useful maps and tables showing the geographical distribution of Welsh speakers, their age profiles and patterns of language use. The map below, taken from the language profile, shows where those who are able to speak, read and write Welsh live, with the darker shaded areas showing where the highest proportion of Welsh speakers can be found:

Rhondda Cynon Taf

Table: Welsh language skills
KS207WA0014 (Can speak, read and write Welsh)



The maps show percentages within Census 2011 output areas, within electoral divisions

Map created by Hywel Jones. Variables KS208WA0022-27 corrected

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The map above indicates that the geographical spread of those able to speak, read and write Welsh is fairly even, however it is noticeable that the main areas of language density tend to be in the south and north of the County Borough.

The table below shows in more detail the overall population by Community in Rhondda Cynon Taf and the percentage and numbers of Welsh speakers based on the 2011 Census. The communities are presented in descending order starting with those with the highest percentage of Welsh speakers:

Table 2: Numbers and Percentage of Welsh Speakers by Community

Community	Population over 3 years	Number of Welsh speakers	% of Welsh speakers
Llantwit Fardre	14,587	2,501	17.1
Hirwaun	4,799	788	16.4
Pontyclun	7,730	1,232	15.9
Treherbert	5,503	857	15.6
Rhigos	869	135	15.5
Ynys-y-bwl & Coed-y-cwm	4,484	676	15.1
Taffs Well	3,522	528	15.0
Treorchy	7,465	1,085	14.5
Llwydcoed	1,271	183	14.4
Llantrisant	14,731	2,068	14.0
Llanharry	3,460	482	13.9
Porth	5,764	769	13.3
Llanharan	6,969	909	13.0
Pontypridd	31,538	3,978	12.6
Ystrad	5,652	692	12.2
Pentre	5,035	610	12.1
Ferndale	4,034	478	11.8
Aberdare	14,054	1,625	11.6
Ynys-hir	3,185	361	11.3
Tonyrefail	11,852	1,286	10.9
Cwm-bach	4,229	448	10.6
Pen-y-waun	2,913	305	10.5
Mountain Ash	7,114	740	10.4
Tylorstown	4,368	443	10.1

Tonypandy	3,609	353	9.8
Maerdy	3,046	296	9.7
Pen-y-graig	5,330	497	9.3
Aberaman	9,411	870	9.2
Cymer	4,605	423	9.2
Llwynypia	2,178	198	9.1
Trehafod	678	62	9.1
Abercynon	6,125	552	9.0
Cwm Clydach	2,695	238	8.8
Penrhiwceiber	5,564	491	8.8
Trealaw	3,871	334	8.6
Gilfach-goch	3,315	286	8.6

In contrast to the table above that identified communities with the highest percentage of Welsh speakers, the table below shows some of the communities with the highest number of Welsh speakers according to the 2011 census and the percentage change since 2001:

Table 3: Communities with the Highest Number of Welsh Speakers

Community	Number of Welsh speakers	Percentage of Welsh speakers	% change since 2001
Pontypridd	3,978	12.6	-0.2
Llantwit Fardre	2,501	17.1	+2.6
Llantrisant	2,068	14.0	-0.2
Aberdare	1,625	11.6	-2.4
Pontyclun	1,232	15.9	+1.1

It is clear that these communities along with Tonyrefail and Treorchy, which also have over 1,000 Welsh speakers, have a strategically important role to play as key language hubs in the future.

Table 4: Comparison in numbers/percentages across age ranges – between 2001 a 2011

Age Group				
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All (over 3)	12.5	12.3	27,946	27,779
3-4 years	16.7	20.3	982	1,137
5-9 years	27.4	30.7	4,104	4,028
10-14 years	34.2	34.2	5,606	4,750
15-19 years	27.1	26.5	4,081	3,942
20-24 years	14.3	15.7	2,060	2,541
25-29 years	10.6	14.6	1,514	2,158
30-34 years	7.9	12.5	1,302	1,769
35-39 years	6.6	9.7	1,124	1,413
40-44 years	5.9	6.8	913	1,143
45-49 years	5.8	5.6	834	934
50-54 years	5.4	4.8	880	732
55-59 years	5.3	4.6	723	636
60-64 years	5.0	4.3	586	665
65-69 years	5.3	4.5	560	544
70-74 years	6.3	3.7	592	363
75-79 years	8.9	4.0	747	309
80+ years	14.4	6.9	1,338	715

The above data shows that the age profile of Welsh speakers in Rhondda Cynon Taf varies considerably. Not surprisingly perhaps, the highest percentages are found amongst the younger age groups which underlines the influence of the education system, in particular the growth of Welsh-medium schools in recent years. However, these figures need to be accompanied by a health warning as the proportion denoted as Welsh speakers in 2011 in the 5-9 years age group (30.7%) is much higher than those of the same age group in Welsh-medium education (20%), which is a far more realistic measure of language ability. The inflated figure probably reflects the linguistic assessment of parents whose children study Welsh as a second language and may be over optimistic in terms of their overall language skills.

It is heartening however to note that about a third of 10-14 year olds are recorded as Welsh speakers. However, it is a matter of concern that the bilingual skills acquired at school are not maintained to the same degree in young adulthood. The figures show for example that 34.2% of children in the 10-14 age group in 2001 were fluent Welsh speakers, but only 15.7% of the same cohort, ten years later in 2011 admitted to having Welsh language skills. This again in part reflects the possible over-

optimistic assessment of language skills by parents but it also demonstrates how quickly language skills can become eroded if not actively maintained.

The graph below highlights this clearly by showing that the pattern of language decline amongst the post-16 age groups is fairly consistent according to the most recent decennial census results. The peaks at the age of 10-14 can clearly be seen in 2001 and 2011, followed by a dramatic decline in language use in subsequent age groups until a small surge becomes evident again amongst elderly speakers, although this is not as apparent in 2011 as it was a decade earlier. Unfortunately, this recurring pattern of language decline has been in existence for too long and needs to be addressed by language planners as a matter of priority so that the investment in Welsh-medium education yields better long term results in terms of community usage.

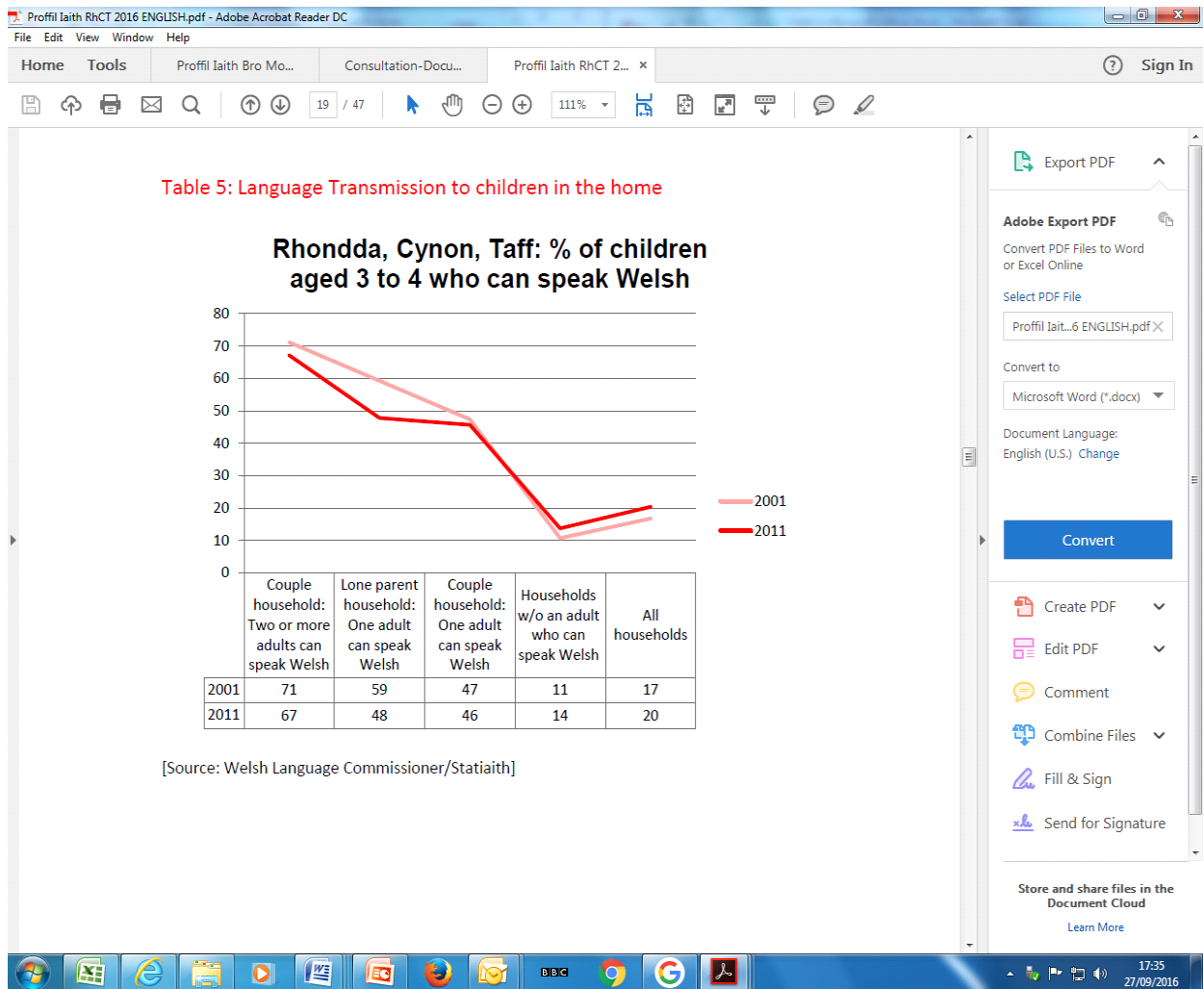
Graph 1: Percentage able to speak Welsh according to age groups based on 2001 and 2011 census figures

The graph above is stark evidence of a worrying, cyclical trend of lost opportunities. Clearly, hundreds of young people who had bilingual skills a few years ago have allowed those skills to become eroded to a point where they are no longer actively functional. This inevitably leads to a lack of confidence in using those skills and a perception by users that they have no further value or merit. This is unquestionably deeply disappointing for those involved in language promotion; on the other hand trying to re-engage these young adults with Welsh so that they could somehow regain their language proficiency would be a worthwhile and rewarding challenge. In one sense, this would be a far simpler process than teaching someone to speak Welsh from scratch. By targeting these lapsed speakers, the potential for increasing the number of Welsh speakers and encouraging greater use of the language in the community and workplace is enormous. This targeted approach will be looked at in greater detail later on.

In addition to the education system, the most effective way of acquiring Welsh is by introducing the language as a mother tongue at home. Unfortunately the analysis commissioned by Menter Iaith Rhondda Cynon Taf shows that language transmission in the home is lower in the local authority area than across Wales and lower than the regional average. On a national level, in households where both parents speak Welsh, 82% of children aged 3-4 years also speak the language. In Rhondda Cynon Taf, where both parents can speak Welsh, only 67% of children aged 3-4 years speak Welsh. In 2001 the comparable transmission rates were 76%. In households where only one parent can speak Welsh, the transmission rates recorded in Rhondda Cynon Taf in the 2011 Census are 46% which is a slight decrease from the 2001 figure of 47%.

This considerable decline in mother tongue transmission has a significant effect on language sustainability and undermines the process of re-establishing Welsh as the language of the home, which is probably the most influential domain of language reproduction. After about three generations of Welsh-medium education, encouraging greater use of Welsh as a home language is proving to be a stubborn nut to crack. According to Professor Joshua Fishman, who, until his recent death was one of the world's greatest authorities on language planning, the family is the most common and inescapable basis of mother tongue transmission and language acquisition. He stressed that - *'The road to societal death is paved by language activity that is not focused on intergenerational continuity i.e. that is diverted into efforts that do not involve and influence the socialization behaviours of families of child-bearing age'*. Identifying ways to promote greater levels of language use at home will be one of the key priorities of this strategy and will be dealt with in later chapters.

Graph 2: Language Transmission in the home



Another way of acquiring Welsh is by learning the language as an adult. The Glamorgan Welsh for Adults Centre based at the University of South Wales, Pontypridd provides courses during the day and in the evening in various locations across Rhondda Cynon Taf. As well as the once weekly courses (2 hours or 3 hours), the centre also provides intensive courses (9 hours and 4 hours a week), day schools, taster sessions and summer courses for adults at different levels of proficiency. They also provide Welsh in the Workplace courses for a range of different employers in the area.

Although the Census is the key source of information for the number of people who are able to speak Welsh, other sources also offer useful data. One important source of information is the Welsh Language Use Survey which was commissioned by the Welsh Government and the Welsh Language Commissioner. The survey was conducted over a period of two years between 2013 and 2015. The previous Welsh Language Use Survey was carried out by the Welsh Language Board between 2004-06.

The most recent survey shows that the number of fluent Welsh speakers has decreased in over half the local authority areas (12 out of 22 areas) between 2004-06 and 2013-15, mainly in the traditional Welsh-speaking areas of north and west Wales. However, there was an increase in the number of fluent Welsh speakers in several local authority areas in south-east Wales, with the biggest increase in Cardiff and Rhondda Cynon Taf. The number denoted as being fluent in Rhondda Cynon Taf has increased from 11,200 to 16,600 between 2004-06 and 2013-15, which is an increase of 5,300. The number of Welsh speakers who were not fluent also went up from 12,500 to 21,300 – an increase of 8,700. As well as the rise in the number of people who say that they can speak Welsh in Rhondda Cynon Taf, the Language

Use Survey also shows that the percentage of people in the area who speak Welsh every day has increased from 35% to 43%.

• **Key Language Planning Areas**

In order to maintain and increase the number of Welsh speakers over the next five years the Borough Council and its partners need to prioritise some key policy areas for action, which include:

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

Welsh-medium Education

Early Years Provision

Mudiad Meithrin is the main provider of Welsh-medium early years education in Rhondda Cynon Taf. Currently they provide 13 Cylchoedd Ti a Fi (parent and toddler groups) and 25 Cylchoedd Meithrin (nursery groups) in the county borough; many run in conjunction with Flying Start.

Cylchoedd Ti a Fi are provided in the following locations:

Aberdare

Beddau

Efail Isaf

Church Village/Tonteg

Rhydyfelin

Taff's Well

Ynysybwl
Bronllwyn
Llanharri
Nant Dyrys (Ynyswen)
Porth
Thomastown
Treorchy

Cylchoedd Meithrin are available in the following locations:

Aberdare
Beddau
Cilfynydd
Den y Gryffalo (Glyncoch)
Efail Isaf
Evan James (Pontypridd)
Llanilltud Faerdref
Penderyn
Church Village
Rhydyfelin
Seren Fach (Mountain Ash)
Sêr Sardis (Pontypridd)
Taff's Well
Ynysybwl
Bronllwyn
Llanharri
Nant Dyrys (Ynyswen)
Pontyclun
Porth
Thomastown
Treorchy
Ynyshir + Wattstown

Mudiad Meithrin is hoping to open cylchoedd Ti a Fi in Gilfach Goch and Penygraig in the near future.

Primary Provision

Rhondda Cynon Taf at the moment has 13 Welsh-medium primary schools and 3 dual language primary schools:

Table 5: Welsh-medium primary schools, number of pupils (2015) and capacity (not including nursery places)

School	Pupil Numbers (2015)	Capacity	No. in nursery
Ysgol Gynradd Gymraeg Abercynon	299	355	41
Ysgol Gynradd Gymraeg Aberdar	370	378	55
Ysgol Gynradd Gymraeg Bodringallt	142	171	21
Ysgol Gynradd Gymraeg Bronllwyn	212	242	35
Ysgol Gynradd Gymraeg Castellau	206	265	36
Ysgol Gynradd Gymraeg Evan James	295	392	48
Ysgol Gynradd Gymraeg Garth Olwg	294	315	45
Ysgol Gynradd Gymraeg Llantrisant	330	334	39
Ysgol Gynradd Gymraeg Llwyncelyn	271	272	42
Ysgol Gynradd Gymraeg Llyn y Forwyn	168	198	38
Ysgol Gynradd Gymraeg Pont Sion Norton	222	301	43
Ysgol Gynradd Gymraeg Tonyrefail	216	273	31
Ysgol Gynradd Gymraeg Ynyswen	232	326	49
Ysgol Llanhari (Primary)*	30	201	36

In September 2012, Ysgol Gyfun Llanhari was re-designated as a Middle School, and is now able to admit pupils aged between 3 and 19 years. The Primary department of Ysgol Llanhari has the capacity to admit 240 pupils aged between 3

and 11 years and this provision can be expanded in future years if the demand for places increases.

It appears from the data noted above that there is sufficient capacity in most RCT primary schools to cater for any increased demand for Welsh-medium education in the future.

Table 6: Dual-language primary schools, number of pupils (2015) and capacity

School	Pupil Numbers (2015)	Capacity	No. in Nursery
Ysgol Dolau	177	442	20
Ysgol Heol y Celyn	111	414	22
Ysgol Penderyn	150	231	26

Based on 2015 data, there were approximately 3,725 pupils receiving Welsh-medium education in the primary sector (including nursery places) which equates to about 20% of the total cohort. This is an increase of 144 pupils since 2010.

According to the latest Welsh in Education Strategic Plan (WESP) report, the percentage of seven-year-old children taught through the medium of Welsh has remained fairly stable over the past five years. The percentage figure for 2015 was 19.5% compared to 20% in 2011.

In terms of the future development of Welsh-medium education, there are proposals in the Council's 21st Century Schools Programme to increase Welsh-medium provision in areas of the county where pressure on places currently exists. These include the relocation of Ysgol Gymraeg Tonyrefail to the current Tonyrefail Primary School site, which will increase capacity by at least 60 places and Ysgol Gymraeg Llwynycelyn extending to the adjacent Llwynycelyn Infants site, which will increase capacity at that school by at least 100 places. The new development at Ysgol Llanhari has also added sufficient Welsh-medium primary education capacity to meet current, and future forecasted demand in the south-west of the County Borough where plans are under way to support large-scale housing developments in the area.

Should there be an increased demand for Welsh-medium education in future years in other parts of the county, the local authority has appropriate plans in place to respond positively to ensure there are sufficient numbers of places available.

Secondary Provision

Rhondda Cynon Taf has 3 Welsh-medium comprehensive schools and a Welsh - medium Middle School:

Table 7: Welsh-medium comprehensive schools, number of pupils (2015) and capacity

School	Pupil Numbers (2015)	Capacity	6 th form
Ysgol Garth Olwg	818	1,114	134
Ysgol Rhydywaun	986	1,022	222
Ysgol Cymer Rhondda	773	1,025	164
Ysgol Llanhari (secondary)	412	951	69

In January 2012, 3,258 pupils received secondary education through the medium of Welsh, or 19% of the total secondary school population. In January 2015, the total had fallen slightly to 2,944 which represented 18.4% of the total secondary school population.

Transition rates between Key Stage 2 and 3 have been consistently high over recent years with more learners seeking to improve their language skills on transfer from primary to secondary school. The transfer rate in 2015 was 97.3%. In 2015, at the end of KS3, 19.2% of the Year 9 cohort in Rhondda Cynon Taf County Borough Council was assessed in Welsh First Language compared to 17% in 2011.

20% of the whole Year 11 cohort studied 5 or more qualifications through the medium of Welsh in 2011 but this figure had fallen to 17% in 2015, with new

developments at Bridgend College and Ysgol Llangynwyd attracting pupils to study outside of the county mainly from Ysgol Llanhari that has seen a decline in 14-19 age pupils from 510 in January 2011 to 176 in January 2015.

Whilst there is sufficient capacity at the moment in both Ysgol Cymer Rhondda and Ysgol Llanhari to accommodate an increase in numbers, pupil projections up to 2020 suggest that Ysgol Rhydywaun by then will be over capacity. The authority is already looking at proposals to expand the number of pupil places at the school.

Further Education

Coleg y Cymoedd informs all Welsh speaking students at induction that they may submit written work through the medium of Welsh subject to awarding body guidelines. Students are also encouraged to maintain and develop their speaking skills through attending informal activities at the College. They are also made aware of bilingual support available.

In 2014-15, 306 students followed Welsh-medium/bilingual modules across all campuses of Coleg y Cymoedd. In 2014-15, 10 new bilingual modules and 4 new Welsh-medium modules were made available to learners at Coleg y Cymoedd in Childcare and Education, Customer Care (Catering) and Customer Care (Health and Social Care).

The College has plans to increase its Welsh-medium provision over the coming years by introducing 'Iaith ar Waith' units in Customer Care in the following subjects – Tourism, Business, Creative Arts, Engineering and Construction.

Language Transmission in the Home

As noted above, where both parents can speak Welsh in Rhondda Cynon Taf, only 67% of children aged 3-4 years speak the language. In 2001 the comparable

transmission rates were 76%, which is a marked decline over a period of 10 years. This is lower than the all-Wales average of 82%. In households where only one parent can speak Welsh, the transmission rates recorded in Rhondda Cynon Taf in the 2011 Census are 46% which is a slight decrease from the 2001 figure of 47%.

The main scheme in Wales concerned with increasing the number of bilingual families who transmit the Welsh language to their children was the TWF project which was established in 2001 by the Welsh Language Board, but was disbanded by the Welsh Government earlier this year to be replaced by a scheme called 'Cymraeg i Blant'. The main focus of the TWF project was to highlight the value of the Welsh language and bilingualism to parents, prospective parents and the general population; and to encourage families to raise their children to be bilingual.

Although it was never operational in Rhondda Cynon Taf, an evaluation of the project showed that within the home, a number of factors influence language transmission, including high levels of parental Welsh language fluency and confidence in using Welsh, together with positive attitudes towards bilingualism. A strong sense of Welsh identity had a similar affirmative influence. Family and friends and childcare provision were also shown to affect the language patterns of families with small children.

As a matter of interest to the Rhondda Cynon Taf area, the language profile of a community and the status afforded to the Welsh language were both shown to be critical indicators of language transmission in the home. Where Welsh is perceived to have a strong presence in a community or a desirable language for social networks or activities, parents are more likely to express intentions to transmit Welsh to their children.

Since April this year, the TWF project has been replaced by the 'Cymraeg i Blant' scheme. Its aims are broadly similar with the main focus being on persuading parents to speak Welsh to their children or at least send their children to *cylchoedd meithrin* and then Welsh-medium schools. The main activities include setting up baby yoga and baby massage groups and 'stori a gân' (story and song) sessions. The aim is to provide opportunities for parents and families to learn about caring

techniques and parenting skills and to share information with them about the advantages of bilingualism and the benefits of Welsh-medium education.

‘Cymraeg i Blant’ sessions are currently held in the following locations and are supported by a full-time project officer working for the scheme in Rhondda Cynon Taf:

Aberdare

Pontypridd

Treorchy

Pontyclun

Porth

Gartholwg

Welsh for Adults

Following a major review of Welsh for Adults by ELWa in 2005, six Welsh for Adults Centres were established in order to bring together the broad range of Welsh language provision that existed at the time of the review with the intention of increasing numbers learning Welsh and raising standards. Prior to this structural change, Welsh for Adults courses had been an integral part of adult education provision offered by a range of providers, including local education authorities, further and higher education institutions and community and voluntary organisations.

The six Welsh for Adults centres which were established in 2006 were responsible for planning and delivery within their regions. A further review of Welsh for Adults by Welsh Government led to the publication of a report in July 2003 entitled [*Raising our Sights: Review of Welsh for Adults*](#). Some of the key recommendations of the report included the establishment of a National Centre for Learning Welsh, disbanding the Welsh for Adults Centres and reducing the number of providers through a competitive tendering process. The National Centre for Learning Welsh came into being in April 2016 and is responsible for all aspects of the Welsh for Adults education programme, from curriculum development and resources for tutors to research, marketing and e-learning.

Following the recent restructuring of providers, the Glamorgan Welsh for Adults Centre, which is based at the University of Glamorgan, Pontypridd has been awarded the contract to continue with the delivery of courses in the Rhondda Cynon Taf, Bridgend and Merthyr Tydfil area. These include intensive, residential and weekly courses aimed at the general public and more targeted learners like – parents/families and those wishing to learn Welsh in the workplace. The type of provision also varies from the traditional classroom delivery to e-learning and blended learning, which combines face to face classes with e-learning methods, and also informal learning which are non-structured activities in which learners take part outside the class, either alone or with a group.

According to figures received by the Welsh for Adults Centre, 696 learners attended the Centre's courses across Rhondda Cynon Taf in 2015/16 with 51% on starter courses. However, 49% were on intermediate courses or higher, and therefore have the potential to develop into confident Welsh speakers who can contribute to the development of the language in the community.

The target for 2016-17 is to increase the overall numbers attending Welsh for Adults courses to over 900.

Children, Young People and Families

Census results show that Rhondda Cynon Taf has seen a considerable increase in the number of children and young people able to speak Welsh over the last thirty years. Although these figures are very welcome, they need to be treated with some caution, as it appears that about half of these are second language learners who are unlikely to retain their language skills into young adulthood.

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

lack of confidence and erosion of language skills. It is obvious therefore that the school setting alone is not enough; the child or young person needs to be supported at home (if possible) and encouraged to participate in wider social and cultural activities through the medium of Welsh to retain fluency in the language. There is also evidence that suggests that the language of interaction with friends is closely linked to the language the child or young person speaks, and that this also influences their attitudes towards either or both languages.

It has long been acknowledged by the Welsh Language Board during its existence and lately Welsh Government that we need to provide children and young people with a wide range of opportunities to use their Welsh outside school, so that they associate the language not only with education, but also with leisure and cultural activities and, above all, with fun and entertainment. It is hoped that by increasing the provision of Welsh-medium activities it increases the use of the language in the community and instils a sense of enthusiasm amongst children and young people and a positive attitude towards the language.

A great deal of work has already been done in the local authority area to provide children and young people with opportunities to enjoy activities through the medium of Welsh. This has been achieved by a number of organisations, some of which, like the Urdd and Menter Iaith Rhondda Cynon Taf are entirely focused on increasing the use of Welsh in the community and during out of school hours. The activities and proposals set out in this Promotions Strategy seek to build on this foundation and take advantage of the growing number of opportunities to use social media and communication technology to share information and knowledge and create vibrant networks of language users.

Menter Iaith Rhondda Cynon Taf already provide after-school care clubs in conjunction with the Welsh-medium primary schools and holiday play schemes during school holidays. They are also responsible for organising Language Forums in all the Welsh-medium secondary schools which provides young people with opportunities to discuss issues that affect them, to plan activities to promote the Welsh language and to receive information about possible career paths or apprenticeships that require bilingual skills.

The Urdd also provides a range of activities aimed at children and young people, including sports clubs like gymnastics, football, rugby, swimming along and keep-fit. They also run Welsh-medium community clubs in Pontypridd, Rhydywaun, Aberdare, Rhondda and Bro Taf.

Welsh in the Workplace

Rhondda Cynon Taf County Borough Council like all public bodies in Wales have been required to prepare Welsh Language Schemes since the passing of the Welsh Language Act in 1993 which gave the Welsh and English languages equal status in public life. The Act placed a duty on the public sector to treat both languages equally when providing services to the public. The schemes explained which services they would provide in Welsh and how an organisation would respond to phone calls, letters or emails from Welsh speakers. They also described how the Welsh language would be used on signs, forms and publications and how they would promote and facilitate the use of Welsh in the delivery of services.

The Borough Council produced and implemented three Welsh Language Schemes altogether between 1994-2016. Responsibility for monitoring compliance with the schemes lay with the Welsh Language Board up to 2014 and latterly with the Welsh Language Commissioner.

The Welsh Language Standards which have replaced the Welsh Language Schemes were prepared under the Welsh Language (Wales) Measures 2011 and the Welsh Language Standards (No.1) Regulations 2015 which came into force on 31st March 2015. The Measure created a procedure for introducing duties in the form of language standards that explain how organisations are expected to use the Welsh language and support the Welsh Government's aims of:-

- increasing and improving Welsh language services for the people of Wales;
- ensuring greater clarity and consistency in terms of the services that can be expected in Welsh;
- giving the people of Wales rights in terms of receiving services through the medium of Welsh.

The Measure gives the Welsh Language Commissioner authority to impose duties on a wide range of organisations to provide services in Welsh, to mainstream the language into policy development, and to develop strategies with regard to increasing the use of Welsh at work.

The authority's action plan which outlines how it intends complying with the standards imposed by the Welsh Language Commissioner was approved by Council in June 2016. The Council's commitments under the Welsh Language Standards have already been integrated into the authority's planning documents including the Improvement Plan 2015, the Council's Strategic Equality Plan, the Welsh in Education Strategic Plan (WESP) and recent Welsh Government legislation - Wellbeing of Future Generations (Wales) Act 2015 and the Social Care and Well-being Act, 2016.

Rhondda Cynon Taf Council is committed to creating an environment which encourages residents to use Welsh in their interaction with the Council and supporting staff to use Welsh in the workplace. In order to achieve these aims, the Council established a Welsh Language Cabinet Steering Group as a sub-committee of the Council's Cabinet in 2014. It is a cross-party group with community representation. The Steering Group oversees developments, considers reports from relevant departments on Welsh language issues, makes recommendations to the Council's Cabinet and monitors council-wide developments. It has recently assumed responsibility for assessing the Welsh Language Action Plan, monitoring the Council's progress as it seeks to meet the Welsh Language Standards and also for developing the required 5-year Promotion Strategy.

A Chief Officer Working Group has also been established to ensure that the required operational changes are implemented and monitored in addition to securing a collaborative approach that will support services to address any areas for improvement and to record and respond to customer complaints.

Strategic support is also provided by a wide range of partners through the Fforwm Iaith (Welsh Language Forum) who mainly focuses on community based activities and Pwyllgor Strategaeth y Gymraeg mewn Addysg (Welsh in Education Strategic Committee) who monitor progress on the development of Welsh-medium education and teaching Welsh to Adults.

A draft policy to promote the Welsh language in the workplace has already been drawn up for approval by Cabinet and badges and lanyards denoting ability to speak Welsh have been distributed to staff. Posters (*Hapus i siarad Cymraeg*) which encourage visitors to use Welsh have been put up in all Reception areas and a number of promotional materials have been produced helping staff to access an on-line translation service, a mouse mat with simple Welsh greetings and a booklet entitled *Being Bilingual*.

Action Plan to Promote the Welsh Language in Rhondda Cynon Taf

The following Action Plan aims to build on the progress made by the Council and its partners in developing the Welsh language in Rhondda Cynon Taf over many years. It is a five year plan which focuses on:

- growing the number of people able to speak Welsh by 3%,
- increasing the use of the Welsh language in all aspects of community and public life, and
- raising awareness of the importance of the Welsh language as an essential part of the cultural identity and character of the South Wales valleys.

The Action Plan reflects the partnership approach that is essential to achieving these aims. It is divided into two parts so that there is clarity between the role and responsibility of the Council and the roles and responsibilities of Fforwm Iaith members for achievement of targets.

Part 1 outlines the activities and targets that the Council is responsible for achieving either through direct delivery or through the commissioning of services from partner organisations;

Part 2 outlines the activities and targets that Fforwm Iath members are responsible for achieving under their current funding agreements with Welsh Government and other organisations which aligns with the Strategy for the Promotion of the Welsh Language.

It is recognised that the Council has no control over the activities and achievement of targets of partners as identified in Part 2 but the Council may be in a position to work collaboratively and commission Fforwm Iath members to deliver additional activities in order to meet the Council's targets as identified in Part 1 of the Action Plan.

It should be noted that the overall responsibility for the 5 Year Strategy, and accountability for its implementation lies with the Council in accordance with Standard 145 of the Welsh Language Regulations 2015.

PART 1

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
Education - Early Years provision	Provide appropriate Welsh language and childcare training for early years practitioners in order to increase Welsh-medium provision	Work with the <i>Cam wrth Gam</i> project which delivers a Level 3 Diploma in Children's Care, Learning and Development	Ensure that 10 childcare workers from RCT and the surrounding area are trained annually and gain relevant qualifications	Flying Start	'Cam wrth Gam' (Mudiad Meithrin)
	Increase number of children attending Welsh-medium (WM) early years provision	Work with Mudiad Meithrin and Flying Start to promote the advantages of Welsh-medium (WM) and pre-school education	Increase numbers of children attending Welsh-medium (WM) early years provision by 50%	Flying Start	Mudiad Meithrin; Family Information Service

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Increase the use of Welsh in playgroups and day nurseries that are mainly English medium	Include the Welsh language in play activities to establish basic numeracy and literacy patterns in Welsh	Identify at least 10 playgroups / day nurseries that are able to introduce basic words, sentence patterns and songs in Welsh.	Flying Start	Wales PPA; PACEY, NDNA Cymru
Education – primary sector	Launch a wide-ranging marketing campaign to promote the advantages of Welsh-medium education and the benefits of	Distribute the 'Being Bilingual' leaflet and create other marketing tools to increase numbers in Welsh-medium primary schools	Launch marketing campaign in early 2017 and plan a series of on-going publicity events and activities year on year	Welsh Language Services	Menter Iaith; Yr Urdd; RHAG; Fforwm Iaith; Bro Morgannwg Health Board

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	bilingualism Increase the capacity of Welsh-medium primary schools in key locations	Relocate Ysgol Gymraeg Tonyrefail to the current Tonyrefail Primary School site	Increase capacity by at least 60 places	Education	School
	Increase the capacity of Welsh-medium primary schools in key locations Consider the effects of new housing developments on the growth of Welsh-medium	Extend Ysgol Gymraeg Llwynceilyn to the adjacent Llwynceilyn Infants site Plan for the likely increase in demand for Welsh-medium education in development	Increase capacity by at least 100 places Draw up contingency plans in targeted areas, especially in the south of	Education Education	School Regeneration & Planning

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	education Respond to Welsh Government's drive to create a million Welsh speakers by 2050	areas Introduce Welsh as the main medium of teaching in the Foundation Phase in some English-medium primary schools	the county Explore the possibilities of piloting the scheme in a small number of primary schools to develop children's bilingual skills in the Foundation Phase over the next 5 years	Education	Schools
	Develop a Language Charter which encourages the	Adapt the successful Language Charter	Develop a Language Charter for pupils studying	Welsh Language Services	Central South Consortium Menter iaith Yr Urdd

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
Education – secondary sector	use of Welsh in schools and in the community	implemented by Gwynedd and Carmarthenshire LEAs	Welsh as a first or second language		
	Increase number of learners in Welsh-medium secondary schools	Draw up plans to increase WM provision as a result of projected growth in the primary sector	Ensure increased numbers in all WM secondary schools by 2021	Education	Schools
	Increase opportunities in EM schools to use Welsh as a medium of instruction	Provide support for English-medium (EM) secondary schools to develop along the language continuum	Identify a few EM secondary schools that are willing and able to increase WM provision in a range of	Education	Schools

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Enable learners to switch from English-medium to Welsh-medium education at the end of KS2	Explore a 'Cynllun Trochi' (Immersion Scheme) in one of the WM secondary schools in conjunction with neighbouring authorities	subjects Identify one WM school that could support a 'Cynllun Trochi' and then market its availability across neighbouring authorities	Education	Central South Consortium (CSC); School
	Support language progression from KS2 to KS3	Ensure that the few who do not transfer to WM secondary schools continue to study Welsh as first language	Ensure appropriate collaboration between EM secondary schools to enable	Education	Schools

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Ensure that Welsh Language Awareness programmes are included in PSE curriculum in secondary schools	Develop a Welsh Language Awareness work programme and introduce into the curriculum of all secondary schools	provision All learners to understand the contribution of the Welsh language to the history, culture and social fabric of Wales	Education	Schools Yr Urdd
Language Transfer in the Home	Raise awareness of the importance of language transmission amongst young Welsh speaking adults	Include general language awareness programmes in PSE courses at schools	All schools to arrange awareness courses by 2017-18	Education	Schools YEPS Welsh Language Services
	Raise	Arrange language	Language	Communities &	Menter Iaith

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	awareness of the importance of language transmission amongst families	awareness courses and family activities which target parents and children	awareness courses and activities to be established in 6 centres around the county	Prosperity Service	Cymraeg i Blant Mudiad Meithrin Welsh Language Services
	Organise a marketing campaign targeting young Welsh speaking adults	Create an app/video/leaflet and use social media to encourage parents to use Welsh with their children	Seek funding to produce an app, video and information leaflet and plan marketing campaign by September 2017	Youth Engagement and Participation Service	Menter Iaith Cymraeg i Blant Yr Urdd Mudiad Meithrin
Children, Young People and Families	Work with key partners to create	Develop a joint strategy that enables Welsh to	Publish joint strategy by October 2017	Youth Engagement & Participation	Menter Iaith Yr Urdd

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	opportunities for children and young people to use Welsh outside school to strengthen the link between the language of education and the community	become the language of social and leisure activities		Service	
	Increase the number of social activities through the medium of Welsh for primary age children	Arrange a series of workshops to cater for a variety of different interests, e.g. sport, drama, dance, arts and crafts, computer games, outdoor	Programme to be agreed and implemented by September 2017	Leisure Services Cultural Services	Menter Iaith Yr Urdd

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	<p>Increase the number of social activities through the medium of Welsh for primary age children</p> <p>Provide support for parents with children in WM schools to alleviate concerns about helping with homework</p>	<p>pursuits etc</p> <p>Establish a network of 'adrannau cymunedol' to provide sports and leisure activities</p> <p>Establish Homework Clubs in WM schools to support parents who are non-Welsh speaking</p>	<p>Increase the current provision by 100%</p> <p>Discussions to happen during current academic year with a view of establishing Homework Clubs by September 2017</p>	<p>Leisure Services</p> <p>Education</p>	<p>Yr Urdd</p> <p>Welsh-medium schools</p> <p>Menter Iaith</p>

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Encourage greater social use of Welsh by pupils attending WM secondary schools	Every school to agree a Mission Statement and code of conduct and establish Language Use Forums	All Language Use Forums to include representatives of every school year and to be established by September 2017	Youth Engagement & Participation Service	Welsh-medium secondary schools
	Provide opportunities for young people in WM secondary schools to use Welsh in the community	Continue with Young People's Forums in all WM secondary schools and support them to arrange a series of social activities	Arrange at least 3 significant Welsh language activities during each school year	Youth Engagement & Participation Service	Menter Iaith Yr Urdd
	Provide opportunities for	Support current WM youth clubs	Extend current provision to	Youth Engagement &	Menter Iaith Yr Urdd

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	young people in WM secondary schools to use Welsh outside the classroom	in Rhydywaun, Llanhari, Pontypridd and Aberdare	include another 3 locations e.g. Llantrisant, Treorchy	Participation Service	
	Use communication technology to advertise employment opportunities requiring bilingual skills	Develop a designated website, app and directory to advertise jobs and apprenticeships that require Welsh language skills	Set up an information sharing Hub for major employers in the area which can be used to recruit bilingual staff and apprentices	Employment & Training Service Business Services	IT Menter Iaith Businesses
	Provide childcare through the medium of	Carry out a review of the childcare needs of parents with	Provide after-school or wrap-around childcare in	Early Years Service Education	Menter Iaith Welsh-medium schools Kids Clubs Wales

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Welsh	children in WM education	every school that has identified a need		
	Provide WM childcare opportunities during school holidays	Carry out a review of childcare needs during school holidays	Carry out a review of childcare needs during school holidays	Early Years Service Education	Menter Iaith Kids Clubs Wales
	Increase number of Welsh language activities that cater for the interest of families	Build on the success of Parti Ponty and arrange similar events to coincide with Christmas, Santes Dwynwen and St David's Day celebrations	Arrange 3 family fun days during the year in different parts of the county borough	Marketing & Events service	Menter Iaith Yr Urdd
	Increase number	Ensure that	Some WM	Leisure Services	Yr Urdd

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	of Welsh language activities that cater for the interest of children and young people	swimming lessons are available in Welsh in some WM schools	schools to be offered swimming lessons in Welsh by January 2018		Welsh-medium schools Coleg y Cymoedd
	Increase number of Welsh language activities that cater for the interest of children and young people	Ensure that a suitable range of activities are available for children and young people at libraries.	Develop a programme of Welsh language activities to take place during half term and summer holidays.	The Library Service Cultural Services	Literature Wales
	Increase leisure opportunities	Ensure that swimming	Swimming lessons up to	Leisure Services	Yr Urdd

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	through the medium of Welsh	lessons are available in after-school provision through the medium of Welsh up to at least Level 1	Level 1 to be available through the medium of Welsh in all main leisure centres by September 2018		
	Increase leisure opportunities through the medium of Welsh	Ensure that fitness clubs including yoga, spinning and keep-fit are available through the medium of Welsh	Explore the potential of establishing at least 2 WM fitness clubs by September 2017 and increase number over the next five	Leisure Services	Yr Urdd

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Ensure that Leisure Centres proactively promote the use of Welsh	Appoint a Language Champion in every leisure centre with responsibility for actively promoting Welsh both visually and in its leisure provision	years Training for Language Champions to be completed by September 2017 with monitoring processes established to evaluate progress on language use	Leisure Services WelshLanguage Services	Yr Urdd Menter Iaith
Community activities	Ensure community and volunteer involvement in planning and organising	Set up a network of Community Hubs to promote social activities in Welsh	Establish 2-3 Community Hubs and support them to arrange an annual	Communities & Prosperity Service Library Service	Menter Iaith

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Welsh language activities		programme of popular activities/ events		
	Ensure access for adults to Welsh –medium learning opportunities	Work with partners to develop a programme of adult learning courses for Welsh speakers and learners across the county	Increase provision by 5% annually	Adult Education Service	Adult Community Learning Partnership Menter Iaith
	Consider the possibility of establishing a Culture and Tourism Centre at the top end of	Undertake a feasibility study to explore the potential of establishing a Culture and	Seek funding and carry out feasibility study by September 2018	Tourism Service Regeneration & Planning Service	Welsh Government Menter Iaith

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	the Cynon valley	Tourism Centre in Aberdare			
Welsh in the Workplace	The Council to comply fully with the Welsh Language Standards	Continue with the work of the Welsh Language Cabinet Steering Group and the Chief Officers Working Group	The Steering Group and Working Group to receive regular reports from the Welsh Language Officer on compliance issues	All service areas	
	Increase number of bilingual staff in order to provide services in accordance with requirements of	Increase number of bilingual staff in order to provide services in accordance with requirements of the Welsh	A Language Skills Strategy to be produced by September 2017 with the aim of ensuring by 2025 that	Welsh Language Services	Human Resources

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	the Welsh Language Standards	Language Standards	the proportion of bilingual staff reflects that of the County Borough (12.3%)		
	Adopt a proactive recruitment policy which will enable the Council to provide more bilingual services in line with requirements of the Welsh	All posts will be designated as Welsh 'essential' by default. Managers will be required to provide a business case if Welsh is deemed to be 'desirable' or not required for the post or if	A Language Skills Strategy outlining recruitment policy to be produced by September 2017	Human Resources	Welsh Language Services

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Language Standards	there is a requirement to learn if no Welsh speaker can be appointed			
	Map current levels of Welsh language skills	Undertake a language skills audit of staff and Elected Members	Complete language skills audit by March 2017	Welsh Language Services Human Resources	All services
	Provide opportunities for staff to improve their language skills	Provide opportunities for staff to improve their language skills	Agree a training programme by January 2017	Welsh Language Services	All services
	Enable staff and Elected Members to be aware of history and culture of	Arrange a programme of Welsh Language Awareness and Compliance	Agree a training programme by January 2017	Welsh Language Services Member Services Human Resources	All services

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Welsh language including compliance with Welsh language legislation	training and include in induction for new staff			
	Create an environment that encourages greater use of Welsh	Produce resources, promotional material and visual impacts that promote language use and fosters respect for bilingualism	On-going	All services	
	Provide intranet support for Welsh speakers and learners	Use intranet to sign-post staff to useful language resources e.g. e-learning, on-line	Use intranet to sign-post staff to useful language resources e.g.	Welsh Language Services	IT

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
		grammar and spell checkers, on-line dictionaries and translation tools	e-learning, on-line grammar and spell checkers, on-line dictionaries and translation tools		
	Provide intranet support for Welsh speakers and learners	Develop intranet to sign-post staff to Welsh language courses and activities in the community	Complete by September 2017 and continuously update	Welsh Language Services	Menter Iaith University of South Wales Welsh for Adults Centre
	Normalise the use of Welsh in the workplace	Assess language preferences of staff in relation to internal operations:-	Assessment to be completed by March 2017	Human Resources	All services

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Promote schemes that visually illustrate that Welsh is welcomed in the workplace	<p>correspondence; forms; complaints; performance reviews; training needs; staff policies, internal meetings etc</p> <p>Continue to develop initiatives that create an environment which fosters the use of Welsh by staff, e.g. badges, posters, lanyards, use of <i>Cymraeg</i> logo on e-mail</p>	On-going	Welsh Language Services IT	All services

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Distribute Welsh language promotional material to staff	<p>and intranet, e-mail signatures and out-of-office messages</p> <ul style="list-style-type: none"> • How to get a translation • Staff guidelines booklet - <i>Welsh What's Changed?</i> • Badges, lanyards, posters • ICT booklet: <i>Welsh @your fingers</i> • Welsh for Adults 	On-going	Welsh Language Services	

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
		Prospectus <ul style="list-style-type: none"> • Mouse mats • <i>Being Bilingual</i> booklet • Corporate messages summary leaflet 			
	Develop confidence in the use of written Welsh	Install Cysill and Cysgair (Welsh language grammar and spell checkers) on all staff and elected members' computers and iPads	All computer packages installed and operational by March 2017	IT	All services

Policy Area	Aims	Activity	Target by 2021	Council service(s)	Potential partner(s)
	Develop bilingual intranet interface and menus and bilingual interface for web applications	Liaise with other local authorities to investigate joint investment in developing bilingual interfaces	Install bilingual interfaces by September 2017	IT	Customer Care
	Encourage staff and Elected Members to use Welsh in internal and external meetings and in presentations	Provide training on presentational skills in Welsh and explore the practicalities of providing translation facilities at internal meetings	Draw up a training programme by March 2017	Welsh Language Services Members' Services Human Resources	University of South Wales Welsh For Adults Centre

PART 2

Policy Area	Aims	Activity	Target by 2021	Lead Partner	Potential partners
Education - Early Years provision	Increase number of Cylchoedd Ti a Fi and Cylchoedd Meithrin	Work with Mudiad Meithrin and Flying Start to ensure that provision is available within easy reach of all the main population centres	Increase number of Cylchoedd Ti a Fi and Cylchoedd Meithrin by 50%	Mudiad Meithrin	Flying Start; Family Information Service
	Increase the number of Parenting/Family Sessions run by the 'Cymraeg i Blant' scheme Provide basic language training for	Increase the number of parents who send their children to WM education Organise language sessions that are	Increase the number of Parenting / Family Sessions by 50% Every playgroup and day care	Cymraeg i Blant scheme University of South Wales Welsh for Adults	Mudiad Meithrin Wales PPA; PACEY, NDNA Cymru;

	workers in mainly English-medium settings	appropriate for early years provision	nursery to be provided with opportunities to attend language training	Centre	Flying Start
Further education sector	Improve language progression from Cylchoedd Meithrin to Welsh-medium education	Provide information to parents about the benefits of Welsh-medium education and awareness training for Meithrin staff	Increase language progression from Cylchoedd Meithrin to WM schools to 90%	Mudiad Meithrin	Flying Start
	Increase Welsh-medium provision in Coleg y Cymoedd	Develop 'Iaith ar Waith' units in Customer Care across other learning areas	Consolidate provision in Childcare, Health and Social Care, Catering and	Coleg y Cymoedd	Colegau Cymru

			Tourism and extend to Creative Industries, Engineering and Construction		
	Increase Welsh-medium provision in Coleg y Cymoedd	Develop bilingual provision in a few mainstream courses e.g. Business, Childcare, Health and Social Care	Ensure that WM units are available in at least five subject areas by 2021	Coleg y Cymoedd	Colegau Cymru
	Increase number of learners choosing Welsh-medium modules or units in Coleg y Cymoedd	Raise greater awareness amongst Welsh-speaking learners of bilingual provision available and job	Increase number of learners studying part of their courses through the medium of	Coleg y Cymoedd	Colegau Cymru

	Build on links between Coleg y Cymoedd and Welsh-medium secondary schools	opportunities requiring bilingual skills Explore the possibilities of collaborating on WM provision, including GCSE courses	Welsh by 50% Agree a collaborative programme of delivery by September 2017	Coleg y Cymoedd	Welsh-medium schools Education & Lifelong Learning
	Provide social opportunities for college learners to meet and use the Welsh language	Organise an annual programme of events which is popular and wide-reaching in its appeal	Publish programme of events at the beginning of each term and distribute through social media and internet	Coleg y Cymoedd	Menter Iaith
Language Transfer in the Home	Ensure that more parents use Welsh as	Increase the number of activities	Increase the number of activities by	Cymraeg i Blant scheme	Mudiad Meithrin University of South Wales

	the language of the home	organised by the 'Cymraeg i Blant' scheme which encourages parents to speak Welsh to their children	100%		Welsh for Adults Centre
Welsh for Adults	Raise awareness of the importance of language transmission amongst young Welsh speaking adults	Include general language awareness programmes in PSE courses in college	The college to arrange language awareness courses by 2017-18	Coleg y Cymoedd	Menter Iaith Education & Lifelong Learning
	Increase the number of adults learning Welsh	Increase marketing activity and extend number of courses available at all levels	Increase number of enrolments by 30%	University of South Wales Welsh for Adults Centre	National Welsh for Adults Centre

	<p>Increase the number of learners progressing from Entry and Foundation levels to Higher level courses</p> <p>Provide more language courses in the workplace at various levels of proficiency to enable more employees to work bilingually</p>	<p>Provide targeted support and guidance to encourage learners to progress to higher levels of fluency</p> <p>Increase workplace provision in the public and voluntary sectors for beginners and tentative Welsh speakers</p>	<p>Increase progression rates to higher levels by 20%</p> <p>Increase workplace provision by 100%</p>	<p>University of South Wales Welsh for Adults Centre</p> <p>University of South Wales Welsh for Adults Centre</p>	<p>National Welsh for Adults Centre</p> <p>National Welsh for Adults Centre</p>
	<p>Provide informal opportunities for Welsh learners to meet and</p>	<p>Organise weekly social activities and 'sesiynau sgwrs' (chitchat</p>	<p>Establish 5 locations in the area to hold weekly</p>	<p>University of South Wales Welsh for Adults Centre</p>	<p>Menter Iaith</p>

	practice their language skills	sessions) to increase confidence and fluency levels	opportunities for informal use of Welsh		
	Provide opportunities for Welsh learners to integrate into Welsh speaking networks and organisations	Plan a varied programme of social activities to bring Welsh speakers and learners together	Draw up an annual calendar of events and provide marketing support	University of South Wales Welsh for Adults Centre	Menter Iaith
Community activities	Provide on-line opportunities for Welsh learners to practice their Welsh	Set up a designated on-line chat room/forum for Welsh learners in the area	To be established by September 2017	University of South Wales Welsh for Adults Centre	Menter Iaith
	Use communication technology as an information and	Further develop 'Echlysur' as a communication network which	Expand marketing of the networking platform and	Menter Iaith	Youth Engagement & Participation Service

	networking platform for Welsh speakers and learners	provides information to Welsh speakers and learners about activities, events, job opportunities etc	set a five year target of 5,000 contacts		Welsh-medium schools
	Use communication technology to keep in touch with pupils after they leave WM secondary schools Re-invigorate Clwb y Bont in Pontypridd as a thriving Welsh Language Centre for a	Ensure that contact details of as many school leavers as possible are added to the networking platform Work with trustees of Clwb y Bont to carry out a feasibility study, including a business case, to	Collect contact details on an annual basis Seek funding and carry out feasibility study by January 2018	Menter iaith Clwb y Bont	Youth Engagement & Participation Service Welsh-medium schools Menter iaith Council Welsh Government

	range of different partners	develop the centre as a powerhouse for language revitalisation			
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Implementation and monitoring

Council services will be required to develop their own Local Action Plans to identify how they will achieve the target(s) they are required to meet if the Strategy is to be successfully implemented by 2021.

Progress against targets will be monitored at an operational level by the Welsh Language Chief Officers Group and updates provided to the Senior Leadership Team every six months.

Reports on progress will be provided to the Cabinet's Welsh Language Steering Group as required but no less than twice a year. Information on the performance of Council services will then be provided to Fforwm Iaith Members.

Fforwm Iaith members will provide updates on the targets identified in Part 2 of the Action Plan at Fforwm Iaith meetings and the Chair of Fforwm Iaith will provide feedback to the Cabinet's Welsh Language Steering Group for information purposes.

It is hoped that in this way the Council and Fforwm Iaith members will be able to work collaboratively to meet the objective of increasing the number of Welsh speakers in the county by 2021 and address any difficulties at the earliest opportunity so that problems can be resolved swiftly and progress secured.

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Eich cyf/Your ref
Ein cyf/Our ref

Esther Thomas
Cyfarwyddwr Gwasanaethau i Ysgolion a Chymunedau
Cyngor Bwrdeistref Sirol Rhondda Cynon Taf
Cyfadran Addysg a Dysgu Gydol Oes
Ty Trevithick
Abercynon
Aberpennar
CF45 4UQ

4 August 2017

Dear Esther Thomas,

I have now considered your draft Welsh in Education Strategic Plan. As you will know from discussions between our respective officials, I suggest that the issues outlined below need to be addressed in the plan. I'm sure you agree that it's important that the authority takes appropriate ownership over its own plan. Therefore, I invite you to address these issues and submit an amended plan. I will then make the decision whether or not to approve that plan.

Can I thank you for the time and effort you have put into this phase of Welsh education planning. With the launch of our *Cymraeg 2050* Strategy, this is a new and exciting time for us all. To fulfil our vision for a million Welsh speakers by 2050, we need to make some radical and far reaching changes to the way we work as a government and how we plan Welsh medium education. We are on the cusp of significant change and Welsh Government can not do this on its own.

You will know by now that I want changes to the way we plan for Welsh medium education and I want to do this with you so we can work together to provide Welsh medium education with a strong framework for growth. Working in partnership is mutually beneficial and is the only way that we will achieve the million Welsh speakers by 2050.

Issues to be addressed

Below are the issues we think need addressing within your plan. We realise that in some cases, you will need to go through your own approval process, but we would ask if you could present your amended plan to us as soon as possible or no later than **29 September 2017**. This of course will be dependent on your consultation processes.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Alun.Davies@llyw.cymru
Correspondence.Alun.Davies@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

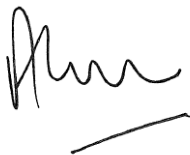
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

It is for you to decide what constitutes fair and open consultation in terms of timescales. It is important that all those with an interest in Welsh medium education have an opportunity to contribute their views.

This feedback includes Aled Roberts' views and these are attached in full as annex 1.

- There is a need to set specific targets to establish new schools in areas that lack provision. Need commitment to increase provision under Band B of the 21st Century Schools and Education Programme.
- Issues regarding capacity at Rhydywaun are referred to but no strategy to deal with the situation is put forward.
- Details regarding proposed housing developments in RCT need to be included in the Plan as do any Welsh medium school developments arising from those proposals.
- Treorchy Comprehensive School is an English medium school with significant Welsh provision. The school enables pupils from Welsh language primary schools to continue to study around half their subjects through the medium of Welsh at Key stage 3. Information is needed regarding plans to move along the language continuum and increase provision
- Need clear objectives for workforce planning and development

You may have my assurance that my officials will provide any support, advice or guidance necessary.



Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

RHONDDA CYNON TAF

VISION

The plan creates a strong vision that refers to the contribution that the County must make towards the national target for increasing the number of Welsh speakers. The plan states that the challenge is multi-faceted and applies to all schools within the County. It is necessary however to include more detail about the specific steps to be taken and also the need to set criteria in order to be able to monitor developments effectively.

OUTCOME 1

The objectives within **Outcome 1** in terms of planning in a strategic way, increasing the number of parents who choose Welsh medium education, increasing pre-school provision and supporting non-Welsh speaking parents who choose to send their children to Welsh-medium education is comprehensive. There is a need however to include specific targets and strategies to achieve the objectives e.g. agree on targets with Mudiad Meithrin to expand pre-school provision.

The targets to increase the number of children who are assessed at age seven in Welsh is based on changing three dual stream schools into Welsh medium schools within the lifetime of the plan. A timetable and plans to pilot changing the language medium of the Foundation phase in a number of English medium schools to Welsh would be useful for effective monitoring. It is clear that the preparation timetable for developing the WESP and planning Band B 21st century schools projects are not compatible but it would be good to understand what priority will be given to deal with the lack of capacity within those Welsh schools within the 10% capacity threshold.

It is also very inconclusive with regard to any plans for the secondary sector where there is pressure on capacity in terms of Garth Olwg and Rhydywaun in case such concerns affects the willingness of parents to select Welsh medium primary education.

When considering any capital plans for schools it should be explained what processes are in place within the authority to decide on language medium of any new school in light of developments under the Local Development Plan or some Section 106 agreement.

There is a need to review the authority's documentation especially the "Starting School" booklet in order to ensure that there is no conflict with other strategies such as "Being Bilingual".

OUTCOME 2

Shouldn't the focus be on ensuring that Welsh medium primary pupils stay in Welsh medium provision in the secondary sector under **Outcome 2** and set targets for that rather than allow any loss? Treorchy High School is not listed among the schools where Welsh medium provision is offered so why include Treorchy within the numbers transferring between Welsh medium provision from KS2 and KS3?

OUTCOME 3 AND 4

A lot of information has been submitted under **Outcome 3 and 4** but it seems that growth will depend on growth in the primary sector. More detail is needed in terms of the proposed partnership with Coleg y Cymoedd in terms of the provision of language and work GCSE and developing bilingual provision within the mainstream at the College within the areas of business, health care and social care with explicit criteria.

OUTCOME 5

The objectives under **Outcome 5** are firm and suitable for increasing the social use but maybe a target should be included for outcome 5 (4). There is no reference either to the framework in particular or the required mapping work. The targets for Welsh and Welsh second-language are acceptable but maybe it should be detailed how each pupil will have an opportunity to take a qualification in Welsh second language bearing in mind that less than a third of the pupils sit the GCSE full course at present.

OUTCOME 6

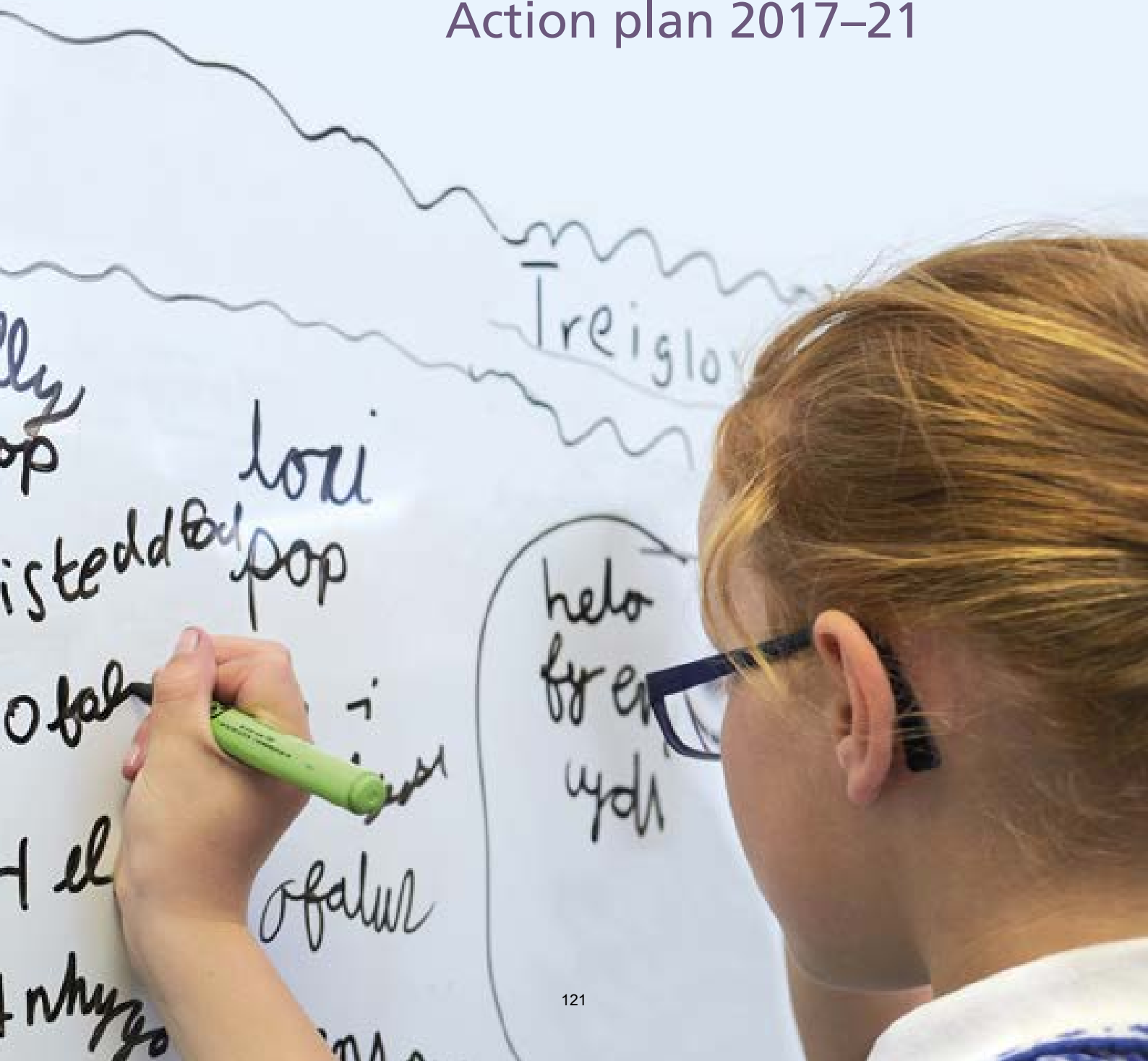
The authority has included details of the most recent audit in terms of ALN services under **Outcome 6**. Although the August 2016 audit did not show that there was sufficient evidence to establish a Specialist Learning Support unit for the county details should be provided for any plans to cooperate across the consortium to fill any gaps.

OUTCOME 7

More work is needed to understand why staff are not taking advantage of opportunities to improve language skills at this time including a timetable and targets about motivating more staff to improve their skills within the plan period under **Outcome 7**.

Welsh in education

Action plan 2017–21



Welsh in education: Action plan 2017–21

Audience

The school workforce, and those in other settings delivering the Foundation Phase; parents and carers; government and national partners, including regional consortia, local authorities, governing bodies, workforce unions and diocesan authorities; organisations working to promote the use of Welsh; organisations working with families, children and young people; and other interested parties.

Overview

The purpose of this action plan is to set out our direction for the development of Welsh-medium and Welsh language education over the next four years, in line with the vision of *Cymraeg 2050: A million Welsh speakers* and *Education in Wales: Our national mission, Action plan 2017–21*. This document gathers together actions that are initiated by other Welsh Government publications or those of our delivery partners.

Action required

Interested parties to note the content of this action plan for 2017–21, and act accordingly.

Further information

Enquiries about this document should be directed to:

The Education Directorate

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

e-mail: WelshEducation@gov.wales

Additional copies

This document can be accessed from the Welsh Government's website at gov.wales

Related documents

Prosperity for All: the national strategy (2017); *Education in Wales: Our national mission, Action plan 2017–21* (2017); *Cymraeg 2050: A million Welsh speakers* (2017); *Cymraeg 2050: A million Welsh speakers, Work programme 2017–21* (2017); *Taking Wales Forward 2016–2021* (2016); *A curriculum for Wales – a curriculum for life* (2015); *Qualified for life: An education improvement plan for 3 to 19-year-olds in Wales* (2014); *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* (2015); *One language for all: Review of Welsh second language at Key Stages 3 and 4* (2013); *Welsh-medium Education Strategy* (2010); *Evaluation of the Welsh-medium Education Strategy* (2016); *Welsh-medium Education Strategy: next steps* (2016)

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Ministerial foreword

“ Our national mission of education reform seeks to raise standards, reduce the attainment gap and deliver an education system that enjoys public confidence and is a source of national pride.

The Welsh language is integral to those reforms, as it is to the Government-wide objectives of building resilient communities, culture and language, and promoting and protecting Wales' place in the world.

As Ministers in the Welsh Government with responsibility for Welsh-medium and Welsh language education, we recognise our role in building and further ensuring support for this continued development and growth.

Quite simply, all our young people, from all backgrounds, should come out of the education system ready and proud to use the language in all contexts. It is a matter of equity, and we as Ministers and as Welsh Government must set the direction and provide leadership.

Our own different family and personal backgrounds strengthen our shared understanding that everyone has a part to play as we move forward to deliver this action plan with confidence.

We know that the development of Welsh-medium education over the last half a century has been extraordinary, particularly in attracting parents/carers and learners from both Welsh-speaking and non-Welsh-speaking backgrounds. However, we also know that the teaching and learning of Welsh in English-medium settings is inconsistent and too often leads to low attainment.

Tackling this challenge, while also building on success, requires a national vision and action plan, in line with *Cymraeg 2050: A million Welsh speakers* (2017) and *Education in Wales: Our national mission, Action plan 2017–21* (2017).

It is an exciting period for education in Wales, and we have the opportunity to ensure that the Welsh language is central to our ambitious and essential reforms.

From the preparation of the new curriculum to the professional development of the education workforce and the reform of how we support our learners with additional learning needs, ensuring that the Welsh language is considered at the heart of these will be a key priority.

We are not starting from nothing, indeed we have much of which we can be proud. But we will need to raise our expectations, fully commit to marrying equity with excellence and work across our education system to deliver on our shared ambitions.

This action plan for Welsh in education sets the vision and direction so that we ensure all learners develop their Welsh language skills and use the language with confidence, through our national mission of education reform. ”



Kirsty Williams AM
Cabinet Secretary for Education



Eluned Morgan AM
Minister for Welsh Language
and Lifelong Learning



Introduction



The purpose of *Welsh in education: Action plan 2017–21* is to set out our direction for the development of compulsory Welsh-medium and Welsh language education over the next four years, in line with the vision of *Cymraeg 2050: A million Welsh speakers*¹ (2017) and *Education in Wales: Our national mission, Action plan 2017–21*² (2017). We recognise the important part that the early years sector plays in the development of children's Welsh language skills. We also acknowledge the need to ensure linguistic progression into further and higher education. However, the detail of this action plan is focussed on compulsory provision.

Successive governments have recognised the importance of the Welsh language and the role that the education system plays in creating and nurturing Welsh speakers. We published our first *Welsh-medium Education Strategy*³ for the development of Welsh-medium education in 2010, which set out the vision for an education and training system to enable people of all ages to be able to develop their Welsh language skills.

¹ gov.wales/topics/welshlanguage/welsh-language-strategy-and-policies/cymraeg-2050-welsh-language-strategy/?skip=1&lang=en

² gov.wales/topics/educationandskills/allsectorpolicies/education-in-wales/?lang=en

³ gov.wales/docs/dcells/publications/100420welshmediumstrategyen.pdf

In 2016, we published an interim policy statement, *Welsh-medium Education Strategy: next steps*⁴ (2016), outlining the priorities for the development of Welsh-medium and Welsh language education during 2016–17, while a long-term policy for the language was developed.

This is not the beginning of the journey; solid foundations have already been laid. However, as the education system embarks on wide-ranging reforms, it provides the best opportunity to ensure that the Welsh language is at the heart of developments.

The *Evaluation of the Welsh-medium Education Strategy*⁵, published in 2016, showed that there was support for the vision and goals of the strategy among officials (national and local) who were responsible for its delivery, and among stakeholders and practitioners. The fact that a national vision for Welsh-medium and Welsh language education had been formalised and published has been helpful for some organisations

and individuals in planning to support Welsh-medium education. However, the evidence also suggested that the Welsh-medium Education Strategy's vision was not rooted in a consistent way across all implementation partners and across different tiers of the education system, from the Welsh Government to local authorities and providers.

We want to ensure that there is widespread support for our vision for the continued development and growth of Welsh-medium and Welsh language education. We sought the advice and opinions of our key partners and stakeholders in developing this action plan; we hope now that each will play their part in its delivery.

There are challenges ahead but over the next four years our main aim is to ensure that the required leadership, capacity and infrastructure to deliver the changes are embedded in order to move forward with this important work for our future generations.

⁴ gov.wales/docs/dcells/publications/160309-next-steps-en-v2.pdf

⁵ gov.wales/statistics-and-research/welsh-medium-education-strategy/?lang=en

Background

Strategic context

The Well-being of Future Generations (Wales) Act 2015 aims to ensure that public bodies think about long-term strategy and planning. One of the seven goals is a Wales of vibrant culture and thriving Welsh language, and one of the indicators is the percentage of people who can speak Welsh.

As one of the key public bodies in Wales, we as Welsh Government are required to plan for the long term. *Taking Wales Forward 2016–21*⁶ (2016), our programme for government, notes that we will ‘work towards one million people speaking the Welsh language by 2050’. It also commits us to ‘reshape Welsh teaching in our schools to enable young people to utilise their Welsh language skills in wider society’. *Prosperity for All: the national strategy*⁷, published in September 2017, places the key commitments of the programme for government in a longer term context and how they fit with the work of the wider Welsh public service. Ensuring that all learners will be able to use the Welsh language when they leave school, and that we have a sufficient supply of teachers to work through the medium of Welsh are long-term

commitments, which will require strategic planning with our key delivery partners.

Cymraeg 2050: A million Welsh speakers was published in July 2017, and sets out the long-term vision for the Welsh language. Increasing the number of Welsh speakers is one of the three key themes, and the following key transformational changes will be required within the education sector in order to achieve the vision.

- Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.
- Transform how we teach Welsh to all learners in order that by 2050 at least 70 per cent of those learners report that they can speak Welsh by the time they leave school.
- Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and 1,200 by 2050; and increase the number of

⁶ gov.wales/docs/strategies/160920-taking-wales-forward-en.pdf

⁷ gov.wales/docs/strategies/170919-prosperity-for-all-en.pdf

secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.

Education in Wales: Our national mission, Action plan 2017–21, which was published in September 2017, sets out the actions to be taken to implement wide-ranging reforms to the education system in Wales. The aim is to ensure that all learners benefit from a world-class curriculum and that they enjoy learning and teaching that inspires them to succeed in an effectively led, collaborative and innovative education community. Developing Welsh-medium provision and improving the teaching and learning of Welsh for all learners are at the heart of these reforms.

Welsh in the education system in 2017

The Cymraeg 2050 Strategy acknowledges that the education sector has a key contribution to make in order to achieve our vision of a million Welsh speakers. As previously stated, we are not starting from nothing; we are building on a solid foundation of Welsh-medium and Welsh language teaching and learning that developed during the second half of the twentieth century.

Since the publication of the *Welsh-medium Education Strategy* in 2010, we have moved forward with a number of developments to increase Welsh-medium education, and improve the Welsh language skills of our learners.

One of the main aims of the Welsh-medium Education Strategy was to improve the planning of Welsh-medium education. The School Standards and Organisation (Wales) Act 2013 introduced a requirement for local authorities to prepare Welsh in Education Strategic Plans (WESPs) setting out how they will improve the planning of education through the medium of Welsh including for learners with additional learning needs (ALN). Since the first WESPs were developed in 2014, there have been several independent reviews of them and the associated processes. The evaluation of the Welsh-medium Education Strategy that took place in 2016 found that placing the WESPs on a statutory basis had provided local authorities with a more consistent and structured framework for planning Welsh-medium provision. However, the evaluation also indicated that planning processes were not always timely and effective, and that they were dependent on the approach adopted by key individuals. The evidence also provides a mixed picture in relation to changes to Welsh-medium provision for learners with ALN. While there are some examples where specialised support has been developed, with some local authorities planning ahead in order to offer specialist Welsh-medium provision, in other areas there were examples of a lack of capacity to support learners with ALN.

The most recent review of the WESPs was undertaken by Aled Roberts. *Rapid review of the Welsh in Education Strategic Plans – 2017–20*⁸ was published in August 2017. The rapid review found that although the majority of stakeholders recognise that the education system plays a key role in creating the Welsh speakers of the future, the draft 2017–20 WESPs submitted to the Welsh Government in December 2016 lacked the ambition needed to achieve the vision set out in the Cymraeg 2050 Strategy. As well as providing a review of each local authority's WESP, Aled Roberts also made 18 recommendations which included:

- establishing a board to discuss and evaluate the necessary changes needed in terms of the legislation and regulations
- reviewing the timeframe of the WESPs to coincide with Welsh Government's capital schemes
- strengthening the strategic relationship between local authorities and Mudiad Meithrin to ensure growth at local authority level
- urgent planning and action to increase the number of teachers trained to teach through the medium of Welsh.

Today, there are 420 primary schools delivering Welsh-medium education to almost 67,000 learners across Wales, and 49 secondary schools delivering Welsh-medium education to almost 35,000 learners. The challenging target set in the Cymraeg 2050 Strategy will require us to work closely with early years providers and local authorities to improve long-term planning for Welsh-medium school places and ensure that there are opportunities for learners to access Welsh-medium education at various points and continue to learn through the medium of Welsh post-16.

Another focus of the Welsh-medium Education Strategy was to support learners from all linguistic backgrounds to develop their Welsh language skills. Welsh-medium schools generally deliver the majority of the curriculum through the medium of Welsh, and learners are immersed in the language from an early age. Bilingual schools can refer to a wide range of teaching and learning settings which include varying amounts of Welsh language in the delivery. English-medium schools generally only deliver Welsh as a subject with the remainder of curricular time delivered through the medium of English. As a result, learners' acquisition of Welsh will vary depending on the nature of provision.

⁸ gov.wales/docs/dcells/publications/170804-rapid-review-of-wesp-en.pdf



The evaluation of the Welsh-medium Education Strategy in 2016 noted that the percentage of learners achieving the expected level in Welsh at Key Stages 2 and 3 had increased since 2010. The national emphasis on the National Literacy Framework and Numeracy (LNF) and the focus on raising standards more generally were felt by respondents to have driven attainment and standards in Welsh.

However, as the evaluation of the Welsh-medium Education Strategy indicated, the evidence regarding standards in Welsh second language paints a mixed picture. Estyn annual reports have been critical of standards in Welsh second language at Key Stage 2 for a number of years, although standards at Key Stage 3 have shown some improvement in recent years. An independent review of Welsh second language in 2013, *One language for all: Review of Welsh second language at Key Stages 3 and 4, Report and recommendations*⁹, concluded that ‘it is the eleventh hour for Welsh second language’. One of the recommendations of the review was that Welsh Government should revise the curriculum to include ‘one continuum of learning for Welsh with clear expectations for pupils learning Welsh in English-medium, bilingual and Welsh-medium settings’.

In 2014 we commissioned a fundamental review of curriculum and assessment arrangements in Wales. *Successful Futures: Independent*

*Review of Curriculum and Assessment Arrangements in Wales*¹⁰, published in February 2015, concluded that Welsh should remain compulsory up to the age of 16 and that there should be a ‘renewed focus in schools on learning Welsh primarily as a means of communication’. We subsequently accepted the recommendations of the review and agreed that a continuum of learning Welsh would be developed as part of the new curriculum and assessment arrangements for Wales. This continuum will provide the basis for teaching and learning Welsh and other languages in the future.

Developing the Welsh language skills of our practitioners and capacity to teach through the medium of Welsh is essential to enable the continued growth of the Welsh-medium sector, and to improve the teaching and learning of Welsh as a subject. In recent years, the focus has been on ensuring that the workforce has high-level Welsh language skills to be able to deliver Welsh as a subject within the curriculum. Training has mainly been delivered via the regional consortia through the Education Improvement Grant (EIG), and through the Welsh language Sabbatical Scheme for practitioners.

Published in 2014, *Evaluation of the Welsh-medium Education Strategy: Review of the Welsh-language Sabbatical Scheme for educational practitioners: participant experiences 2011-2012*¹¹ found a positive view

⁹ gov.wales/topics/educationandskills/publications/wagreviews/one-language-for-all/?lang=en

¹⁰ gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf

¹¹ gov.wales/statistics-and-research/welsh-medium-education-strategy/?skip=1&lang=en

of the Sabbatical Scheme among participants and stakeholders. Participants reported that their confidence in using their Welsh language skills had increased, and all those who contributed to the review had positive views about the quality and nature of the courses provided. The review also identified the need to plan and deliver the programme in a more strategic and targeted manner, and to address the post-course support provided for participants. However, the main message from all those who contributed to the review (participants, local authorities and senior managers) was that the Sabbatical Scheme is a valuable scheme and that there is a continuing need for such courses. It appears that this stems from a perception among senior managers, participants and local authority officers that a lack of Welsh language skills continues to be an issue requiring attention.

The supply of teachers for the Welsh-medium sector continues to be a cause for concern. The evaluation of the Welsh-medium Education Strategy found that there was no evidence to show that the strategy had made a significant contribution to the critical mass of the Welsh-medium education workforce. However, representatives of national education and teacher organisations that contributed to the evaluation acknowledged the importance of the financial incentives to support future teachers to teach through the medium of Welsh.

In 2015, Professor John Furlong presented his options for the future of initial teacher education (ITE) in Wales in *Teaching tomorrow's teachers: Options for the future of initial teacher training in Wales*¹². The changes to ITE provide an opportunity to review the current programmes and incentives which support the development of Welsh language and Welsh-medium teachers to ensure that we can build capacity in the teaching workforce for the future.

The new Professional Standards for Teaching and Leadership¹³, published in September 2017, acknowledge that all practitioners need to continually develop their Welsh language skills and that all education leaders consistently emphasise the promotion of Welsh culture and language within the ethos of the school and as they develop the school as a learning organisation.

The planning of Welsh-medium education, the teaching and learning of Welsh and through the medium of Welsh, and the development of the workforce made up the key strands of the Welsh-medium Education Strategy. However, the strategy also recognised that the development of Welsh in our education system would also need to be supported by the development of Welsh language teaching and learning resources, and all our learners need to recognise that the Welsh language extends beyond the classroom into the community and the workplace.

¹² gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-en.pdf

¹³ learning.gov.wales/resources/collections/professional-standards?lang=en

The *Evaluation of the Welsh-medium Education Strategy: Review of the Use and Quality of Resources Commissioned by the Welsh Government's Welsh in Education Unit*¹⁴ (2014) found that although our resources commissioning programme makes a valuable contribution, the limited range of resources in a number of areas remains problematic for headteachers and practitioners, and practitioners in the Welsh-medium sector still face an additional workload in preparing Welsh-medium resources to fill gaps.

Education and training alone cannot guarantee that speakers become fluent in Welsh, or choose to use the language in their everyday lives.

However, as noted in the evaluation of the Welsh-medium Education Strategy, it is clear that the education system has a key influence on young people's potential to use the Welsh language in their everyday lives. Over the past two years working with regional consortia, we have built on the Welsh Language Charter, developed by Gwynedd Council, and the Supporting Language Practices project to provide a whole-school approach to expanding children and young people's use of the language. With children and young people at the heart of process, schools develop their individual plans in partnership with the wider school community. This programme will provide a foundation for how we move forward to promote and support children and young people's use of the language.



¹⁴ gov.wales/docs/caecd/research/2014/140716-welsh-medium-education-strategy-review-use-quality-resources-en.pdf

It is important to celebrate the positive steps that have been taken over the past seven years to support the development of Welsh language and Welsh-medium education. To summarise, some of the key developments since 2010 include:

- placing local authority WESPs on a statutory basis
- expanding the Welsh-language Sabbatical Scheme for practitioners to include school support staff and courses on various levels
- commissioning approximately 435 projects to develop quality-assured teaching and learning resources for 38 subject areas
- providing funding to local authorities and regional consortia to raise standards in the teaching and learning of Welsh and through the medium of Welsh
- supporting student teachers to raise their confidence and language skills to teach through the medium of Welsh and working with the Coleg Cymraeg Cenedlaethol to introduce the Welsh Language Skills Certificate
- undertaking research to gain a more in-depth understanding of how immersion education is delivered
- expanding our support to promote and increase children and young people's use of Welsh within the school and in social contexts through the Welsh Language Charter, developed by Gwynedd Council, and projects to support secondary schools, in partnership with the regional consortia and the Urdd.

We have learnt lessons along the way, and we will continue to ensure that our developments are based on evidence and lead to changes at all levels of the system as we move forward.

Vision

Our vision is to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life.

In order to achieve this vision, we must ensure that all learners benefit from a world-class curriculum and that they enjoy learning and teaching that inspires them to succeed in a strategically planned, effectively led, collaborative and innovative education community.

Guiding principles

In order to achieve the vision, we will require several phases of implementation to build sustainable provision for our future generations. The following principles are intended to foster a common understanding of the role of teaching and learning Welsh, and through the medium of Welsh, in all schools in Wales and provide a foundation for future policy developments.

1. Teaching and learning Welsh is recognised and valued as an integral component of Wales' education system from the early years through to post-compulsory provision.

Welsh was included in the national curriculum following the Education Reform Act 1988, and became a compulsory subject for all learners

in Wales in Key Stages 1, 2 and 3 in 1990. From September 1999 onwards Welsh became compulsory for all learners across Wales at Key Stage 4. This will not change and, in future, increasing value will be placed on Welsh as a subject and as a medium for teaching and learning. A new curriculum encompassing a framework for developing language skills along a continuum, greater teacher capacity and research into effective pedagogies will inform teaching and learning. Communication with parents and carers about the benefits of learning the language and how they can support their children will be essential.

2. Through the new curriculum all children and young people in Wales will be ambitious and capable learners who can communicate effectively in different forms and settings, and through digital platforms, using both Welsh and English.

In support of one of the four core purposes of the curriculum in Wales, the aim is to ensure that all learners have appropriate pathways for learning Welsh to enable them to become confident enough to use the language in everyday life. They will be given opportunities to use Welsh in the curriculum, beyond the classroom and on digital platforms so that they appreciate its usefulness to communication in a bilingual Wales.

3. Learning through the medium of Welsh can enhance Welsh language learning and enable children and young people to develop their confidence to use the language in a wide range of contexts.

Welsh-medium education provides opportunities for learners to develop their proficiency in Welsh, as well as in English. Facilitating the use of Welsh – both across the curriculum and in extracurricular activities – with planned linguistic progression through every phase of education from the early years, will offer opportunities for all children and young people to become more fully bilingual.

4. All practitioners and leaders are engaged in developing their Welsh language skills and also their wider understanding of the Welsh language in its historical and cultural context.

It is essential that all practitioners and leaders have the required skills and knowledge to develop our children and young people's appreciation of the Welsh language, its literature and history, and also its relevance to their everyday life in contemporary Wales and in future employment. Practitioners and leaders will have more opportunities to improve their own knowledge and understanding, and to share this with their learners.

5. Research into language acquisition, bilingualism and effective Welsh language teaching informs teaching and learning.

In future, curriculum planning and pedagogy will be more informed by research and evidence about effective language teaching and learning, including approaches to language immersion, and the role of bilingualism in supporting multiliteracy and learners' linguistic and cognitive development.

6. In developing their skills in Welsh and English, children and young people can acquire a foundation for learning additional languages, ready to be citizens of Wales and the world.

Enabling children and young people to develop their proficiency in Welsh and English can provide a basis for learning additional languages and for learning about other cultures. Including all languages under one Area of Learning and Experience (AoLE) within the new curriculum provides an opportunity to make connections between languages and enable learners to draw on all their linguistic resources to their maximum potential.





Roles

As outlined in *Education in Wales: Our national mission, Action plan 2017–21*, to deliver our reforms across the entire system we will need a bold commitment to collaboration. This will include Welsh Government, the teaching profession and the wider education workforce. Successful implementation will require effective and honest engagement between all facets of the education system. We are committed to providing the conditions to enable this to happen.

Welsh Government

- Develop a national policy for Welsh in education.
- Engage with all stakeholders to support workforce planning, capacity building and delivery.
- Ensure legislative basis for the teaching and learning of Welsh and planning of Welsh-medium school places.
- Work with stakeholders to increase research capacity and undertake a programme of research to provide a basis for the development of the language continuum and best practice in terms of effective pedagogy.
- Undertake communications activity to improve awareness of the value of the Welsh language as a lifelong skill, and the support available to schools and practitioners.

- Ensure that the development of Welsh in our education system is included as a central part of the new assessment and evaluation framework for system-wide development and improvement.
- Provide sufficient resources.

Regional consortia, local authorities, Estyn, Qualifications Wales, Education Workforce Council, awarding organisations and higher education

- Use their knowledge of schools and research to facilitate and support the sharing of best practice and resources, and to collaborate to improve the Welsh language skills of learners, within a self-improving school system.
- Long-term strategic planning of school places to increase the number of learners in Welsh-medium or bilingual education, including increasing the proportion of Welsh-medium teaching and learning in schools.
- Undertake regional workforce planning to develop the language skills of practitioners and their ability to teach Welsh or through the medium of Welsh and promote career opportunities in this sector.
- Provide opportunities for trainee teachers to develop their Welsh language skills as part of initial teacher education (ITE).

- Undertake a national and regional programme of professional learning to develop the Welsh language skills of practitioners and their expertise in teaching Welsh and through the medium of Welsh.
- Ensure sufficient capacity for the supply of leaders for the Welsh-medium sector.
- Ensure that all leaders are equipped with skills to strategically plan the development of Welsh.
- Work collaboratively to increase research capacity and undertake a programme of research to support the teaching and learning of Welsh and subjects through the medium of Welsh and bilingually.
- Share good practice in terms of effective pedagogy for teaching and learning Welsh and through the medium of Welsh.
- Develop new qualifications for assessing the Welsh language skills of learners along a continuum.

Schools, practitioners, governors and parents/carers

- Ensure that the Welsh language is at the heart of the school's ethos and strategic development in the school development plan.
- Deliver a new Welsh language curriculum which will enable all learners to become confident Welsh speakers.
- Continually strive to improve teaching and learning of Welsh and subjects through the medium of Welsh, on the basis of evidence about effective pedagogy and action research.
- Develop means of increasing Welsh-medium teaching and learning in schools.
- All practitioners continually strive to develop their own Welsh language skills in accordance with the Professional Standards for Teaching and Leadership.
- Ensure that all learners and parents/carers understand the value of the Welsh language as a means of enhancing a sense of Welsh identity and as a skill, and that learners have opportunities to use the language informally beyond the classroom setting.

Objectives and key actions

Curriculum, assessment and pedagogy

Developing a new curriculum that will inspire learners to learn and use the Welsh language is crucial to realising our vision for children and young people in Wales. We also need to ensure that they can measure their progress along the way to keep them motivated, and that the teaching and learning is based on teachers' understanding of the most effective language acquisition pedagogy.

We will work with key partners to ensure that all learners will:

- benefit from inspiring teaching and learning to become confident Welsh speakers able to use the language in everyday life and see the value of learning Welsh
- have access to an appropriate local curriculum within a clear national framework of expectation and support
- be able to measure their progress in developing their Welsh language skills along a continuum
- gain appropriate qualifications and recognition for their learning
- benefit from a range of teaching and learning resources which will facilitate their learning in Welsh and English

- develop their understanding of bilingualism and of the Welsh language in its historical and cultural context.

So far, we have:

- established the Languages, Literacy and Communication Area of Learning and Experience group in partnership with regional consortia, which comprises pioneer schools and key stakeholders to develop the new curriculum
- commissioned research to enhance our understanding of approaches and methods in language learning, and research to understand how immersion provision is currently being delivered across Wales, and how this provision can be planned for the future
- worked with Qualifications Wales to develop our thinking around future qualifications for the Welsh language
- held a summit with key stakeholders to consider how to ensure that teaching and learning resources will be available in both English and Welsh at the same time to support the new curriculum.

To action our plan, we will do the following.

<ul style="list-style-type: none"> • Develop the Languages, Literacy and Communications Area of Learning and Experience (AoLE) to include one continuum of teaching and learning for languages, including Welsh. 	<p>Available for feedback by April 2019</p> <p>Final curriculum available by January 2020</p>
<ul style="list-style-type: none"> • Develop clear progression pathways along the languages continuum from the early years through to statutory and post-compulsory education and training to facilitate progression. 	<p>Available by April 2019</p>
<ul style="list-style-type: none"> • Improve our understanding of methods to assess language learning and of language qualifications, in order to inform the development of a suite of Welsh language qualifications. 	<p>Research completed by 2020</p> <p>New qualifications to be developed from 2020</p>
<ul style="list-style-type: none"> • Ensure that teaching and learning resources to support the curriculum are available in Welsh and English at the same time. 	<p>To be developed as curriculum becomes available from April 2019</p>
<ul style="list-style-type: none"> • Work with Qualifications Wales, awarding organisations and publishers to ensure that Welsh-medium resources are available to support the introduction and delivery of new qualifications. 	<p>Continuous 2017–21</p>
<ul style="list-style-type: none"> • Ensure a sound research base around effective pedagogy for the teaching and learning of Welsh and through the medium of Welsh. 	<p>Continuous 2017–21</p> <p>Initial focus on research to inform language teaching approaches and methods (2017–18) and language immersion (2017–19)</p>
<ul style="list-style-type: none"> • Ensure that all Areas of Learning and Experience (AoLEs) include the Welsh dimension to provide learners with the opportunity to develop their understanding of Wales and the Welsh language and its relevance to their everyday life in contemporary Wales. 	<p>Final curriculum available from January 2020</p>

Enrichment and experiences in Welsh

We acknowledge that education alone cannot create confident Welsh speakers. Children and young people need opportunities to use the Welsh language in a number of contexts to enrich their learning and their awareness of Welsh as an everyday language. In *Successful Futures*, Professor Donaldson emphasises the importance of educational experiences as an integral part of the curriculum, to broaden children and young people's horizons, stimulate their imaginations and promote enjoyment in learning. The Cymraeg 2050 Strategy also emphasises the importance of embedding language use practices from an early age as a relevant part of everyday life.

In order to increase opportunities for children and young people to use their Welsh in various contexts and embed their language use patterns from an early age, we will:

- address the recommendation in *Successful Futures* to establish systematic links between schools and outside agencies that can support teaching, learning and the provision of resources in Welsh
- continue to work with regional consortia and schools to develop a whole-school approach to planning and delivering opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity
- work with the Arts Council of Wales on creative learning projects, including the Lead Creative Schools Scheme, providing opportunities to develop innovative and bespoke provision that links to the Welsh language
- deliver a programme of training to practitioners to equip them with the skills to discuss language use and nurture positive attitudes towards the language.

So far, we have:

- introduced the Welsh Language Charter in all Welsh-medium primary schools in Wales as a means of strategically planning to develop children and young people's use of the language
- supported the adaptation of the Welsh Language Charter for English-medium primary schools (Cymraeg Campus)
- published a toolkit for Welsh-medium secondary schools to use to embed young people's language use practices
- supported English-medium secondary schools to provide informal opportunities to use the language and intensive Welsh language learning opportunities through the Urdd
- worked with the Arts Council of Wales to support a range of projects focused on using creative approaches in the Welsh language and how this can impact on developing learners' interest and achievement in reading.

To action our plan, we will do the following.

<ul style="list-style-type: none"> • Build on the Welsh Language Charter and the Language Use Toolkit to develop a national framework for all school settings to provide a whole-school basis for planning and delivering opportunities to increase learners' wider use of Welsh and to embed language use practices. 	<p>Draft framework available by April 2018</p> <p>Framework to be introduced in schools from September 2018</p>
<ul style="list-style-type: none"> • Engage stakeholders to work with schools to provide opportunities for learners to enrich their experience of learning Welsh outside school settings. 	<p>To be planned and delivered as part of roll-out of national framework</p>
<ul style="list-style-type: none"> • Develop a programme of training for practitioners to enable them to discuss language use and nurture positive attitudes towards the language with learners of all ages. 	<p>From April 2018</p>
<ul style="list-style-type: none"> • Commission research to understand children and young people's attitudes towards the Welsh language as a basis for the continued development of the Welsh Language Charter. 	<p>From April 2018</p>



Workforce planning, professional learning and leadership

Our new curriculum cannot be delivered without a well-supported, aspirational education workforce. We will support leaders and practitioners in Wales to be lifelong professional learners that continue to develop their Welsh language skills and have the knowledge and expertise to deliver the curriculum through the medium of Welsh and Welsh as a subject. We will also equip the workforce to develop our children and young people's appreciation of the Welsh language, its literature and history, and also its relevance to their everyday life in contemporary Wales.

We will work with key partners to:

- ensure that we have a clear understanding of the workforce's Welsh language skills and, where relevant, their ability to teach Welsh and through the medium of Welsh to inform workforce planning, based on robust data
- enable all practitioners, including supply teachers, to continually develop their Welsh language skills in accordance with the expectation in the new professional standards
- provide professional learning opportunities to develop effective teaching and learning of Welsh and subjects through the medium of Welsh, based on evidence and best practice
- ensure that the Welsh language is an integral part of wider government plans to develop the future education workforce through initial teacher education (ITE) and training for support staff
- develop sufficient supply of leaders for the Welsh-medium sector
- ensure that all education leaders consistently emphasise the promotion of Welsh culture and language within the ethos of the school and as they develop the school as a learning organisation
- ensure that workforce development and professional learning is available in Welsh and informed by evidence.

So far, we have:

- collected information about the Welsh language skills of practitioners through the Education Workforce Council (EWC) survey and PLASC (Pupil Level Annual School Census) to inform our workforce planning
- introduced new Professional Standards for Teaching and Leadership which set out the expectation for practitioners to develop their knowledge and use of Welsh, as well as extending learners' skills and competence in Welsh
- published formal leadership standards (for adoption by school leaders by September 2018) which identify a responsibility to act as a role model by promoting and extending Welsh language and culture across the school

- worked in collaboration with the Organisation for Economic Co-operation and Development (OECD) to participate in an international research project focused on ‘Developing Schools as Learning Organisations’, building on successful models of professional development; this will support the move towards a national network of learning organisations
- expanded the Welsh language Sabbatical Scheme to provide opportunities for practitioners across Wales to access intensive Welsh language training
- commissioned an evaluation of Welsh language support programmes within ITE to inform new provision from September 2019
- allocated funding to undertake a campaign to attract more prospective teachers to teach Welsh and subjects through the medium of Welsh.



To action our plan, we will do the following.

<ul style="list-style-type: none"> • Work with regional consortia and the EWC, using all available data sources, to develop a full picture of practitioners' Welsh language skills and ability to teach through the medium of Welsh. 	By April 2018
<ul style="list-style-type: none"> • Include questions about practitioners' Welsh language skills and ability to teach and work through the medium of Welsh in the school workforce data collection from 2019 onwards, in accordance with regulations. 	Collection to start academic year 2019/20
<ul style="list-style-type: none"> • Develop workforce planning for increasing Welsh language and Welsh-medium teachers and support staff by 2021 to include the role of ITE, Graduate Teacher Programme, incentives, supply teachers and professional learning. 	By April 2018
<ul style="list-style-type: none"> • Work with schools, regional consortia and higher education to ensure that we increase the number of learners studying Welsh and subjects through the medium of Welsh at A level to ensure a sufficient supply of future teachers for the Welsh-medium sector. 	To be implemented from September 2018
<ul style="list-style-type: none"> • Ensure that future ITE programmes foster student teachers' appreciation of the Welsh language and provide opportunities for them to develop their proficiency in Welsh and expertise to teach through the medium of Welsh as part of their initial training. 	From September 2019

<ul style="list-style-type: none"> • Work with regional consortia to develop and deliver a programme of professional learning, including the Welsh language Sabbatical Scheme, to ensure that teachers, supply teachers and support staff have the Welsh language skills and expertise in Welsh-language and Welsh-medium teaching. 	From April 2018
<ul style="list-style-type: none"> • Evaluate the impact of the Welsh language Sabbatical Scheme. 	To start by April 2018
<ul style="list-style-type: none"> • Work with the National Academy for Educational Leadership and regional consortia to equip leaders with skills to strategically plan the development of Welsh within a culture of schools as learning organisations. 	<p>Establish National Academy for Educational Leadership spring 2018</p> <p>Development of Welsh to be integral part of endorsed leadership provision from September 2018 onwards</p>
<ul style="list-style-type: none"> • Work with the National Academy for Educational Leadership, regional consortia and local authorities to ensure sufficient supply of future Welsh-medium leaders and to target resources effectively. 	A revised National Professional Qualification for Headship (NPQH) which aligns to the new leadership standards will be available from September 2018
<ul style="list-style-type: none"> • Work with practitioners and stakeholders to develop professional standards for supporting teaching that are aligned with the Professional Standards for Teaching and Leadership in terms of Welsh language expectations. 	Professional standards for supporting teaching in place by September 2018

Planning Welsh-medium education

Changes to the curriculum alone will not create our future Welsh speakers. One of the key transformational changes in *Cymraeg 2050: A million Welsh speakers* is to increase the number of learners in Welsh-medium settings. Planning for this increase needs to be done in parallel with the planning for the introduction of the new Welsh language curriculum. We need to consider how the journey that children and young people take along the languages continuum can be supported by using more Welsh as a medium of teaching. Local authorities' Welsh education fora will continue to be key to the cohesive approach of planning Welsh-medium education and all stakeholders who have a role in educating our young people need to engage and be a part of this journey.

We will work with key partners to:

- review the legislation underpinning the strategic planning of Welsh-medium education through WESPs
- review and facilitate the process for increasing the proportion of Welsh-medium teaching and learning in schools and consider how technology can be used to this end
- ensure effective use of the 21st Century Schools and Education Capital Programme as a means of increasing capacity in Welsh-medium settings
- consolidate and expand opportunities for learners to access Welsh-medium education, whether in the primary or secondary sector, through immersion or late immersion provision.

So far, we have:

- published an independent review of local authorities' WESPs
- strengthened the partnership between Welsh Government and local authorities with a dedicated team tasked to support local authorities to amend, support and challenge the WESPs
- supported the further development of the local Welsh in education fora by highlighting their pivotal role in cohesive planning
- encouraged local authorities to align their capital investment plans for expanding Welsh-medium school places with their WESP as they develop their 21st Century Schools and Education Capital Programme proposals.

To action our plan, we will do the following.

<ul style="list-style-type: none"> Establish an independent board to advise on changes to Welsh-medium education planning processes. 	January 2018
<ul style="list-style-type: none"> Review the current legislation that underpins the regulations and guidance for the WESPs. 	Spring 2018
<ul style="list-style-type: none"> Consider options to develop alternative models of delivering Welsh-medium provision, including through online, distance or digital learning models. 	Spring 2018
<ul style="list-style-type: none"> Review the process for increasing the proportion of Welsh-medium teaching and learning in schools. 	By spring 2019
<ul style="list-style-type: none"> Review the definitions and categories of schools in Wales according to the language which is used as the medium of instruction. 	By spring 2019
<ul style="list-style-type: none"> Ensure that 21st Century Schools and Education Capital Programme proposals include opportunities to increase Welsh-medium school places. 	Continuous 2017–21
<ul style="list-style-type: none"> Increase opportunities for learners to access Welsh-medium education through specific provision. 	Continuous 2017–21



Excellence, equity and well-being

We must ensure that all learners can have equal access to Welsh-medium education and experience the best opportunities to develop their language skills. As stated in *Education in Wales: Our national mission, Action plan 2017–21*, equity requires that we ensure that the system, at school, local and national level takes account of and responds to the unique challenges that present themselves to individuals or groups of learners.

Working with local authorities, health boards, regional consortia and a range of stakeholders we must:

- ensure that the Welsh language is considered at the forefront of planning and delivery of services to support our learners with additional learning needs (ALN)
- ensure that practitioners and the wider education workforce have access to Welsh language support and resources to help both our most vulnerable and our most talented learners to reach their potential
- ensure that Welsh language development and provision is considered in the planning and delivery of youth work provision, be that open access or targeted, so learners have access to opportunities for utilising and developing Welsh language skills beyond the school gate.

So far, we have:

- required local authorities to plan their provision of ALN support as part of their WESPs
- commissioned Welsh language teaching and learning resources to support our learners with ALN
- included proposals in the Additional Learning Needs and Education Tribunal (Wales) Bill to strengthen the delivery of Welsh language support in the future, moving towards a system with parity between services in Welsh and in English
- commissioned research to inform planning for the workforce which supports our learners with ALN, and includes the availability of Welsh language support
- recognised the contribution of youth work provision to the development of the Welsh language through our National Youth Work Strategy.

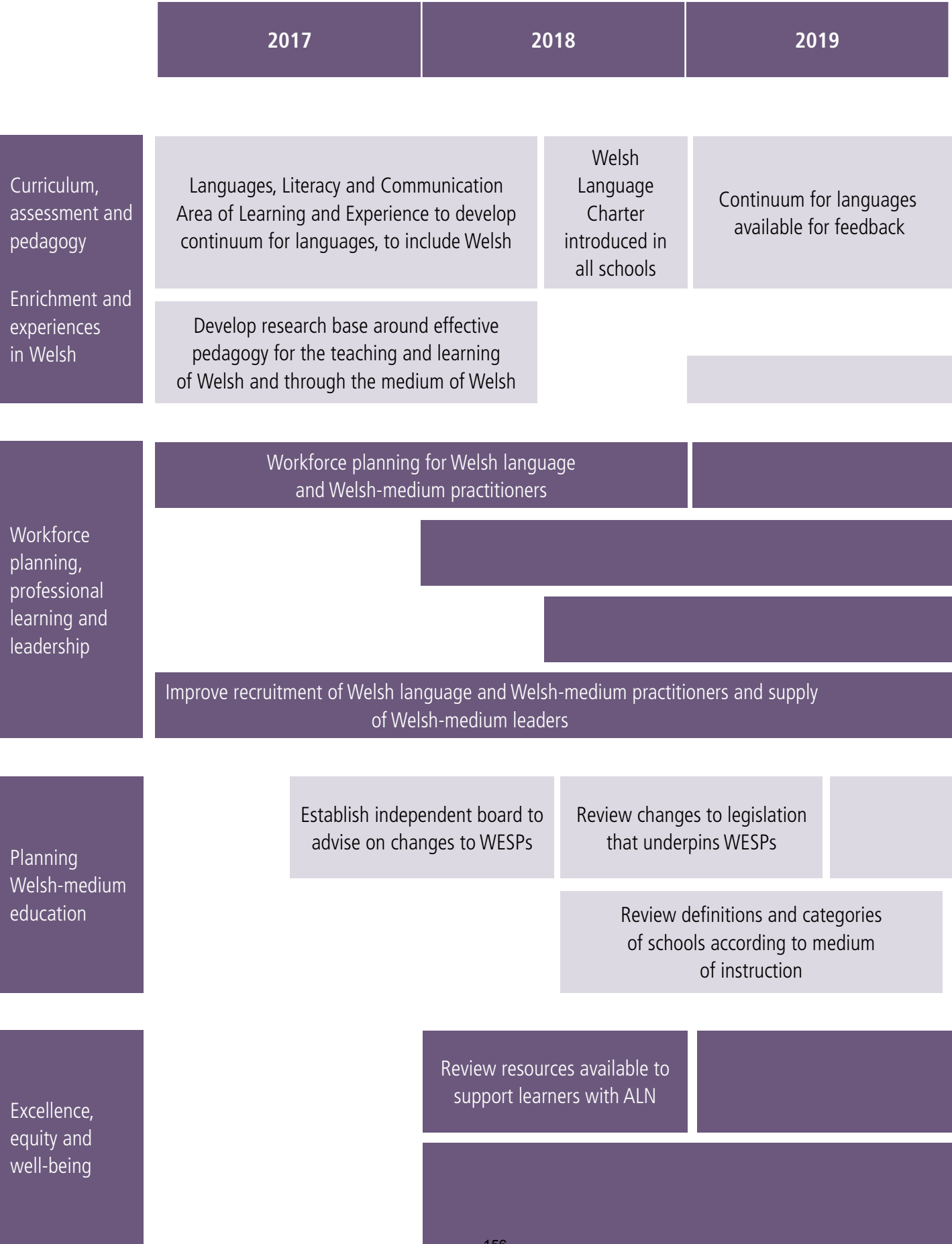
To action our plan, we will do the following.

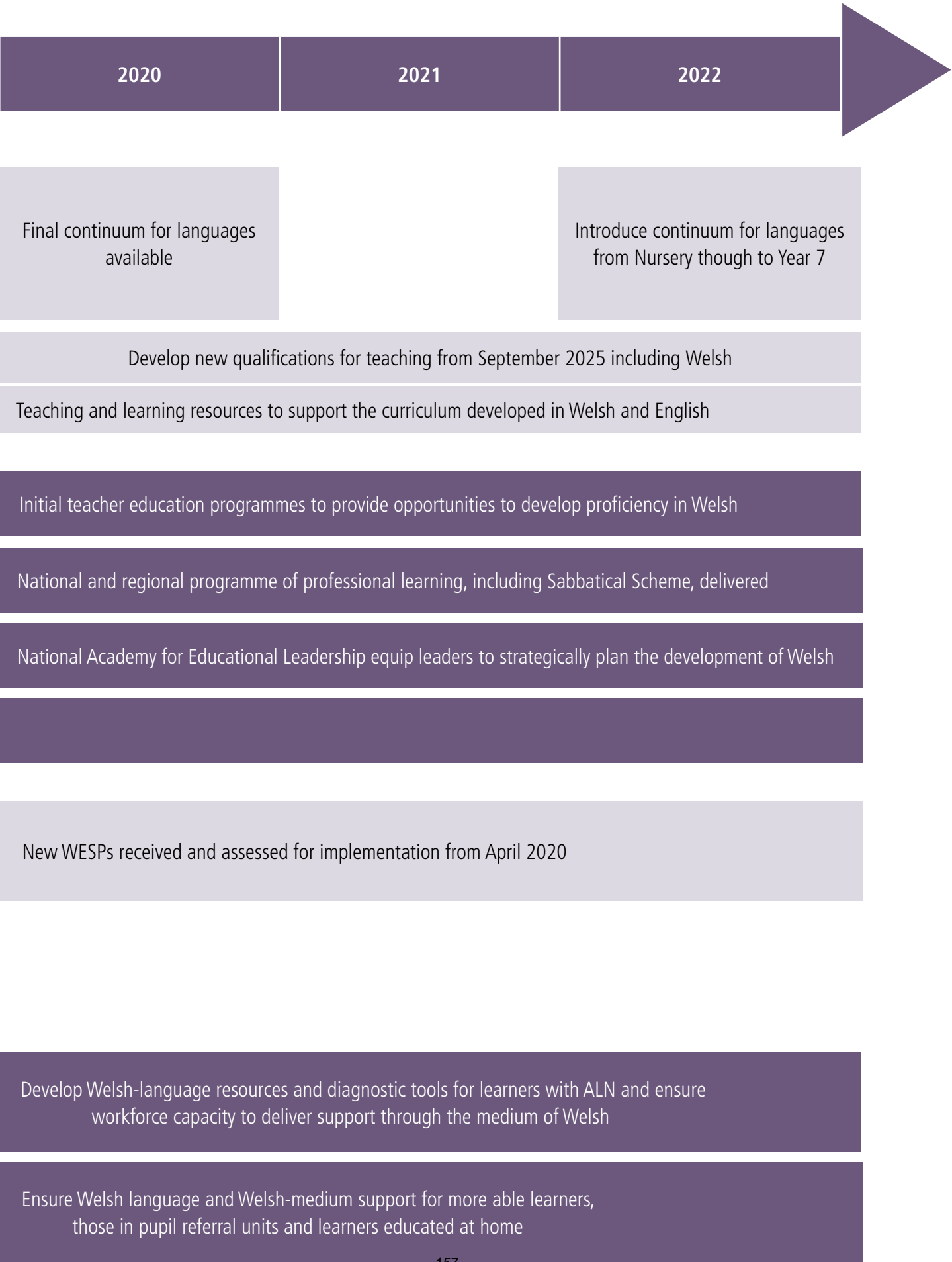
<ul style="list-style-type: none"> Develop and deliver support for our more able learners and those from pupil referral units through the medium of Welsh, English and bilingually. 	Spring 2018
<ul style="list-style-type: none"> Establish an independently chaired National Youth Support Services Board to provide strategic advice on the way forward for youth support services in Wales, including through the medium of Welsh. 	Spring 2018
<ul style="list-style-type: none"> Work with the National Centre for Learning Welsh to develop opportunities for parents/carers who choose to educate their children at home to learn Welsh. 	September 2018
<ul style="list-style-type: none"> Work with partners to understand what resources are available and are being used to support learners with ALN in the classroom, and commission research to identify the need for Welsh language screening, assessment and diagnostic tools. 	Mapping of resources by end of 2018
<ul style="list-style-type: none"> Subject to the National Assembly for Wales passing the Additional Learning Needs and Education Tribunal (Wales) Bill, work with partners to implement the new ALN system, including by developing a new ALN Code, ensuring the Welsh language aspects are clear and fully integrated. 	From 2018
<ul style="list-style-type: none"> Through the ALN transformation leads, identify opportunities to support the development of regional strategic planning to increase capacity in relation to ALN provision, including sufficient Welsh-medium provision. 	Continuous 2017–21





Welsh in education timeline





Communication and engagement

Underpinning all our objectives will be a comprehensive communication and engagement plan to ensure that all stakeholders are included in the development of Welsh in education. The aim is to engage stakeholders, parents/carers and learners to be a part of this exciting journey for Welsh language and Welsh-medium education in Wales.

We aim to support parents/carers when choosing Welsh-medium education for their child and to inspire young people to continue to study through the medium of Welsh, by showcasing opportunities to use the language at work and as part of everyday life. We will develop our activities to ensure that learners, no matter where they are on the Welsh language learning journey, understand why the language is an important part of our education system.

This is an exciting time for education in Wales and the future of the Welsh language, and we will showcase this through our campaigns and engagement ensuring that people with experience of learning the language are at the heart of our communications.

Planning

By July 2018, we will commission audience insight and mapping exercises. We will engage with stakeholders, the education workforce, parents/carers, learners and the wider public. This will shape the messages and communications activity as part of one coherent plan.

Implementation

From September 2018, we will begin to implement the communication and engagement plan, which will include a number of strands and specific campaigns that will aim to:

- raise awareness of Welsh-medium and Welsh language education
- provide information to parents/carers on how they can support their children and on opportunities for them to learn Welsh
- recruit more prospective teachers to the Welsh-medium sector
- increase the number of learners continuing to study Welsh as a subject
- engage learners and parents/carers in the changes to the Welsh language curriculum
- raise awareness of Welsh language teaching and learning resources
- raise awareness of opportunities to use the language in everyday contexts, including across digital platforms and in future employment.



Evaluation and accountability framework for improvement

As outlined in *Education in Wales: Our national mission, Action plan 2017–21*, we will establish a constructive and robust evaluation and accountability framework, which supports the realisation of the four purposes of the new curriculum. We will use this framework to assess and evaluate the success of the Welsh in education action plan across the system, encouraging all partners to play their full part in delivering the best for our learners and teachers in all settings.

To evaluate progress in this area we will:

- gather evidence across all three tiers of planning for improvement of Welsh in education through agreed measures
- monitor how schools and partners within the Welsh in education context collaborate
- review how evidence is being used to support effective Welsh language and Welsh-medium teaching and learning
- continue to be open to external advice and international best practice across the whole system within the Welsh in education context.

The successful delivery of this action plan will lead to a number of positive outcomes for learners and will ensure a coherent education system which has the capacity to continue to develop in the longer term.

Confidence of young people, parents/carers and the education community

- Confident young Welsh speakers who:
 - can use the language in varying forms and contexts and have a firm understanding of Wales, its literature, culture and history
 - have greater awareness of the value of learning Welsh, an appreciation of bilingualism and the broader advantages that can be gained from learning languages, particularly in the areas of multiliteracy and cognitive development
 - enjoy learning Welsh in the classroom and using Welsh beyond the classroom
 - have a range of bilingual resources to support their learning and are able to achieve appropriate qualifications and recognition for their progress in learning Welsh.

- Parents/carers and an education community who:
 - understand the value of learning Welsh and bilingualism, and the importance of Welsh as a skill and as a basis for broadening cultural and linguistic horizons
 - feel supported by the system in the context of bilingual resources to support their children’s learning in all settings.

Capacity in the system

- Data on Welsh language skills of the workforce and ability to teach Welsh and through the medium of Welsh is used to inform workforce planning to increase capacity.
- Professional learning and collaboration opportunities are available for the entire workforce to ensure that they can continually develop their skills.
- There are sufficient numbers of teachers to teach Welsh and through the medium of Welsh and in specialist ALN roles.
- Leaders are strategically planning to develop Welsh across the school, including the skills of the workforce and ensuring a central focus to promoting a positive ethos for the language, culture and the value of bilingualism in the context of the four core purposes.
- Teachers are reflecting on and developing their Welsh language skills and basing their teaching on effective pedagogy.
- Good use is made of evidence and research across the system to ensure effective teaching and planning.
- Local authorities are planning effectively for Welsh-medium school places.

Coherence in the system

- Clear role for schools as learning organisations in developing and improving the place of Welsh as a subject and medium of teaching in a collaborative school system.
- Clear roles for regional consortia, local authorities and Welsh Government in a self-improving system to develop and improve the teaching and learning of Welsh and strategic planning in the context of Welsh in education.
- Clear link to the Cymraeg 2050 Strategy, as we work coherently across the system towards achieving a million speakers by 2050.
- A common narrative is used around the benefits and importance of enabling all learners to become increasingly bilingual.

Targets and indicators

Overall target: 1 million Welsh speakers by 2050

	2011	2017	2021
Trajectory: Number of Welsh speakers	562,000	570,000	600,000

How will the education system contribute to the overall target?

	2017	2021
Increase the proportion of learners who leave school able to speak Welsh		New curriculum introduced from 2022
Increase the proportion of learners in Welsh-medium education	7,700* (22%) *2015/16 data	8,400 (24%)
	Based on seven-year-olds assessed in Welsh first language.	

	2017	2021
Increase the number of:		
Primary teachers who teach in Welsh	2,900*	3,100
Secondary teachers who teach Welsh as a subject	500	600
Secondary teachers who teach subjects through the medium of Welsh	1,800 *2015/16 data	2,200

2026	➤	2031	➤	2036	➤	2041	➤	2046	➤	2050
630,000		680,000		750,000		830,000		920,000		1,000,000

2026	➤	2031	➤	2036	➤	2041	➤	2046	➤	2050
		First cohort finish new curriculum where 55% of all learners at the end of statutory education are able to speak Welsh (around 19,000 learners annually)								70% of all learners at the end of statutory education are able to speak Welsh (around 25,000)
		Gradual increase towards 70% in 2050								
8,400 (24%)		About 10,500 in each year group (30%)								About 14,000 in each year group (40%)
		Gradual increase towards 40% in 2050								
The targets are based on the assumption that the number of children in each year group will remain broadly constant at around 35,000 during this period.										

2026	➤	2031	➤	2036	➤	2041	➤	2046	➤	2050
3,100						3,900				5,200
600						900				1,200
2,200						3,200				4,200

The Cymraeg 2050 Strategy sets ambitious targets for reaching a million Welsh speakers by 2050. The table on pages 40 and 41 sets out how the education system will contribute to the overall aim, and includes targets for the number of learners in Welsh-medium education and the number of teachers required to teach Welsh as a subject and through the medium of Welsh.

In order to monitor the implementation of this action plan, we will also use a series of indicators.

Indicator 1: More seven- year-old learners being taught through the medium of Welsh

Percentage of Year 2 learners assessed in Welsh (first language)	
2016/17 baseline 22.4%	2021 target 24.0%

Note: Based on the national data collection of teacher assessments.

Between 2017 and 2021, it is envisaged that the current pattern in terms of the percentage of learners in Welsh-medium education will remain fairly constant as the learners are already in the system. However, during the lifetime of this plan, we will expect local authorities to develop their plans on how they will increase the percentage in order to meet the target for 2031.

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

Percentage of Year 9 learners assessed in Welsh (first language)	
2016/17 baseline 17.9%	2021 target 21.0%

Note: Based on the national data collection of teacher assessments.

As with indicator 1, between 2017 and 2021, the percentage of Year 9 learners assessed in Welsh (first language) is not likely to increase substantially as the learners who will be in Year 9 in 2021 are already in Year 5. However, we will expect local authorities to continue to improve linguistic progression between primary and secondary to ensure that all our learners continue to develop their language skills on transition to secondary education, and that the number of learners who are able to change and follow the Welsh (second language) track at Key Stage 3 is reduced. As part of the new curriculum, a new continuum for languages will be developed, to include Welsh, and all learners will follow the same pathway for learning Welsh. Therefore, schools will have to ensure that learners continue to develop their Welsh language skills as they progress.

Indicator 3: More learners studying for qualifications through the medium of Welsh	
Percentage of learners entered for GCSE First Language Welsh entered for at least two further Level 1/2 qualifications through the medium of Welsh	
2015/16 baseline 82.8%	2021 target 86.0%
Percentage of learners entered for GCSE First Language Welsh entered for at least five further Level 1/2 qualifications through the medium of Welsh	
2015/16 baseline 57.6%	2021 target 65.0%

Note: Based on WJEC data. Excludes Welsh literature; applied GCSEs and double science count as two subjects; short courses count as one subject.

Welsh-medium education provides opportunities for learners to develop their proficiency in Welsh, as well as in English, and facilitating the use of Welsh across the curriculum can offer opportunities for learners to become more fully bilingual.

Indicator 4: More students with higher level Welsh-language skills	
Total A level Welsh First Language entries as a percentage of GCSE First Language Welsh entries two years earlier	
2015/16 baseline 4.9%	2021 target 6.0%
Total A level Welsh Second Language entries as a percentage of GCSE Welsh Second Language entries two years earlier	
2015/16 baseline 1.3%	2021 target 3.0%

Note: Based on WJEC data.

The successful implementation of this action plan depends on a sufficient supply of university graduates in Welsh, from a pool of learners who have studied A level Welsh. The aim in relation to this indicator is therefore to halt and eventually reverse the downward trend in the number of learners studying A level Welsh seen in recent years.

Indicator 5: More teachers able to teach Welsh as a subject and through the medium of Welsh	
Number of primary teachers who teach through the medium of Welsh	
2015/16 baseline 2,900	2021 target 3,100
Number of secondary teachers who teach Welsh as a subject	
2015/16 baseline 500	2021 target 600
Secondary teachers who teach subjects through the medium of Welsh	
2015/16 baseline 1,800	2021 target 2,200

Note: Based on data from the Pupil Level Annual School Census (PLASC).

If we are to increase the number of learners studying through the medium of Welsh, we need to ensure a sufficient supply of teachers able to teach Welsh and through the medium of Welsh. Current data on the number of students who qualify to teach following successful completion of ITE is as follows.

	2015/16	
	Number	%
Primary ITE qualifiers able to teach bilingually/through the medium of Welsh	145	23
Secondary ITE qualifiers able to teach Welsh	25	5
Secondary ITE qualifiers able to teach bilingually/through the medium of Welsh	55	15

Source: HESA Student Record.

However, ITE is not the only means of ensuring a sufficient supply of teachers. In 2017/18, there are twenty graduate teacher placements in Welsh-medium schools. We will work with our partners to ensure that this route continues to generate teachers for the Welsh-medium sector and to upskill our current workforce to enable them to teach through the medium of Welsh in the future.

Next steps



As previously outlined, this is a long-term agenda which requires careful planning to ensure sustainable delivery. We will provide the overall leadership for developments, but we will also require all our partners to work collaboratively with us as we move forward to deliver these essential important reforms.

Therefore, we will establish a working group of experts from the sector, consult with our key stakeholders, and will continually monitor and evaluate and consider international best practice as we move forward to implementation.

There are challenges ahead but over the next four years our main aim is to ensure that the required leadership, capacity and infrastructure to deliver the changes are embedded in order to move forward with this important work for our future generations.