

Diogelu Plant a Gwella Safonau Addysg i Bawb
Safeguarding Children and Improving Education
Standards for All



Carmarthenshire's Welsh in Education Strategic Plan

2014 – 2017

(December 2015 Update)

*Highlighted text – has been reviewed/changed
from original 2014 version of the WESP*

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Section 1

Carmarthenshire's vision and objectives for Welsh medium education

Learning in Carmarthenshire – addition to original plan to show our vision and priorities

Our vision ...

To provide a service which will ensure access to high quality learning opportunities for all children, young people and adults, thus enabling the achievement of their full potential within the context of the unique bilingual nature of the county

Our policy for promoting learning ...

The promotion of learning is our core purpose. We believe that effective learners:

- know how to learn on their own and with others
- can progressively manage their own learning
- enjoy learning
- are confident and motivated to continue learning throughout life

The Local Authority, its schools and other education providers promotes a culture that encourages people to explore views on learning and encourages people to develop a shared understanding of learning.

This work is facilitated by:

- connecting with people and discussing how we learn

- sharing good practice in encouraging all pupils to think and talk about their learning styles
- clarifying and enhancing the role of Assessment for Learning (AfL)

The outcome of this work will be:

- effective learners who have a greater propensity to achieve
- providers who engage everyone in promoting learning
- providers agreeing and implementing policies for learning
- providers who engage in action research centred on learning

Our priorities ...

- Communication across the curriculum: literacy, numeracy, bilingualism, ICT and well-being
- Assessment for Learning– raising expectations and consistency to drive out variation
- System leadership and increased collaboration

Our way of working ...

- Build trust and maintain dialogue
- Work together to embrace change, strengthen systems, practice and outcomes
- Work together to ensure that everyone is achieving

The Welsh Language in Carmarthenshire – Addition as a result of the work of Carmarthenshire’s Welsh Language Task and Finish Group

When reviewing the 2011 Census results Carmarthenshire saw the greatest reduction in percentage points across Wales- from 50.3% in 2001 to 43.9% in 2011, which means that less than half of the population could speak Welsh by 2011. This is the first time in the history of the county for the percentage to fall under half.

Following the publication of the 2011 Census results the full Council agreed to establish a Task and Finish Group to research into the factors that have led to the decline and to formulate recommendations in order to address the situation. In this period between April 2013 and March 2014, a series of meetings were held to discuss the following-

- Planning
- Education
- Language and Economy
- Welsh medium workplaces and the Council’s administration
- The impact of organisations who work for the benefit of the Welsh language, such as the Mentrau Iaith
- Opportunities to use the Welsh language in the communities in the county
- Language Transmission in the family
- Marketing the Language

Members agreed to invite a range of organisations and individuals to present evidence to the Working Group and to build on local knowledge regarding the position of the Welsh language in the county. The members agreed to invite members of the public to submit their comments with regard to the priority areas and to offer their own personal experiences with respect to the Welsh Language.

The group decided to commission two specific pieces of research work. Dr Dylan Phillips was commissioned to prepare a detailed statistical report on the state of the Welsh language in Carmarthenshire in order to have a document that would be available, not only for the work of the Working Group but as an evidence base for each of the Council’s partners when planning services and activities to promote the Welsh language in the County. It was also agreed to commission the University of Wales Trinity Saint David to conduct a piece of research work regarding Planning and the Welsh Language.

Education

Carmarthenshire's Welsh Education Strategy reflects the Council's aspirations and the aspirations of the Welsh Government, as laid out in the Welsh Medium Education Strategy, the Schools Effectiveness Framework, Carmarthenshire Language Policy and the Integrated Community Strategy.

The Plan emphasises the commitment to work together to achieve the best outcomes for all Carmarthenshire's children and young people.

The Authority will work with other services to achieve the following-

- Ensure that Welsh medium or bilingual education is available to every child and that it should be within a reasonable travelling distance from children's homes. This refers to children of pre-school age and above;
- Ensure that the Welsh language continues to be taught as a first language and/or second language on the timetable in all the County's schools, in line with the statutory requirements of the Welsh Medium Education Strategy, *'providing a system and training which respond via planned methods to the increasing demand for Welsh medium education'*, and that from the period prior to statutory education onwards;
- Ensure that every pupil in Welsh/bilingual medium schools can speak, read and write Welsh fluently by the end of KS2;
- It is expected that linguistic progression occurs in the curricular experiences of the learners as they transfer from Key Stage 2 to Key Stage 3;
- It is expected that every pupil who has followed the Welsh first language programme in the primary stage continues with this programme on transition to the secondary phase;
- Ensure a developed progression from pre-school provision to Welsh medium/bilingual primary education to Welsh medium/bilingual secondary education. Linguistic progression is promoted from KS4 onwards to the lifelong learning career of pupils and students in the county;
- Work in partnership with all pre-school education providers, the Foundation Phase, primary and secondary schools and 14-19 learning pathways in order to improve the standard of Welsh as a first and second language. All the County's schools will receive advice and support from the System Leaders who are part of school improvement services. Further support is offered by Literacy Associate System Leaders and the service provided by Teachers who Improve Welsh and Bilingualism (AGGaD), as they visit the schools, by monitoring pupils' linguistic standards on behalf of the Local Authority;

- Ensure that children and young people who have additional educational needs receive an equal linguistic opportunity as regards Welsh medium education when fulfilling the requirements of the revised Code of Practice for ALN Wales;
- Promote and develop learning programmes, which will enable teachers to nurture the ability and confidence to introduce Welsh as a first language and/or a second language;
- Promote language awareness training for governors, parents and teaching staff;
- Address issues in terms of linguistic ability of learning support workers who can assist with the delivery of Welsh language provision in the Foundation Phase, in Welsh medium and Welsh Second Language settings;
- Ensure that pupils new to the County who are non-Welsh speakers are able to make full use of the service provided by Teachers who Improve Welsh and Bilingualism (AGGaD), so that they, following an intensive Welsh language course, can integrate naturally into their local school and community.
- Promote the development of pupils' bilingual skills in all school situations, so that more Welsh is used, in proportion to individual school designation in respect of their teaching medium.

Section 2

The Action Plan

Outcome 1: More 7 year old children being educated through the medium of Welsh - Addition

Recommendations from the Census Working Party - The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in Welsh and English.

1. That the County Council works closely with the Mudiad Meithrin and private providers to ensure that Welsh medium pre-school education is readily available in all parts of Carmarthenshire.
2. That the County Council prepares a definite work plan and timetable, in collaboration with school governing bodies, in order to move each primary school along the language continuum. Strategies will need to be developed for the various categories and geographical areas;
3. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's transitional schools (which are Welsh medium schools but with significant use of English) in order for them to become Welsh schools;
4. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's dual stream schools in order for them to become Welsh schools;
5. That the County Council agrees on the principle that all English medium primary schools over a period of time, should deliver the curriculum in the Foundation Phase mainly through the medium of Welsh as a starting point and consider different options for Key Stage 2 (KS2);
6. That the County Council will begin the process of identifying English medium schools which would be ready to deliver the Foundation Phase through the medium of Welsh fairly soon with the aim of offering a choice between Welsh stream or bilingual stream (25-50% Welsh medium) in KS2;
7. That the County Council gives full consideration to the present model for language/latecomers centres in the primary sector in Carmarthenshire and develops the provision on the basis of the Gwynedd and Ceredigion Councils model;
8. That the County Council adopts Gwynedd Council's Welsh Language Charter (which encourages children to speak Welsh at school and in the community) and adapts it to the requirements of Carmarthenshire;
10. That the County Council includes the expectations regarding the Welsh language medium provision as part of the agreement with schools, alongside areas such as discipline, attainment and attendance;

17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;

18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

19. That the Council will undertake an assessment of the demand for Welsh medium education in areas where deemed necessary;

AIM: To ensure an increase in the number of families who transmit the Welsh language within Welsh medium households and mixed language households and to offer support to non-Welsh medium households to introduce the Welsh language

67. That the County Council works in partnership with organisations and projects such as Twf (an organisation that promotes transmitting language in a family) and the Mudiad Meithrin to promote bilingual opportunities in the pre-school sector through targeted communities within Carmarthenshire in accordance with the statistical analysis of the use of the Welsh language;.

69. That the Welsh Government with the County Council's co-operation ensures that the Welsh language is central to schemes and projects such as Flying Start.

| A. Objective | B. Current performance | C. Targets | D. Progress | | | | |
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| <p>To increase the number of 7-year-old learners who are educated through the medium of Welsh.</p> | <p>In 2015 56.8% of learners were educated through the medium of Welsh.</p> <p>The number of 7 year old learners educated through the medium of Welsh will increase as dual stream schools plan for Welsh medium education in the Foundation Phase and by ensuring suitable progression into Key Stage 2.</p> | <table border="1" data-bbox="1240 847 1603 924"> <tr> <td>2015</td> <td>56%</td> </tr> <tr> <td>2017</td> <td>58%</td> </tr> </table> <p>Continue to increase the percentage of learners aged 7 who are educated through the medium of Welsh as Teachers who Improve Welsh and Bilingualism (AGGaD), and Challenge Advisers continue to target Dual Stream schools.</p> <p>Support 3 schools to transfer by 2017.</p> | 2015 | 56% | 2017 | 58% | <p>Have reached the 2015 target in terms of the number of learners aged seven who are educated through the medium of Welsh. Bodes well for increasing further as 6 dual stream schools move along the linguistic continuum. After discussions with WG, starting to consult formally 2016-17 to change the school category. Discuss the possibilities of creating schools that provide in Welsh in the FP and then offer a choice of two streams in year 3 onwards.</p> |
| 2015 | 56% | | | | | | |
| 2017 | 58% | | | | | | |

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| | | <p>Target 8 schools to move along the language continuum by 2016. Researching into and consulting on a number of English medium schools that have the resources to implement the Foundation Phase through the medium of Welsh.</p> <p>Target those English medium schools to provide the Foundation Phase through the medium of Welsh- 2017.</p> | <p>Presentation has been created for the schools that are suitable for sharing with governors and parents. Have created a plan and started training on the advantages of bilingualism (based on academic research). Create a new dual stream school in the Llanelli area- have formally consulted - aiming to open a new school in September 2016. In discussions with WG for securing funding for a new school.</p> |
| <p>To adopt robust methods of measuring the demand for Welsh medium childcare provision and statutory education. To act promptly on the basis of parent survey findings.</p> | <p>The admissions policy for children in Carmarthenshire schools depends on the local provision:</p> <ul style="list-style-type: none"> • Primary schools with nursery classes- admission in the term following the child's third birthday, mainly part time. Full time admission occurs before the child's fourth birthday; • primary schools without nursery classes – full time admission at the start of the term before the child's fourth birthday <p>We try to ensure a choice for parents and offer equal opportunities by funding places for children within the provisions of voluntary and private organisations, such as the Mudiad Meithrin, Ti a Fi or WPPA, in accordance with the guidelines set for them by the Carmarthenshire Children's Partnership.</p> | <p>The LA and the Assembly's vision, as defined in the <i>Welsh Medium Education Strategy SA1</i>, is to aim for the same target, namely "to improve the process of planning Welsh medium provision in the pre-statutory and statutory phases".</p> <p>Aim to increase Welsh-medium pre-school provision in the catchment areas of 3 English medium schools annually.</p> <p>Target schools with early</p> | <p>Proposed timetable / focus schools have been identified but difficulties with the need for a statutory process to achieve any significant change.</p> <p>Work alongside WG to facilitate the journey.</p> <p>Continue to target schools with nursery classes. See attachment.</p> <p>Coordinator of Mudiad Meithrin is a member of the Welsh</p> |

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| | <p>One nursery school and 31 nursery classes are sustained by the Education Authority.</p> <p>Mudiad Meithrin has been a member of Carmarthenshire Children's Partnership from the outset. They are included in all discussions and decisions when formulating and agreeing the Authority's Plan for Early Years and Childcare.</p> <p>Since there is a very wide network of Welsh medium schools and dual stream schools in the County, there is an opportunity for all pupils to continue their early education through the medium of Welsh, within a reasonable distance of their homes.</p> <p>Carmarthenshire has developed an organised system of education and training, which responds to the demand for Welsh medium education. The county's unique position, being counted by us as a microcosm of the whole of Wales, means that we increase the number of people of all ages and backgrounds who are fluent in Welsh and can use the language with the families, in their communities and in the workplace.</p> <p>Providing primary education, which has the aim of ensuring fluently bilingual pupils, is central to the mind-set of the Authority.</p> <p>All pupils have the opportunity to receive such education, within a reasonable distance of their homes. The vast majority of the County's pupils are educated in the local community school. Some pupils, however, receive their education outside their community in line with their parents' wishes.</p> | <p>years classes to ensure at least 90% of the children continue with Welsh Medium education.</p> <p>Working with Mudiad Meithrin / pre-school education providers to track the progression from Nursery Groups to Welsh-medium education in Dinefwr and Carmarthen.</p> <p>Two paragraphs have been deleted</p> | <p>Education Forum.</p> <p>Needs assessment has been completed in partnership with the Children's Services officers.</p> <p>Collaborate with the Foundation Phase / Early Years team to ensure service in all areas.</p> |
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| <p>To ensure that 21st Century School proposals include full consideration of Welsh medium provision.</p> | <p>The county's method of extending the provision is a strategic one under the leadership of the County Council. At present, we are focussing on how we can ensure sufficient suitable places for the children of those parents and carers who are eager to secure Welsh medium education for their children.</p> <p>The Strategic Outline Programme tries to aim for better educational results and a better quality of life for children and young people, whatever their economic and social background. We also aim to reduce the educational differences within the classroom, between classes and between schools, and across the authority.</p> <p>The Authority sticks steadfastly to the concept of the language continuum, facing the challenge of ensuring that all the County's schools move positively along the developmental line. This means that all schools have to regularly evaluate the role of Welsh as a subject, the use of Welsh as a medium and the position of Welsh as a context for school activities and organisation.</p> <p>In light of the bilingual aim of the Authority's language policy, extended and extensive use must be made of Welsh throughout KS2 in Welsh Medium and Dual Stream schools, so that pupils attain the aim of being fluently bilingual by the time they transfer to the secondary sector. This means that at least 70% of the teaching and learning time has to be through the medium of Welsh in each year during KS2 in these schools.</p> <ul style="list-style-type: none"> • Some schools already provide more than 70% of the | <p>Assessing the sustainability of education in small schools.</p> <p>Complete the proposal to create a dual stream school in the Llanelli area.</p> <p>Support the 10 dual stream schools by the Teachers who Improve Welsh and Bilingualism (AGGaD) through a specific plan to develop language.</p> <p>Support 2 Dual Stream Schools to become Transitional schools by 2016.</p> <p>Extend the 70% and above percentage of teaching with support from the Teachers who Improve Welsh and Bilingualism (AGGaD), by teaching Mathematics and Science through the medium of Welsh.</p> <p>100% of Welsh medium schools teaching Mathematics through the medium of Welsh by 2017.</p> | <p>Respond strategically to lack of sustainability of small schools- two schools closed in 2015. After discussions with the WG to ensure understanding of the process, follow the county's strategic programme on moving dual-stream schools. Two schools are transitional. By 2015 100% of Welsh Medium schools teach Welsh medium Mathematics. Ahead of the target.</p> <p>The MEP unit is aware of school places and the programme to plan for growth.</p> <p>Investment plans to reorganize secondary schools have been completed. Ysgol Dyffryn Aman has developed into a 2B school. Pantycelyn & Tregib schools have merged to create Ysgol Bro Dinefwr- a change from 2C to 2B in terms of provision. Gwendraeth and Maes yr Yrfa schools have merged to create a 2A school - Maes y Gwendraeth. A new extension for Maes y Gwendraeth and a new</p> |
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| | <p>teaching and learning time through the medium of Welsh</p> <ul style="list-style-type: none"> • Raising standards of achievement amongst pupils in Welsh second language at the end of KS2 in English Medium schools. Intensive input from Teachers who Improve Welsh and Bilingualism (AGGaD), to train adults and pupils in the classroom in order to raise standards in second language. <p>The county's plans for 21st century schools will present the proposed results WG intends to achieve in its Reorganisation of the Education and Training Provision in Wales, as well as the Welsh Medium Education Strategy documents.</p> | <p>The reorganisation of five 11-19 schools in the Dinefwr area to create three centres of learning which will collaborate formally with Coleg Sir Gâr and with training providers to fulfil 14-19 education.</p> <p>Welsh Medium provision to be monitored and developed through the implementation of the WESP.</p> <p>Paragraph deleted</p> | <p>building for Ysgol Bro Dinefwr opening in 2016.</p> |
| <p>To improve collaborative working through consortia.</p> | <p>The intention is to support elements of the Welsh medium provision by means of a partnership and the work of the ERW regional consortium as follows-</p> <ul style="list-style-type: none"> • working together across the region on the Welsh Literacy strategy • Joint monitoring and evaluation of primary and secondary schools by using the expertise of regional System Advisers • Sharing data and good practice across the region • Attending and supporting Forum meetings and processes across the region • Promoting Partneriaeth Beca curricular developments (Emlyn and Cardigan schools and Ceredigion College, and partners from the wider area between Ceredigion and Pembrokeshire) • Funding Welsh medium provision via network and 14-19 Forum funding. | <p>The Welsh in Education Grant will be administered by the ERW consortium.</p> | <p>Welsh Grant finished.</p> <p>ERW Welsh in Education Committee hold regular meetings each term following ERW's business plan. The committee cascades to the Executive Board.</p> <p>ERW's Teachers who Improve Welsh and Bilingualism (AGGaD) Working Party have created extensive resources for the ERW website. The Welsh Second Language Charter working group has created the ERW Welsh Charter Campus resource</p> |

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| | | | <p>which is being piloted in January 2016 by 20 schools across ERW. A formal launch is to take place in July 2016.</p> <p>The Secondary Working Party across the consortium has created a new resource for the GCSE Welsh Literature and language specification. Training for effective use of the resources have been held in the Hubs and as part of the networking meetings.</p> <p>Developing Secondary Language Charter and Second Language Charter. Materials promoting the benefits of bilingual education.</p> |
| <p>To increase the ability to take advantage of Welsh medium provision by means of immersion schemes and centres for latecomers.</p> | <p>The Authority has six Language Centres, and their definition and role corresponds to that stated in the <i>Strategy</i>. They serve pupils who have moved into the bilingual communities of Carmarthenshire. They are located in Llandovery, Llandeilo, Amman Valley, Gwendraeth, Carmarthen and Whitland, and with one exception, they are all in secondary schools. A programme has been organised in order to ensure that the latecomers, of whom there can be up to 12 at any one time, attend the Centres two days a week, for at least a term. There is close co-operation with the schools as teachers from the Centres visit them in a pattern of follow up care. The classroom teachers also,</p> | <p>A "School to School" Plan is in hand. The aim is to target pupils who move from one school to another within the Authority.</p> <p>The Teachers who Improve Welsh and Bilingualism (AGGaD), have an important role as they reinforce the work carried out by the Centres in the schools. This is done by working with the</p> | <p>Officers and managers have considered models of other counties by modifying the system of Carmarthenshire to be more flexible / ready to respond to local challenges.</p> <p>Decided to continue with the language centres in the schools because of the geographical nature of the County and the cost of transporting learners. If the</p> |

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| | <p>in turn, have an opportunity to visit the Centres. The centres use the following schemes-</p> <ul style="list-style-type: none"> • Cynllun Cychwynnol Hwyrddyfodiaid (in the centres); • Croeso i Gymru (booklet and CD in the schools); • Cynllun Canol – Latecomers; • Cymru am Byth; • Cynllun Croesi'r Bont; • Cynllun Caru Cymru; • 'Blas ar Gymru'; <p>Bullet point deleted</p> | <p>classroom teachers and pupils every half term.</p> <p>Preserving flexibility within the service in order to comply with the changes in the Strategy.</p> <p>Continue with the Language stations project as and when required.</p> <p>September 2014- establishment of Canolfan Bro Dinefwr as a pivotal centre for county latecomers.</p> <p>Establish language stations as required in Ammanford, Carmarthen and Gwendraeth area with a squad of three Teachers who Improve Welsh and Bilingualism (AGGaD), available to develop an initial plan for latecomers.</p> | <p>decision of Members is to move to the Ceredigion / Gwynedd system, this will require significant investment.</p> <p>Language stations: Work based on aspects of Welsh history and developing Y5 extended writing skills. One week course; Pupils Yr5 of several schools together; 3 stations in a family of schools; 2 Teachers who Improve Welsh and Bilingualism (AGGaD), will co-present Primary / Secondary Transition Plan piloted in Bro Dinefwr primary schools in Summer 2015. Follow-up support from Teachers who Improve Welsh and Bilingualism at school.</p> <p>Course in Language Centre - 2/3 days a week, for 10 weeks, 2 Teachers who Improve Welsh and Bilingualism (AGGaD) responsible for the teaching and care. Aftercare and further support from Teachers who Improve Welsh and Bilingualism (AGGaD) back at school. A total of one year of support is aimed for.</p> |
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| | | | <p>Flying Start course offers support to non-Welsh parents of children entering the Foundation Phase</p> <p>Blas ar Gymru Course is for parents who have just moved in to Carmarthenshire</p> |
| <p>To establish a Welsh Medium Education Forum and establish contact with the Children and Young People's Plan. Ensuring consideration is given to resources and funding Welsh medium provision in the early years.</p> | <p>The Authority sticks steadfastly to the concept of the language continuum, facing the challenge of ensuring that all the County's schools move positively along the developmental line. This means that all schools have to regularly evaluate the role of Welsh as a subject, the use of Welsh as a medium and the position of Welsh as a context for school activities and organisation. Targets are set and schools are targeted by using data and then monitoring via the Regional Support, Challenge and Intervention Framework by a System Leader.</p> <p>The links with the Children's Partnership is a practical and functional one and there are regular meetings. The intention is to ensure that the authority's strategic education documents and schemes include reference to the Strategic Improvement Plan for Education by means of co-operation and communication across the authority. The Welsh and Bilingualism System Leader is a member of the Members Advisory panel on the Welsh language, and regularly raises awareness of the content of the Strategic Improvement Plan for Welsh in Education and developments in Welsh medium education across the county.</p> | <p>Continuing to monitor, challenge and support schools to move along the linguistic continuum.</p> <p>Target 3 Transitional schools to become Welsh medium by 2017.</p> <p>Establish a Welsh Medium Education Forum by September 2014.</p> <p>Arrange annual Welsh Education conferences and training for Welsh teachers (1st and 2nd language) on skills and methodology for classroom based language teaching.</p> | <p>A Welsh Medium Education Forum has been established - members:</p> <p>Robert Sully- Director Gareth Morgans- CEO Aeron Rees - Head of Learner Programmes Cllr. Cefin Campbell (Chair) Cllr. Ryan Bartlett Cllr. Thomas Theophilus Cllr. DW Hugh Richards Cllr. W Gwyn Hopkins Catrin Griffiths- Challenge Advisor with responsibility for Welsh Julie Owen Eryl Roberts- Amman Valley Ann Jones- QEH School Lee James- Llandybie School Heather Davies Rowlinson- Mudiad Meithrin</p> <p>Other stakeholders to be part of the forum by invitation</p> |

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| | <p>Regular consultations with the main stakeholders will take place as this plan is formulated-</p> <ul style="list-style-type: none"> • Official meetings will be held regularly. • Scrutiny Committees will be held regularly. • The county website will be used to invite parents and the public to offer comments. | | |
| <p>To provide information to parents/carers.</p> | <p>Raising awareness of the Welsh medium provision and providing information to parents as follows-</p> <ul style="list-style-type: none"> • Raise awareness of the benefits of Bilingualism by working collaboratively with County Council staff on creating a booklet on the benefits of bilingualism. • The bilingual booklet “Carmarthenshire Schools: Information for Parents” is published annually. Copies are distributed to schools, County Council offices and Libraries and are placed on the county website. The booklet contains the Authority’s language policy, how to apply for registration in a school and a list of all the County’s schools, including the language category of all schools. • All schools provide a prospectus, which clearly records the school’s detailed interpretation of the County’s language policy, including the role of Welsh as a subject, and the use made of it, if applicable, as a medium for teaching and learning at the school. • Definite arrangements give primary pupils an opportunity to visit the secondary schools. • Primary and secondary headteachers are the best source of detailed information regarding what individual schools offer. <p>Information leaflets distributed by WG, TWF, and Mudiad</p> | <p>Complete the project of raising awareness and understanding of the benefits of a bilingual education- Autumn 2014.</p> <p>Create a pamphlet and a page on the county website to raise awareness and understanding of the benefits of a bilingual education.</p> | <p>In the wake of the Language Charter posters and pamphlets were created including quotes by Alex Jones and Nigel Owens. A DVD including a PowerPoint on the benefits of bilingual education, interviews with non-Welsh parents and comments from secondary school pupils is provided.</p> <p>Encourage schools to transfer the information to their websites.</p> <p>The training of primary and secondary governors on the benefits of bilingual education is part of a training programme for 2015/16, to be presented in Spring 2016.</p> |

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| | <p>Meithrin explain the advantages of bilingualism and bilingual education, listing organisations or agencies who can give guidance, explanations and further support.</p> <p>In December, in preparation for the choice the following September, a transfer package is sent to all Y6 pupils, giving them information about their local secondary school, as well as the closest bilingual school and copies of the prospectuses of the relevant schools. A bilingual transfer form is presented, which they are asked to complete and return to the central office by the end of January.</p> <p>It explains that parents can express a preference for their children to receive their education in a particular school, but if parents wish their children to attend a school outside the catchment, the application will be allowed only if there is space and sufficient resources in the chosen school. The county transport policy will always be applicable. Information about schools is also available electronically on the County Council website.</p> <p>(Paragraph has been edited)</p> | | |
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Outcome 2: More learners continue to improve their language skills as they move from primary to secondary school
Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

9. That the County Council revisits the structure to ensure that Welsh medium primary schools are part of a secondary school family that can provide appropriate linguistic continuum from the primary sector to KS3 and KS4 and hold transition activities that reflect the linguistic nature of the primary schools which feeds it;
12. That the County Council expects secondary schools to build on the linguistic foundation laid by the Welsh medium primary schools by ensuring that all pupils continue to study Welsh as first language and as a learning medium up to KS4;
13. That the County Council adopts a clear continuity protocol with all primary and secondary Welsh schools (or bilingual), with appropriate training where needed, to increase the number of pupils continuing to study through the medium of Welsh at all key stages:
14. That the County Council researches the possibility of establishing a second-chance scheme within the transition period between primary and secondary sector by adopting the Immersion Scheme which has been very successful in a number of secondary schools across Wales;
15. That the County Council agrees a timetable and plan to support 2A, 2B and 3 schools to move along the language continuum over a period of time and to lead to ensure that all other secondary schools move along the language continuum and create an ethos that encourages respect towards the Welsh language;
16. That the County Council plans for growth in Welsh medium education in the secondary sector.
17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;
18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

19. That the County Council will undertake an assessment of the demand for Welsh medium education in specific areas where it is deemed necessary.

AIM: To increase the use of the Welsh language within the workplace

33. That the County Council conducts a comprehensive review of the Council’s jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and recording progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

| A. Objective | B. Current performance | C. Targets | D. Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>To increase the percentage of the Year 9 pupils who are assessed in Welsh (First Language)</p> | <p>The percentage of Y9 pupils who are assessed in Welsh First Language-</p> <table border="1" data-bbox="539 730 1211 1038"> <thead> <tr> <th>Year</th> <th>% Year 9 assessed in Welsh First Language</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>36%</td> </tr> <tr> <td>2011</td> <td>36%</td> </tr> <tr> <td>2012</td> <td>36.5%</td> </tr> <tr> <td>2013</td> <td>35.6%</td> </tr> <tr> <td>2014</td> <td>38.4%</td> </tr> <tr> <td>2015</td> <td>43%</td> </tr> </tbody> </table> <p>An explanation of the Local Authority’s secondary schools- the total number of Secondary schools in Carmarthenshire according to the definitions in WAG Information Document 023/2007 are as follows-</p> <table border="1" data-bbox="465 1251 1279 1366"> <tr> <td>2A (AB)</td> <td>3 secondary schools</td> </tr> <tr> <td colspan="2">Strade- Llanelli Bro Myrddin- Carmarthen</td> </tr> <tr> <td colspan="2">Maes y Gwendraeth- Cefneithin</td> </tr> </table> <table border="1" data-bbox="465 1394 1279 1430"> <tr> <td>2B (BB)</td> <td>2 secondary schools</td> </tr> </table> | Year | % Year 9 assessed in Welsh First Language | 2010 | 36% | 2011 | 36% | 2012 | 36.5% | 2013 | 35.6% | 2014 | 38.4% | 2015 | 43% | 2A (AB) | 3 secondary schools | Strade- Llanelli Bro Myrddin- Carmarthen | | Maes y Gwendraeth- Cefneithin | | 2B (BB) | 2 secondary schools | <p>Raise the percentage of Y9 pupils who are assessed in Welsh First Language-</p> <table border="1" data-bbox="1312 786 1727 901"> <tbody> <tr> <td>2012</td> <td>37%</td> </tr> <tr> <td>2015</td> <td>40%</td> </tr> <tr> <td>2017</td> <td>45%</td> </tr> </tbody> </table> <p>* The target has been amended following a significant increase in 2015.</p> <p>Establish a language station in the Llanelli area.</p> <p>Sustaining and increasing the number of subjects offered bilingually to pupils in Years 7, 8 and 9 in the EM schools so that they can move along the local authority’s language</p> | 2012 | 37% | 2015 | 40% | 2017 | 45% | <p>2017 target reached - adapted to 45%.</p> <p>The MEP unit is aware of school places and the programme to plan for growth.</p> <p>An investment plan at Strade has been completed and the Maes y Gwendraeth investment is in place.</p> <p>Schools are supported to provide a broad curriculum in Welsh.</p> <p>Primary-Secondary</p> |
| Year | % Year 9 assessed in Welsh First Language | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 36.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 35.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 38.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 43% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2A (AB) | 3 secondary schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strade- Llanelli Bro Myrddin- Carmarthen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maes y Gwendraeth- Cefneithin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2B (BB) | 2 secondary schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p><i>Ysgol Dyffryn Aman- Ammanford</i> <i>Ysgol Bro Dinefwr - Llandeilo</i></p> <table border="1" data-bbox="465 268 1279 384"> <tr> <td>3 (EW)</td> <td>2 secondary schools</td> </tr> <tr> <td colspan="2"><i>Queen Elizabeth High- Carmarthen</i> <i>Dyffryn Taf- Whitland</i></td> </tr> </table> <table border="1" data-bbox="465 419 1279 644"> <tr> <td>4 (EM)</td> <td>5 secondary schools</td> </tr> <tr> <td colspan="2"><i>Bryngwyn- Llanelli</i> <i>Coedcae- Llanelli</i> <i>Glan-y-Môr- Burry Port</i> <i>St John Lloyd Catholic- Llanelli</i> <i>Emlyn- Newcastle Emlyn</i></td> </tr> </table> <p>Section updated In Coedcae, Bryngwyn, Glan-y-Môr and St John Lloyd, Welsh is taught as a second language only. Bryngwyn school offers part of the curriculum bilingually to pupils in Y7. This is an interesting increase, and is a very laudable progression along the continuum.</p> <p>The percentage of Year 9 pupils who are assessed in Welsh First Language is comparatively low, and should rise as the number of 2B Bilingual Category secondary schools increases as a result of transforming secondary education in Dinefwr.</p> <p>In addition, as a result of the Strategy, other schools will implement schemes to ensure that pupils continue with first language programmes after transferring to KS3.</p> | 3 (EW) | 2 secondary schools | <i>Queen Elizabeth High- Carmarthen</i> <i>Dyffryn Taf- Whitland</i> | | 4 (EM) | 5 secondary schools | <i>Bryngwyn- Llanelli</i> <i>Coedcae- Llanelli</i> <i>Glan-y-Môr- Burry Port</i> <i>St John Lloyd Catholic- Llanelli</i> <i>Emlyn- Newcastle Emlyn</i> | | <p>continuum.</p> <p>Offer training to the Coedcae, Bryngwyn, and St. John Lloyd and Glan y Mor family of schools.</p> <p>Analyse further and track the choices/standards of 2B schools.</p> <p>Promote and facilitate bilingual education by supporting Year 7 and Year 8 learners- AGGaD Project.</p> <p>Establish the Beasley Centre in Ysgol y Strade- Summer 2014.</p> <p>Collaborate with two 2A and 2B schools to track progress of primary pupils into Year 7, 8 and 9.</p> <p>Two language stations established in the Gwendraeth Valley to target 75 pupils to reconcile transfer language to KS3.</p> | <p>Transition scheme piloted in Dinefwr primary schools in Summer 2015/2016</p> <p>Continue with Language Stations provision to respond to area needs</p> |
| 3 (EW) | 2 secondary schools | | | | | | | | | | |
| <i>Queen Elizabeth High- Carmarthen</i> <i>Dyffryn Taf- Whitland</i> | | | | | | | | | | | |
| 4 (EM) | 5 secondary schools | | | | | | | | | | |
| <i>Bryngwyn- Llanelli</i> <i>Coedcae- Llanelli</i> <i>Glan-y-Môr- Burry Port</i> <i>St John Lloyd Catholic- Llanelli</i> <i>Emlyn- Newcastle Emlyn</i> | | | | | | | | | | | |
| <p>Promoting more effective transition between the pre-</p> | <p>The county's pupil tracking system will include the information for Welsh-medium schools that are non-maintained and funded and maintained Welsh medium /</p> | <p>Ensuring a robust tracking system for settings -using the</p> | <p>Continue to target and support schools to move along the continuum.</p> | | | | | | | | |

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| <p>school phase and statutory provision.</p> | <p>bilingual schools and will be a tool for targeting areas.</p> <p>The linguistic progression between the Foundation Phase and KS2 in Welsh medium schools is 100%, and is rising in dual stream schools. A number of Dual Stream schools are in discussions with the LA to move along the continuum in the direction of Transitional schools because of the number of pupils who choose Welsh medium education at the end of the Foundation Phase.</p> | <p>data to target areas</p> <p>Continuing to target and support schools to move along the continuum</p> | <p>Work jointly with the WG on the possibilities of creating schools with Welsh Medium FP with the Junior department providing a choice of language.</p> |
| <p>To promote a higher proportion of Welsh medium provision in bilingual schools.</p> | <p>Tracking systems will be used to measure linguistic progression between Welsh medium funded provision in the non-maintained pre-school sector and provision maintained within the Foundation Phase.</p> <p>Data, the Regional Framework for Support, Challenge and Intervention, training and courses in the classroom will be used to promote a higher proportion of Welsh medium provision in bilingual schools. In the Foundation Phase and KS2 the AGGaD, SL and ASL will monitor progress.</p> <p>Between KS2/3 and 3/4 data and tracking systems, the Regional Framework for Support, Challenge and Intervention, SL and ASL visits will be used to monitor progress.</p> <p>Across the Key Stages Literacy inspections and work scrutiny will focus specifically on linguistic progression.</p> <p>Develop further opportunities for learners to maintain and improve their Welsh language skills in Bilingual schools, in co-operation with partners in the county and across the region in order to promote the benefits of Welsh medium</p> | <p>Improving linguistic progression in all phases of education</p> <p>Continue to carry out regional literacy surveys. Co-operation across the region to share data, share good practice, ensure consistency</p> | <p>Work jointly with Welsh for Adults. Training packages with suitable language have been created in conjunction with AGGaD. Courses delivered across the county. Use of the Net and lesson observation and work scrutiny tool by heads, teachers and challenge advisors across the region to raise levels and ensure consistency. In terms of increasing Welsh medium provision in specific schools in the Foundation Phase and KS2 the AGGaD are targeting schools and teachers for various training such as- Modelling good practice in the classroom Training adults and pupils</p> |

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| | <p>learning.</p> <p>The proportion of the curriculum presented through the medium of Welsh and in dual stream primary schools is at least 70% of the teaching time.</p> <p>In the secondary sector there is variance across the 12 schools. The individual schools are regularly monitored as regards the Welsh medium provision as follows-</p> <ul style="list-style-type: none"> • SL Visits • ASL training • Literacy surveys • The AGGaD service • The Regional Support, Challenge and Intervention Framework <p>As regards increasing the Welsh medium provision in specific schools in the Foundation Phase and KS2, the AGGaD target schools and teachers for various training such as –</p> <ul style="list-style-type: none"> • Modelling good practice in class • Training adults and pupils in class • Targeting for WG Sabbatical courses • Maintaining after care provision in class <p>In KS3 the provision varies from school to school, but is increasing as the restructuring becomes embedded. As a result of the strategy, schools will implement schemes to ensure that pupils continue to follow first language programmes after transferring to KS3.</p> | <p>and use expertise to raise standards</p> <p>Increasing the Welsh medium provision in specific schools.</p> <p>Raising awareness amongst parents.</p> | <p>in the classroom</p> <p>Targeting for WG Sabbatical courses</p> <p>Sabbatical courses targeted for the WG</p> <p>Maintaining after care provision in class</p> |
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Outcome 3: More 14-16 students studying for qualifications through the medium of Welsh.

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

Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English.

AIM: To mainstream development of the Welsh language as a core feature of any economic development plans within Carmarthenshire

AIM: To increase the use of Welsh in the workplace

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

45. That the County Council, through the 14-19 Network, develops Welsh medium work experience opportunities and apprenticeships within the workplace for young people and increasing the demand and the ability for the private, public and voluntary sectors to operate bilingually.

46. That the County Council works with Careers Wales through the 14-19 Network to promote the needs of the private sector regarding bilingual skills.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

55. That the County Council coordinates a strategic action group which would include secondary schools, youth organisations of the county, further and higher education sector and the leisure sector to plan and to link the Welsh medium provision to ensure that the best possible use is made of the resources available within the County, to target the resources as required and identify any gaps.

| A. Objective | B. Current performance | C. Targets | D. Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|-------------|------|-----|------|-------|------|-----|------|-------|------|-----------|------|-----|------|-----|------|-------|------|-------|------|-------|------|-----------|--|------|-----|------|-----|------|-----|------|-----|--|
| <p>To increase the percentage of 14-16 students who study for qualifications through the medium of Welsh</p> | <p>The percentage of students (registered for GCSE Welsh first language) who study for 5 or more qualifications at the end of Year 11 through the medium of Welsh is as follows -</p> <table border="1" data-bbox="611 520 1084 751"> <tr><td>2010</td><td>55%</td></tr> <tr><td>2011</td><td>60%</td></tr> <tr><td>2012</td><td>56.1%</td></tr> <tr><td>2013</td><td>60%</td></tr> <tr><td>2014</td><td>60.2%</td></tr> <tr><td>2015</td><td>61.5% tbc</td></tr> </table> <p>At the same time the percentage of students (registered for GCSE Welsh first language) who study for 2 or more qualifications at the end of Year 11 through the medium of Welsh is as follows -</p> <table border="1" data-bbox="611 932 1084 1163"> <tr><td>2010</td><td>68%</td></tr> <tr><td>2011</td><td>70%</td></tr> <tr><td>2012</td><td>83.9%</td></tr> <tr><td>2013</td><td>87.7%</td></tr> <tr><td>2014</td><td>91.6%</td></tr> <tr><td>2015</td><td>88.3% tbc</td></tr> </table> <p>This outcome is achieved by the secondary schools teaching first language Welsh and subjects through the medium of Welsh in Key Stage 4.</p> <p>The 5 or more qualifications through the medium of Welsh is ambitious for the pattern of secondary schools in the county at present. As the number of Category 2B</p> | 2010 | 55% | 2011 | 60% | 2012 | 56.1% | 2013 | 60% | 2014 | 60.2% | 2015 | 61.5% tbc | 2010 | 68% | 2011 | 70% | 2012 | 83.9% | 2013 | 87.7% | 2014 | 91.6% | 2015 | 88.3% tbc | <p>Increasing the percentage to-</p> <table border="1" data-bbox="1279 448 1722 523"> <tr><td>2015</td><td>65%</td></tr> <tr><td>2017</td><td>65%</td></tr> </table> <p>* The target has been amended following an analysis of the 2015 result and the outlook for 2017.</p> <p>Increasing the percentage to-</p> <table border="1" data-bbox="1279 863 1722 938"> <tr><td>2015</td><td>89%</td></tr> <tr><td>2017</td><td>90%</td></tr> </table> <p>Increasing the number of pupils who follow Welsh first language courses in 2B, 2C and 2CH category schools.</p> | 2015 | 65% | 2017 | 65% | 2015 | 89% | 2017 | 90% | <p>There was an increase from 2013 to 2015. The impact of the investment in Bro Dinefwr and Maes y Gwendraeth schools will be reflected in the data in the future.</p> <p>Move schools along the language continuum -Bro Myrddin to move from category 2A to category 1- formal consultation currently.</p> <p>Joint working across the region to create and coordinate resources and activities for the new specification. Share these on the ERW website.</p> <p>Using resources created for Carmarthenshire Primary Charter to raise awareness of the benefits of bilingualism.</p> |
| 2010 | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 56.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 60.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 61.5% tbc | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 83.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 87.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 91.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 88.3% tbc | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>schools increases, such as in Dinefwr, it is expected that the number of pupils studying Welsh as a first language and following subjects through the medium of Welsh will increase in those schools by increasing the number and percentage that will follow two or more qualifications in Welsh.</p> <p>(Paragraph edited)</p> | | |
| <p>To ensure that the provision for 14-16 learners complies with the Learning and Skills (Wales) Measure 2009.</p> | <p>The provision occurs mainly in the three Category 2A schools at present, with very little in the Category 2C and 2Ch schools. A number of vocational courses for 14-16 year olds are provided on Coleg Sir Gâr sites as well. The Welsh medium provision will develop and increase in schools through co-operation. The management structure for 14-19 education in the County, described below, will oversee the progress made and the Welsh medium provision. This will ensure that schools comply with the requirements of the Learning and Skills Measure.</p> <p>Carmarthenshire's 14-19 Network has provided a prospectus of courses for 14-19 pupils. This markets the courses that are available, including those which are in Welsh or bilingual. In addition, specific finance, a portion of the 14-19 grant, is allocated to develop the establishment of Welsh medium and bilingual courses. It should be noted that the County provides additional funding for schools through the finance formula according to the proportion of subjects offered through the medium of Welsh across the age range. This has promoted the provision of Welsh medium learning in the schools.</p> | <p>Continuing the provision in category 2A schools. Increasing the provision in 2B and 2C schools.</p> <p>Meet the new requirements in respect of 14-19 education provision, 2014</p> | <p>Continue the provision and raise understanding of the benefits of bilingualism. Start the Secondary Language Charter in conjunction with Gwynedd.</p> |

To increase the percentage of 16-19 students who study subjects through the medium of Welsh in schools.

The percentage of 16-19 students who study 2 or more subjects through the medium of Welsh/bilingually (e.g. elements of qualifications/modules)

| | |
|------|--------|
| 2010 | 29% |
| 2011 | 38% |
| 2012 | 30.9% |
| 2013 | 31.3% |
| 2014 | 33.8% |
| 2015 | 30.34% |

Again, as in the case of outcomes specific to KS4, this is a difficult element to develop and increase outside the 3 2A Category schools in Carmarthenshire. The naturally bilingual schools are encouraged to present elements or all the aspects of the Welsh Bacallaureate course through the medium of Welsh to students who do not study their chosen subjects through the medium of Welsh.

County officers, via the structure of management meetings, work with schools and managers at Coleg Sir Gâr and other providers, such as the mentrau iaith, to increase the Welsh medium provision, which is available for post-16 students.

Schools within the Welsh Education Partnership, namely the three Category 2A schools, have taken pioneering steps by working together to increase the provision of vocational courses and more traditional fare. The Partnership provides courses in the 16-19 age range mainly.

An officer from the Authority attends Forum meetings in

Increase the percentage of 16-19 students who study subjects through the medium of Welsh in 2A and 2B schools

| | |
|------|-----|
| 2017 | 35% |
|------|-----|

* The target has been amended following an analysis of the 2015 result and the outlook for 2017.

Continuing to increase the elements of the Welsh Bacallaureate course through the medium of Welsh for pupils who are not studying their chosen subjects in Welsh.

Conducting a survey of language use. Joint working with Mentrau and Trywydd to try to raise awareness and understanding of the importance of continuing to study subjects through the medium of Welsh.

Develop a formal structure of collaboration across the region in practically and through networking.

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| | <p>the south-west. Headteachers of Category 2A schools in Carmarthenshire are loyal members of the Forum and have become pioneers by developing the work of their Partnership with Coleg Sir Gâr and sustaining cross-boundary partnerships to support more traditional and vocational courses through the medium of Welsh. This will contribute to ensuring that the schools carry out the requirements of the Education and Skills Measure and ensure sustainable courses.</p> | | |
| <p>To work through regional 14-19 networks and 14-19 Forums in order to sustain and improve the Welsh medium provision.</p> | <p>Specific sections of the previous comments and those below are relevant to this question.</p> <p>The network's 14-19 Operational Group includes representatives from the Authority, secondary heads and senior managers from Coleg Sir Gâr. This is the group that supervises the vocational provision, including the Welsh provision across the County. Representatives attend meetings of three area clusters and the Welsh medium partnership cross-cluster, which meets regularly to plan and implement the provision. A governors' joint committee oversees the work of each cluster and partnership. These are the channels that promote and support Welsh medium developments.</p> | <p>Continue to work together through 14-19 Forums in order to sustain and improve the Welsh medium provision.</p> | <p>Continue to work together through 14-19 Forums in order to sustain and improve the Welsh medium provision.</p> |
| <p>To gather and use data on the 14-19 Welsh medium provision Planning for a post-16 provision within partnerships.</p> | <p>The management structure described for the previous question monitors the Welsh medium provision in the 14-19 age range. Also, the quality assurance group gathers information, including pupils' opinions, and observes lessons, in order to prepare an annual self-evaluation report. The Welsh medium provision is addressed in these activities.</p> <p>Headteachers and curriculum managers from the</p> | <p>Continuing to respond to pupils' requirements as regards the medium of teaching and individual learning pathways, monitoring them regularly.</p> | <p>Secondary Language Charter to survey post 16.</p> <p>Continue to respond to the demands of pupils as regards the medium of individual learning pathways, monitoring</p> |

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| | <p>schools and the College hold discussions for each meeting described in the structure above. This provides for school pupil requirements as regards the medium of teaching and individual learning pathways. The provision is added to annually.</p> <p>There is very little Welsh medium provision for 14-19 pupils in the workplace, except in the field of children's education and development.</p> <p>A prospectus of the 14-19 courses provided in Carmarthenshire's schools and colleges for 2010-11 has been prepared on paper and electronically. The Authority's officers led and managed this work. The medium of teaching is noted for each course. The prospectus does not include the provision in the workplace.</p> | | <p>them regularly.</p> <p>Have appointed a coordinating officer using Bwrw Ymlaen grant. The officer is working to create a smooth pathway between schools, colleges and the workplace.</p> <p>Draw the attention workplace to the importance and benefits of maintaining opportunities for the Welsh Medium</p> |
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Outcome 5- More students who have higher language skills in Welsh
Addition – outcome of Welsh Language Task and Finish Group
Recommendations from the Census Working Party - The Welsh Language in Carmarthenshire

AIM: To increase the use of the Welsh language within the workplace

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

AIM: To mainstream the Welsh language as a core feature in any economic development plans in Carmarthenshire

45. That the County Council, through the 14-19 Network, develops Welsh medium work experience opportunities and apprenticeships within the workplace for young people and increasing the demand and the ability for the private, public and voluntary sectors to operate bilingually.

46. That the County Council works with Careers Wales through the 14-19 Network to promote the needs of the private sector regarding bilingual skills.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

56. That the strategic action group ensures that it develops Welsh medium community opportunities that will support and reinforce the educational curriculum.

57. That the County Council increases the Welsh medium provision within its youth service and supports staff within the service to develop their skills of working through the medium of Welsh.

58. In accordance with the Youth Clubs Task and Finish Group (January 2014), the Council will prioritise increasing the Welsh medium provision as part of the new strategic approach by commissioning organisations that provide open access services through the medium of Welsh.

65. That the County Council works more closely with the National Theatre of Wales in order to offer Welsh medium community opportunities.

66. That the County Council attracts and promotes Welsh and bilingual performances in its county theatres.

| A. Objective | B. Current performance | C. Targets | D. Progress |
|--|---|---|------------------------------|
| <p>To improve work on literacy skills in Welsh.</p> | <p>Compliance with Carmarthenshire Literacy Strategy</p> <p><i>Intention 1- That all Carmarthenshire's schools should continue to raise all pupils' attainments so that they all fulfil their potential</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • support and challenge the standard of teaching and learning in order to improve the quality of individual pupils' work and all the schools in the local authority; • develop and support Welsh literacy system leaders; • promote the sharing of good practice across the LA, ERW and within families; • helping to develop and support Professional Learning Communities across the Local Authority; • focus on developing skills for all learners in line with the 3-19 Skills Framework, giving a lead on developmental education; • give a lead and assistance to develop independent learners; • organise and support cross-phase meetings within schools and across families to promote continuity and progress; • raise awareness and training in the use of IT to improve standards; • ensure that effective systems are in place for assessment, tracking, recording, moderation and standards. <p><i>Intention 2 - To help Carmarthenshire schools that are listed on the Support and Challenge Framework matrix, where the need to raise standards in Welsh literacy is greatest.</i></p> | <p>Targeting the schools where the need to raise standards in Welsh literacy is greatest.</p> | <p>Data report available</p> |

| | | | |
|--|--|---|--|
| | <p>Our aim is to-</p> <ul style="list-style-type: none"> • provide special training and support for the named schools <p>Intention 3- <i>To ensure that low attainment pupils succeed in moving forward towards a standard of literacy which will enable them to take advantage of educational opportunities and become responsible members who fulfil their potential.</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • give schools advice on how to support groups which will need help with Welsh literacy; • offer advice regarding training and preparing early intervention programmes; • offer schools guidance on ways of encouraging parents to support their children. <p>Intention 4- <i>To develop and cultivate critical self-evaluation methods</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • support schools in the self-evaluation process in order to ensure that good practice is developed in Welsh literacy; • work with schools/families to identify, support and nurture System Leaders; • work with schools/families to support and cultivate effective PLCs. <p>Intention 5- <i>To work with schools and education providers to raise awareness in the family and the wider community in order to deal with socio-economic disadvantages which act as a barrier to raising standards in Welsh.</i></p> <p>Our aim is to-</p> | <p>Continuing to run training for intervention programmes such as Letters and Sounds. Dyfal Donc.</p> <p>Developing and cultivating critical self-evaluation</p> <p>Continuing to work with schools and education providers to raise awareness in the family and the wider community in order to deal with socio-economic disadvantages, which act as a barrier to raising</p> | |
|--|--|---|--|

| | <ul style="list-style-type: none"> work with parents/carers to enable them to help the development of their children's Welsh literacy at home and in school; collaborate with the Mentrau Iaith to help schools to develop as centres of learning in their communities. <p>Intention 6- <i>That all learners enjoy new creative experiences</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> encourage all schools/families to continue to work closely with Libraries, Museums, Theatre in Education. | standards in Welsh. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---------------------|---|------------------|---------------|------|--------|--------|--------|------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|------|----------------------------|------------------|---------------|------|-------|-----|-----|--|------|-----|------|-----|------|-----|---|
| <p>To improve provision and standards in Welsh first language.</p> | <p>The percentage of pupils at the end of the Foundation Phase that attain Outcome 5 in Language, Literacy and Communication in Welsh medium settings (Welsh Medium, Transitional and Dual Stream)</p> <table border="1" data-bbox="465 818 1435 1182"> <thead> <tr> <th>Year</th> <th>Foundation Phase achieving Outcome 5 in Welsh</th> <th>Regional average</th> <th>Welsh average</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>85.40%</td> <td>84.50%</td> <td>85.93%</td> </tr> <tr> <td>2013</td> <td>86.2%</td> <td>86.6%</td> <td>86.2%</td> </tr> <tr> <td>2014</td> <td>89.2%</td> <td>90.2%</td> <td>89.2%</td> </tr> <tr> <td>2015</td> <td>91.4%</td> <td>92.2%</td> <td>91.4%</td> </tr> </tbody> </table> <p>Percentage of pupils achieving L4+ at the end of key Stage 2-</p> <table border="1" data-bbox="465 1281 1435 1437"> <thead> <tr> <th>Year</th> <th>KS2 achieving L4+ in Welsh</th> <th>Regional average</th> <th>Welsh average</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>75.1%</td> <td>80%</td> <td>81%</td> </tr> </tbody> </table> | Year | Foundation Phase achieving Outcome 5 in Welsh | Regional average | Welsh average | 2012 | 85.40% | 84.50% | 85.93% | 2013 | 86.2% | 86.6% | 86.2% | 2014 | 89.2% | 90.2% | 89.2% | 2015 | 91.4% | 92.2% | 91.4% | Year | KS2 achieving L4+ in Welsh | Regional average | Welsh average | 2010 | 75.1% | 80% | 81% | <p>Target for raising the percentage-</p> <table border="1" data-bbox="1467 842 1823 922"> <tbody> <tr> <td>2015</td> <td>92%</td> </tr> <tr> <td>2017</td> <td>93%</td> </tr> </tbody> </table> <p>Promoting the Letters and Sounds programme in the Foundation Phase as part of Carmarthenshire's raising standards project.</p> <p>Raising the percentage-</p> <table border="1" data-bbox="1467 1366 1823 1406"> <tbody> <tr> <td>2015</td> <td>89%</td> </tr> </tbody> </table> | 2015 | 92% | 2017 | 93% | 2015 | 89% | <p>0.6% below target. Continue to promote continuity of Letters and Sounds programme in the Foundation Phase as part of a project to raise Carmarthenshire standards.</p> <p>Targeting schools after Challenge Advisors' visits and conducting specific ERW training.</p> <p>2015 target of 0.4% not achieved. Continue to target and expand good practice in working</p> |
| Year | Foundation Phase achieving Outcome 5 in Welsh | Regional average | Welsh average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 85.40% | 84.50% | 85.93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 86.2% | 86.6% | 86.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 89.2% | 90.2% | 89.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 91.4% | 92.2% | 91.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | KS2 achieving L4+ in Welsh | Regional average | Welsh average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 75.1% | 80% | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|------|-------|-------|-------|
| 2011 | 80.5% | 82% | 82% |
| 2012 | 83.2% | 87% | 84% |
| 2013 | 84.5% | 85.8% | 86.7% |
| 2014 | 84.4% | 87.3% | 88.1% |
| 2015 | 88.6% | 89.5% | 90.5% |

Percentage achieving L5+ in Welsh at the end of Key Stage 3-

| Year | KS3 L5+ in Welsh | Regional average | Welsh average |
|------|------------------|------------------|---------------|
| 2010 | 72.70% | 78% | 77% |
| 2011 | 82.30% | 84% | 81% |
| 2012 | 83% | 86% | 84% |
| 2013 | 83.6% | 86.8% | 87.6% |
| 2014 | 88.7% | 90% | 90.1% |
| 2015 | 86.5% | 89.2% | 90.9% |

% of pupils at end of KS4 who attain grades A*-C GCSE Welsh-

| | |
|------|-------|
| 2011 | 74.4% |
| 2012 | 73% |
| 2013 | 72.9% |
| 2014 | 69.1% |
| 2015 | 72.3% |

In order to try and improve standards of achievement, the intention is to continue to-

- Monitor and target schools by using the service provided by the Teachers who Improve Welsh and Bilingualism (AGGaD), in the primary sector, as well as System Leaders and Associate System

| | |
|------|-----|
| 2017 | 90% |
|------|-----|

Raising the percentage-

| | |
|------|-----|
| 2015 | 86% |
| 2017 | 88% |

Raising the percentage of grades A* - C in GCSE Welsh

| | |
|------|-----|
| 2015 | 77% |
|------|-----|

* The target has been amended following an analysis of the 2015 result and the outlook for 2017.

Continue to monitor data and set targets. Respond to the results

in Donaldson style from school to school.

Target achieved- continue to target and expand good practice in the implementation of Donaldson ideas as regards support from school to school, working together, sharing good practice and regional moderation.

Still below target. Continue to monitor and set targets. Joint working across the region to share good practice.

| | | | | | | | | | | | | | | | | | |
|---|---|--|---|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|---|-------------|------------|-------------|------------|--|
| | <p>Leaders</p> <ul style="list-style-type: none"> • Carry out an audit of reading levels/ages in KS2 • Monitor intervention projects regularly • Note changes in the KS3 and 4 statistics after establishing the Dinefwr 2B school in 2013. • Carry out Literacy surveys annually • Follow a regional timetable for standardisation and moderation in literacy • Target schools that need additional help according to the Regional Framework matrix. | <p>of the literacy survey by System Leaders.</p> | | | | | | | | | | | | | | | |
| <p>To increase opportunities for learners of all ages to practise their Welsh outside the classroom.</p> | <p>A number of projects provided by schools, Mentrau Iaith, the Welsh Language Board, Mudiad Meithrin, Estyn Llaw, Urdd Gobaith Cymru, Youth Committee, Young Farmers' Clubs and Welsh for Adults develop formal and informal teaching and learning opportunities which are inclusive and sustainable. They reinforce and realise the aim of ensuring that pupils are fluently bilingual, as well as cultivating co-operation between key partners in order to ensure continuity and progression in learning opportunities.</p> <p>Urdd residential courses and a wide range of after school clubs are provided in the Foundation Phase/KS2/KS3/KS4</p> | <p>Raising schools' awareness of the opportunities to develop informal use of Welsh on a termly basis.</p> | <p>Collaborate with Mentrau Iaith and AGGaD by means of Codi Caerau Charter</p> | | | | | | | | | | | | | | |
| <p>To improve the provision and standards in Welsh second language.</p> | <p>The percentage of pupils at the end of KS2 who attain L4 at least in Welsh Second Language-</p> <table border="1" data-bbox="660 1157 1102 1353"> <tr> <td>2011</td> <td>58.4%</td> </tr> <tr> <td>2012</td> <td>51.4%</td> </tr> <tr> <td>2013</td> <td>61.1%</td> </tr> <tr> <td>2014</td> <td>69.1%</td> </tr> <tr> <td>2015</td> <td>72.3%</td> </tr> </table> <p>Cluster moderation in Key Stage 2/3 on raising standards in Welsh</p> | 2011 | 58.4% | 2012 | 51.4% | 2013 | 61.1% | 2014 | 69.1% | 2015 | 72.3% | <p>Continue to raise the percentage of pupils at the end of KS2 who attain at least L4 in Welsh second language-</p> <table border="1" data-bbox="1467 1236 1825 1316"> <tr> <td>2015</td> <td>64%</td> </tr> <tr> <td>2017</td> <td>68%</td> </tr> </table> <p>* The target has been amended following an</p> | 2015 | 64% | 2017 | 68% | <p>Targets have been achieved</p> <p>Moderation across the county and moderation across ERW. Launch Second Language Charter to raise awareness in 2016</p> |
| 2011 | 58.4% | | | | | | | | | | | | | | | | |
| 2012 | 51.4% | | | | | | | | | | | | | | | | |
| 2013 | 61.1% | | | | | | | | | | | | | | | | |
| 2014 | 69.1% | | | | | | | | | | | | | | | | |
| 2015 | 72.3% | | | | | | | | | | | | | | | | |
| 2015 | 64% | | | | | | | | | | | | | | | | |
| 2017 | 68% | | | | | | | | | | | | | | | | |

Second Language across schools identified these points:

- The Second Language Schemes of Work were revisited in order to ensure that the tasks set were challenging enough to provide evidence at levels 4/5;
- Continuity and progression throughout the school as regards the language patterns presented;
- Teachers need to have high expectations;
- Better understanding is needed of the Second Language level descriptors – Speaking, Reading and Writing
- The status of Welsh as a second language was raised in the English medium schools
- The importance of standardisation and moderation across schools, the family, the Local Authority and ERW.

The percentage of pupils at the end of KS3 who attain Level 5 in Welsh second language-

| | |
|------|-------|
| 2010 | 52.9% |
| 2011 | 61.8% |
| 2012 | 63.5% |
| 2013 | 70.6% |
| 2014 | 76.6% |
| 2015 | 80.9% |

Considerable increase during the course of a year.

The percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Full Course –

| | |
|------|-------|
| 2010 | 67.7% |
| 2011 | 69.7% |
| 2012 | 67% |

analysis of the 2015 result and the outlook for 2017.

Continue to raise the percentage of pupils at the end of KS3 who attain at least L5 in Welsh second language-

| | |
|------|-----|
| 2015 | 72% |
| 2017 | 75% |

*** The target has been amended following an analysis of the 2015 result and the outlook for 2017.**

Continue to raise the percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Full Course –

Target has been achieved. Reflection of the input by AGGaD and collaboration between the Primary and Secondary across ERW

Within reach of the target- ensure maintenance of standards in second language by ensuring an increase in the mother tongue as well.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|------|-------|------|-------|------|-----|------|-----|------|----|------|----|------|----|------|----|---|------|-----|------|-----|--|
| | <table border="1" data-bbox="732 153 1173 269"> <tr><td>2013</td><td>69.8%</td></tr> <tr><td>2014</td><td>78.2%</td></tr> <tr><td>2015</td><td>79.5%</td></tr> </table> <p data-bbox="465 480 1397 547">The percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Short Course –</p> <table border="1" data-bbox="732 564 1173 796"> <tr><td>2010</td><td>77%</td></tr> <tr><td>2011</td><td>69%</td></tr> <tr><td>2012</td><td>0%</td></tr> <tr><td>2013</td><td>0%</td></tr> <tr><td>2014</td><td>0%</td></tr> <tr><td>2015</td><td>0%</td></tr> </table> | 2013 | 69.8% | 2014 | 78.2% | 2015 | 79.5% | 2010 | 77% | 2011 | 69% | 2012 | 0% | 2013 | 0% | 2014 | 0% | 2015 | 0% | <table border="1" data-bbox="1469 153 1823 233"> <tr><td>2015</td><td>80%</td></tr> <tr><td>2017</td><td>82%</td></tr> </table> <p data-bbox="1469 272 1823 451">* The target has been amended following an analysis of the 2015 result and the outlook for 2017.</p> <p data-bbox="1469 496 1823 711">Maintaining the Welsh Second Language percentages by ensuring the raising of First Language Welsh percentages</p> <p data-bbox="1469 756 1823 898">Continuing to ensure that no pupils sit the Welsh Second Language Short Course.</p> | 2015 | 80% | 2017 | 82% | |
| 2013 | 69.8% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 78.2% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 79.5% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 77% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 69% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 0% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 0% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 0% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 0% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 80% | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 82% | | | | | | | | | | | | | | | | | | | | | | | | |
| <p data-bbox="147 943 443 1193">To increase the opportunities for learners of all ages to practise their Welsh outside the classroom.</p> | <p data-bbox="465 943 1440 1010">The occasional use of Welsh in English Medium schools is developed:</p> <ul data-bbox="517 1054 1440 1426" style="list-style-type: none"> • Using Teachers who Improve Welsh and Bilingualism (AGGaD), to target teachers who have very little Welsh, and training them in the classroom; • Follow-up sabbatical courses; • Training in the use of packages for occasional use of Welsh, including games and the language of the school yard; • Courses for adults based on the occasional language of the classroom • Programmes to reward occasional usage in class and around the School | <p data-bbox="1469 943 1823 1085">Annually increasing the number of teachers who use Welsh naturally now and again in the school</p> <p data-bbox="1469 1201 1823 1305">Creating a Welsh atmosphere and ethos on a daily basis.</p> | <p data-bbox="1854 943 2134 1270">Carmarthenshire 'Codi Caerau' Charter is a vehicle to increase opportunities for pupils, staff and parents to use Welsh outside the classroom.</p> <p data-bbox="1854 1313 2134 1417">Identification and recruitment of teachers and</p> | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|------|---|------|----|------|------|------|------|------|------|------|------|---|------|----|------|----|--|
| | <ul style="list-style-type: none"> • Working with Youth Committees • Joint creation of language posters for occasional usage • Eisteddfodau • Concerts • Clubs • Educational trips <p>Mentrau Iaith and the Welsh Language Board have a number of projects in the county's primary and secondary schools, e.g. 'Blas ar Gymru' for latecomers and their families.</p> <p>In the case of secondary pupils it is expected that events at cluster or county level that are organised by the Authority and by schools should be held bilingually, providing an opportunity for non-Welsh speaking pupils and learners to hear Welsh being used. This will include events such as the youth forum, health education, drugs, careers, etc. Similarly, visitors to schools are expected to use Welsh at every possible opportunity and to promote the advantages of bilingual education.</p> | | <p>teaching assistants for the Entry, Foundation and Advanced levels Courses.</p> <p>AGGaD contribute linguistic expertise and methodology during courses.</p> <p>Supporting practitioners back in their schools</p> <p>Introducing annual sessions on introducing 2nd Language methodologies to students in the second year of the B.Ed. course</p> | | | | | | | | | | | | | | | | |
| <p>To increase the Welsh and Welsh Second Language A Level registrations, as a percentage of the Welsh and Welsh</p> | <p>The percentage of Welsh GCSE candidates who go on to study at A Level-</p> <table border="1" data-bbox="732 1134 1173 1366"> <tr><td>2010</td><td>7%</td></tr> <tr><td>2011</td><td>7%</td></tr> <tr><td>2012</td><td>4.5%</td></tr> <tr><td>2013</td><td>5.4%</td></tr> <tr><td>2014</td><td>4.5%</td></tr> <tr><td>2015</td><td>4.2%</td></tr> </table> <p>The percentage of Welsh Second Language GCSE candidates</p> | 2010 | 7% | 2011 | 7% | 2012 | 4.5% | 2013 | 5.4% | 2014 | 4.5% | 2015 | 4.2% | <p>This issue creates concern for us in Carmarthenshire but we believe it reflects the situation across Wales</p> <table border="1" data-bbox="1469 1251 1823 1331"> <tr><td>2015</td><td>6%</td></tr> <tr><td>2017</td><td>6%</td></tr> </table> <p>However our aim is to increase the cohort of</p> | 2015 | 6% | 2017 | 6% | <p>Research is being carried out to ensure the integrity of GCSE and transmission to Post 16 data - to understand the reasons for a reduction in the number studying A</p> |
| 2010 | 7% | | | | | | | | | | | | | | | | | | |
| 2011 | 7% | | | | | | | | | | | | | | | | | | |
| 2012 | 4.5% | | | | | | | | | | | | | | | | | | |
| 2013 | 5.4% | | | | | | | | | | | | | | | | | | |
| 2014 | 4.5% | | | | | | | | | | | | | | | | | | |
| 2015 | 4.2% | | | | | | | | | | | | | | | | | | |
| 2015 | 6% | | | | | | | | | | | | | | | | | | |
| 2017 | 6% | | | | | | | | | | | | | | | | | | |

Second Language GCSE registrations.

who go on to study at A Level-

| | |
|-------------|--------------|
| 2010 | 4% |
| 2011 | 3% |
| 2012 | 3.6% |
| 2013 | 2.5% |
| 2014 | 3.2% |
| 2015 | 2.55% |

It would be very desirable if the authority and individual schools could increase the number of 16+ students who study Welsh first or second language as an examination subject. This is no easy task, but we hope it will happen naturally, as an increase in Welsh is seen as a result of implementing the Welsh Strategy from the Foundation Phase up to 19 years over a period of time. This will be part of the criteria for measuring the success of our Strategy.

At the same time, in line with the requirements of the Skills and Learning Measure, today's children receive more of a choice of courses, and the competition to attract 16-19 students has a detrimental effect on the numbers studying Welsh.

We should also note that the percentage above does not take into account the number of pupils who have left Carmarthenshire's secondary schools with a GCSE qualification in Welsh first or second language, to continue their post-16 education at a college. Information regarding those who are studying Welsh at A level in the colleges has not been considered here.

GCSE Welsh and Welsh Second Language candidates who go on to study A levels.

| | |
|-------------|-----------|
| 2015 | 3% |
| 2017 | 3% |

Level - nature of the course, individual choice ...

Collaborate with Coleg Sir Gâr to improve understanding of A Level data across the county. Joint training across the region to share practice to inspire students to continue studying A level.

Outcome 6: Improving the Provision of Additional Learning Needs through the medium of Welsh

Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English.

17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;

18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

| A. Objective | B. Current performance | C. Targets | D. Progress |
|--|--|---|---|
| <p>To improve the provision of Additional Learning Needs (ALN) through the medium of Welsh.</p> | <p>The Local Authority has made a commitment to provide a bilingual service to Carmarthenshire learners.</p> <p>The following is our vision for the service -</p> <p><i>We will work with our partners to ensure that all children and young people have the opportunity to fulfil their potential, in a bilingual environment, which respects and values all cultural traditions.</i></p> <p>We will implement this by-</p> <ul style="list-style-type: none"> • Employing staff who are confident to work in Welsh and English • Working to support the development of language skills amongst those who are lacking in confidence to communicate and write in Welsh. • Supporting teachers and ALN Co-ordinators in our Welsh medium schools so that they are confident in | <p>By December 2014, via the review of the School/LA Partnership Agreement all schools to adopt the principle.</p> <p>By December 2014, via the LA's website/school prospectuses, share information with parents.</p> <p>From now on, appoint staff with the appropriate/suitable skill for the setting.</p> <p>From now on, ensuring staff who can work in Welsh or bilingually and the availability of appropriate resources so</p> | <p>Schools share information with parents. Schools have pride in the provision of training and sharing of resources across ERW.</p> <p>Staff and bilingual service will be available for Carmarthenshire schools and pupils.</p> <p>Develop bilingual resources in response to changing legislation</p> |

| | | | |
|--|--|--|--|
| | <p>supporting children/young people who have additional needs.</p> <ul style="list-style-type: none"> • Ensuring Welsh or bilingual education is available for all pupils in the specific units for educating children who have profound difficulties and that all pupils have an equal opportunity to receive education and support in their chosen language, whatever their disabilities. • Developing bilingual programmes of support/intervention so that the same resources are available for children who choose to attend Welsh medium schools. • Carrying out a survey of the present provision, gauging the demand for ALN in Welsh. <p>Carrying out a survey of the present provision, gauging the demand for ALN in Welsh by-</p> <ul style="list-style-type: none"> • Consulting regularly with Headteachers/ALN Co-ordinators to gauge the demand for Welsh medium provision • Consulting with officers/staff in the department e.g. Education Psychologists, Pupil Progress Officers, System Leaders on areas for development. • Considering data regarding pupils within the system and the demand for specialised Welsh medium provision. • Consulting with parents through the Annual Review/SNAP agency process. • Implementing provision development schemes for ALN in the Dinefwr Area in two Category 2B schools and one Category 2A school. • Continuing work at regional level to examine the potential of joint working to provide specialised services locally rather than having to buy places for children in | <p>that the service can be provided.</p> <p>Introducing/creating appropriate bilingual material on every occasion.</p> <p>Summer term 2014- Carry out a detailed self-evaluation of the service that will note the current situation of the service, and will include an inspection of the current provision e.g. the bilingual abilities of staff.</p> <p>Autumn term 2014- create an action plan to respond to the findings and incorporating any service improvements into the School Modernisation</p> | <p>in ALN.</p> <p>Working with WG on an analysis of the ALN workforce.</p> <p>Provide bilingual courses and workshops to meet local needs.</p> |
|--|--|--|--|

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| | <p>provisions outside the area.</p> <ul style="list-style-type: none"> • Developing the new system of supporting children who have ALN (Child Centred Planning, Individual Development Plans, Learners Rights), ensuring that the process is available in Welsh and English. • Sharing information with parents. • Working with the various agencies to agree on the principle and provision. • Employing/training providers in the necessary bilingual skills. • Incorporating in the School Modernisation Programme. • Continuing to work with other Authorities on developing specialised services locally. | <p>Programme.</p> <p>Implementing the agreed schemes by extending the current provision and the ability to operate bilingually.</p> | |
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Outcome 7: Planning the workforce and supporting continuous professional development –

Addition – outcome of Welsh Language Task and Finish Group

Recommendations from the Census Working Party- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English.

20. That the County Council works with every governing body to conduct a language skills audit in order to consider the linguistic needs of the workforce and be able to move the school along the language continuum.

AIM: To increase the use of the Welsh language within the workplace

33. That the County Council conducts a comprehensive review of the Council’s jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and recording progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

| A. Objective | B. Current performance | C. Targets | D. Progress |
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| <p>To ensure a sufficient supply of practitioners for Welsh medium education.</p> | <p>We work with school governing bodies to try and fulfil the need for practitioners to learn by ensuring awareness and understanding of the following-</p> <ul style="list-style-type: none"> • The Local Authority vision; • Carmarthenshire’s Welsh in Education Strategic Plan; • The Welsh Medium Education Strategy; • Discussions with System Leader; • The Headteacher's vision; • Training for Governors; • Presentations of the Welsh and Bilingualism | <p>There are no problems as regards recruiting Welsh-speaking staff, but in order to ensure high standards, language improvement courses are provided.</p> <p>Establishing a database and updating it annually.</p> | <p>Data base is live.</p> |

| | Briefing Paper | | |
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| <p>Improving practitioners' language skills.</p> <p>Improving practitioners' methodology skills</p> | <p>The language skills of the workforce have been audited regularly by means of-</p> <ul style="list-style-type: none"> • A Language Questionnaire every alternate year for all members of staff in schools • A survey by the Council to gather information about the language skills of staff – the E-learning electronic questionnaire <i>Welsh Language Awareness</i> which was developed to outline responsibilities under the Language Act 1993 and the Welsh Language Measure 2010. <p>You will also see references to learning needs by medium. The courses are distributed as necessary at an individual level, to schools or to families of schools.</p> <p>The following will be used to identify the training methodology needs of those teaching in the Welsh and bilingual sector:</p> <ul style="list-style-type: none"> • System Leader visits • The Regional Support, Challenge and Intervention Framework • The AGGaD Service • Professional Learning Communities • Associate System Leaders • Data • Family CPD plans, using grant funding • Language questionnaires <p>CPD programmes will be provided in partnership with agencies such as WJEC and the Sabbatical courses, based on the needs and requirements of practitioners,</p> | <p>Working together to use one questionnaire to gather information about the workforce's language skills</p> <p>Increasing the co-operation amongst Welsh co-ordinators in order to develop strategies and consistency across ERW</p> | <p>Collect linguistic skills information annually</p> <p>Conduct evening sessions at the request of individual schools on aspect(s) of the AGGaD</p> <p>Welsh learning sessions, developing Bilingualism or improving language on INSET days, during the school day or evening sessions.</p> <p>Language support for teaching assistants at work in the classroom.</p> <p>Identification and recruitment of teachers and teaching assistants for the Entry, Foundation and Advanced levels Sabbatical Courses.</p> <p>AGGaD contribute linguistic expertise and methodology during courses.</p> <p>Supporting practitioners back in their schools.</p> <p>Introducing annual sessions on introducing Second Language methodologies to students in the</p> |

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| | <p>identified via the needs questionnaire, network meetings and family plans for the School Effectiveness grant.</p> <p>The Sabbatical courses will be vital to help schools who are changing category, as well as classroom training and mentoring across schools. Also, support through PLCs, System Leaders and AGGaD visits will be key. The PLC scheme and System Leaders are vital to ensure sustainability.</p> <p>The System Leaders are used strategically for training and mentoring and respond to the requirements and needs of schools/families.</p> <p>The following are used:</p> <ul style="list-style-type: none"> • Data • The Regional Support, Challenge and Intervention Framework • The Welsh Medium Education Strategy • The Welsh in Education Strategic Plan • The Literacy Strategy • The Regional Framework for Inspecting Literacy • Communication and co-operation • A living language: a language for living 2012 to 2017 - WG <p>The training and reports from visits ensure this.</p> <p>The main aim of CPD is to raise standards in literacy and dual literacy. Using Improving School Effectiveness, the families give priority to programmes</p> | <p>Continue to evaluate the impact of the Sabbatical course on classroom practice.</p> <p>Plans for effective language provision- target Carmarthen and Llanelli areas.</p> <p>Teachers and DS/WM schools, which are moving along the continuum, will be targeted by the</p> | <p>second year of the B.Ed. course.</p> |
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| | <p>of intervention such as Llythrennau a Synau/Letters and Sounds. See also the aims and objectives of the Literacy Strategy – outcome 5.</p> <p>The Local Authority identifies teachers for the WG Sabbatical Programme and Welsh language courses within the Sabbatical Programme. Welsh courses are provided by AGGaD to refresh skills, follow-up programmes, support and mentoring. Monitoring will take place when they return to class, and there will be expectations as regards raising standards in Welsh Second Language.</p> <p>Trinity St David University and the Education Department have agreed that one of the AGGaD should be part of the team jointly responsible for the Sabbatical courses.</p> | <p>AGGaD.</p> <p>Continuing with the joint working agreement.</p> | |
| <p>To integrate Welsh medium considerations into all aspects of the School Effectiveness Framework</p> | <p>All school families across the county are considering improving attainment in Welsh first and second language and in Welsh medium/bilingual methodology in PLCs. Standardisation and moderation training was provided across the Local Authority in 2012/13.</p> <p>Schools are supported by sharing data, sharing good practice and sharing resources.</p> <p>At ERW regional level the work of actively supporting the teaching of Welsh and Welsh Second Language is implemented via the following-</p> <ul style="list-style-type: none"> • Literacy Focus Group; • Training by SL and ASL; • Programmes of intervention - Dyfal Donc, Llythrennau a Synau/Letters and Sounds; | <p>Extending joint working and considering exchanging specialist staff.</p> | <p>Each school family across the local authority is considering improving attainment in Welsh First Language and Second Language and Welsh / bilingual methodology in PLCs. Standardization and moderation training was provided across the local authority and region</p> <p>The Language Charter will drive the use of Welsh</p> <p>Focus in the LA on-</p> <ul style="list-style-type: none"> • A culture of high level performance and equality; |

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| | <p>The following need to be created:</p> <ul style="list-style-type: none"> • A culture of high level performance and equality; • A reduction in the performance gap within schools and between schools; • A reduction in the performance gap between boys and girls; • Ensuring resources and Professional Practice Networks are used effectively. <p>Professional Learning Communities are established in order to deal with the following:-</p> <ul style="list-style-type: none"> • teaching Welsh and Welsh Second Language • improving Welsh literacy/dual literacy; • teaching other subjects through the medium of Welsh/bilingually; • acquiring Welsh language skills in the Foundation Phase; • planning for informal use of Welsh in schools. <p>AGGaD will initiate the work, and then, in order to ensure sustainability, will also be responsible for follow up care.</p> | | <ul style="list-style-type: none"> • A reduction in the performance gap within schools and between schools; • A reduction in the performance gap between boys and girls; • Ensuring resources and Professional Practice Networks are used effectively. <p>PLCs are set up to tackle:</p> <ul style="list-style-type: none"> • teaching Welsh and Welsh Second Language • improving Welsh literacy/dual literacy; • teaching other subjects through the medium of Welsh/bilingually; • acquiring Welsh language skills in the Foundation Phase; • planning for informal use of Welsh in schools <p>The above aspects are embedded in the Challenge Advisors' visits.</p> |
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Adran 2: Welsh in Education Grant, Developing the workforce and Continuous Professional Development – **Addition as a result of launching our Welsh medium Primary Schools Language Charter**

Following agreement at the School Improvement Steering group comprising of headteacher representatives and LA officers it was agreed that WEG funding should be devolved directly to secondary schools. It was also agreed that WEG funding for primary schools would be retained centrally enabling the AGGaD Service to lead on a number of networks of professional practice as well as to provide targeted support for particular schools and CPD.



AGGaD provision for raising standards of bilingualism

Codi Caerau- Carmarthenshire Language Charter

(CAER comes from *Caerfyrddin*- the name of the county, and the source of the word CAER is the Latin *castrum* which means castle or stronghold)

One of the objectives of CLC was to develop a language charter to for Carmarthenshire schools that was based on Gwynedd schools charter and is funded by the Welsh Government. The aim of Codi Caerau is to provide a framework that can be used to promote and increase the use of Welsh in a social context. Simply put, the main aim of Codi Caerau is to encourage Carmarthenshire children and young people to learn and speak Welsh.

A 'character' has been invented to help deliver the message to primary pupils. Here 'Celt' reminds children about the importance of learning to speak Welsh. We will draw up a series of activities based on Celt - reading books, drama, and local history.

Marketing Advantages

Marketing materials for bilingualism have been created – Posters, Pamphlets, DVDs, Bookmarks, Badges, Bands, to:

- Promote the value of being bilingual in Carmarthenshire and Wales.
- Present facts based on research.
- Presented in a simple and clear way.
- Use County stars to support the campaign, namely Alex Jones and Nigel Owens.
- Conduct training sessions on implementing the Charter.



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| Cwrs Cloncan | <i>Targeting pupils, teachers and assistants to raise standards through Oral Activities and ideas with stimulating games from the Foundation Phase to widely independent writing in Year 6.</i> |
| Cynllun “Medru Dweud Medru Gwneud” | <i>A series of activities targeting KS2 presented in the Pie Corbett method to raise oracy standards and communication skills. Leading to raising standards in listening, reading and writing including the Six Purposes for writing.</i> |
| Pecyn Drilio iaith drwy Gân | <i>Learning sentence patterns and language rhythms through songs.</i> |
| Ideas on how to Build Confidence and a Positive Attitude in the transition from the Foundation Stage and Key Stage 2 | |
| Supporting teachers and assistants in the Foundation Phase to raise bilingual skills. | |
| Mathemateg drwy gyfrwng Cymraeg | <i>Combining language work and developing skills across the curriculum by introducing Mathematics on Problem Solving in Welsh medium schools</i> |
| Agweddau ar Wyddoniaeth | <i>Combining language work by developing skills across the curriculum by introducing scientific experiments in Welsh Medium schools.</i> |
| Training | <ul style="list-style-type: none"> • <i>Workshops exemplifying motivational activities and stimulating teaching methodology</i> • <i>Welsh Lessons for adults who are part of a school’s staff</i> |
| Providing opportunities for Welsh Sabbatical Training and Post Sabbatical Training back in the classroom | |
| Setting up Fun Clubs in English medium schools and identifying squads of pupils as leaders | |
| Y Canolfannau Cymraeg | <ul style="list-style-type: none"> • <i>Latecomers Project</i> • <i>Key Stage 3 transition support</i> • <i>Planning;</i> • <i>Planning continuing assessment opportunities in teaching;</i> • <i>Discussing and leading the planning of language skills as required by the curriculum.</i> |
| Language Stations | <ul style="list-style-type: none"> • <i>Raising levels 4 and 5</i> • |
| Dechrau Da and Blas ar Gymru | <i>Two schemes targeted to raise parents' awareness of the benefits of bilingual education - before starting school and making the transition from Key Stages 2/3.</i> |

AGGaD Scheme Developmental plan to satisfy Carmarthenshire LA English Medium Schools.

More detail on support provided to English Medium Schools

Situation in 2010-2012

- Cynllun Cloncan established;
- Targeted -Dechrau Cloncan (Foundation Stage), Dal i Gloncan (Years 3 and 4) Mwy o Gloncan (Years 5 and 6);
- Several other packages related to bilingualism created to be offered in the Catalogue of resources for the schools;
- The needs of each English medium and dual stream school during the two years was satisfied;
- Training was held;
- The AGGaD Bilingualism Team Leader was responsible for Sabbatical Courses in collaboration with Trinity College, St David's for teachers with limited Welsh and classroom assistants.

English Medium and Dual Stream Schools are clustered into "Families" and the authority encourages collaboration in this way. Within these families, AGGaD identified the schools that are far from each other on the linguistic continuum and will these will be specifically targeted to raise standards and move schools- not necessarily in the same family, but with the same language requirements- to achieve further development in bilingualism. This will be the priority, but support will continue to all English medium schools in the LA.

Hold annual Welsh and Welsh Second Language Workshops in order to present information about new plans and developments, modelling good practice and sharing resources with teachers

Short Term 2 Year Plan- targeting Schools who are lower down on the linguistic continuum

1. Provide a Bilingualism Statement for all schools and encourage them to identify where they are on the language continuum;
2. Discuss with target schools how to use leadership to move forward;
3. Recommend the Class Teacher Language Training Plan which is linked to ...
4. The Sabbatical course
5. The training programme for support staff which will lead to...
6. Modelling classroom lessons.

By channeling the energy of the AGGaD on the above these schools can provide Cynllun Cloncan independently. The Delivery, Discussion and Recommendations will happen in groups in one centre.

It is intended to organize a Mobile Centre as a dedicated Bilingualism work-room in a central school at the heart of the target schools, and a series of Open Days and Development Evenings earmarked for an extensive period.

The work of the Centre will be developmental:

- by working with the Welsh and Bilingual Departments of the Secondary School Families it is intended to facilitate the transition from Yr 6 to 7;
- through collaboration it is intended to accelerate the development and raise standards consistently.

This group of schools will receive a Developmental Plan on the use of casual language which will provide them with sequential and functional language patterns.

Start to collaborate with Welsh-Bilingual departments to establish-

- immersion groups;
- bridging groups
- Ongoing training of teachers and support staff

Language stations: again based on aspects of Welsh history and develops extended writing skills of pupils in Y5. A Week's course; Y5 pupils from several schools –

- I together; 3 stations in a family of schools; 2 AGGaD will co-present
- **Primary-Secondary Transition Plan** piloted in schools in Dinefwr.

Updated Data

Appendix 3: Numbers and percentages of pupils attending Welsh medium funded non-maintained settings that provide the foundation phase transferring to Welsh medium and bilingual schools - **INCLUDED SEPARATELY**

Appendix 4: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

| Total number of pupils in Welsh-medium and bilingual primary schools | Total number of pupils transferring to Welsh secondary schools | Percentage of pupils transferring to Welsh-medium or bilingual secondary schools |
|--|--|--|
| Yr. 6 Cohort 2010 = 863 | 789 | 91.4% |
| Yr. 6 Cohort 2012 = 1035 | 952 | 92% |
| Yr. 6 Cohort 2013 = 1073 | 1005 | 93.7% |
| Yr. 6 Cohort 2014 = 1057 | 967 | 91.8% |
| Yr. 6 Cohort 2015 = 1127 | 960 | 85.25% |

* A piece of analytical work being carried out on the reduction in the number of children transferring from Welsh primary education to Welsh Secondary education.

Appendix 4: Attainment and performance in Welsh Second Language

| Key Stage 2 <i>Teacher assessment in Welsh Second Language at the end of Key Stage 2.</i> | Number of Pupils | Percentage of Pupils | Percentage achieving Level 4 |
|--|------------------|----------------------|------------------------------|
| 2011 | 1,877 | 49% | 58.9% |
| 2012 | 1,779 | 42% | 51.4% |
| 2013 | 1,862 | 49.2% | 61.1% |
| 2014 | 895 out of 1868 | 47.9% | 67.4% |
| 2015 | 818 out of 1767 | 46.3% | 65.4% |

| Key Stage 3 <i>Yr 9 pupils that have a Teacher assessment in Welsh 2nd Language at the end of Key Stage 3</i> | Number of Pupils | Percentage of Pupils | Percentage achieving Level 5 |
|--|------------------|----------------------|------------------------------|
| 2012 | 1289 out of 2021 | 63.7% | 67% |
| 2013 | 1257 out of 1983 | 63.3% | 71% |

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|-------------|-------------------------|--------------|--------------|
| 2014 | 1198 out of 1959 | 61.2% | 76.6% |
| 2015 | 1081 out of 1926 | 56.1% | 80.9% |

Appendix 5: Acronyms

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| ALN | Additional Learning Needs |
| ASL | Associate Challenge Adviser |
| AGGaD | Teachers who support the teaching of Welsh/development of bilingualism |
| CPD | Continuous Professional Development |
| ERW | Education through Regional Working |
| FPh | Foundation Phase |
| WEG | Welsh in Education Grant |
| IT | Information Technology |
| KS2 | Key Stage 2 |
| KS3 | Key Stage 3 |
| KS4 | Key Stage 4 |
| LA | Local Authority |
| PLC | Professional learning Community |
| SEF | School Effectiveness Framework |
| SEG | School Effectiveness Grant |
| SL | Challenge Adviser |
| TWF | Offers free advice to parents on raising children in 2 languages from day 1 |
| WG | Welsh Government |

Appendix 6: Secondary Schools Categories – Addition – for information and clarification

| Category | Curriculum | Language of School | Outcomes |
|---|--|--|--|
| Welsh medium 1 CC | <p>All subjects apart from English are taught through the medium of Welsh to all pupils. Some schools may introduce English terminology in one or two subjects</p> | <p>Welsh is the day to day language of the school. Welsh is used as the language of communication with the pupils and for the school's administration. The school communicates with parents in both languages.</p> | <p>The assessment at KS3 and KS4 will be through the medium of Welsh in all subjects apart from English or other languages. The pupils will be able to progress to Welsh medium Post 16 provision.</p> |
| Bilingual 2A 2B 2C | <p>This category has 4 sub-divisions according to the subjects taught through the medium of Welsh and whether there is parallel provision in English.</p> <p>At least 80% of subjects apart from English and Welsh are taught through the medium of Welsh only to all pupils. One or two subjects are taught to some pupils in English or in both languages.</p> <p>At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.</p> <p>50 - 79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English</p> | <p>The day to day language or languages of the school will be determined by its linguistic context. Both languages are used to communicate with pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages</p> | <p>For pupils in 2A, 2B and 2C following the maximum number of courses through the medium of Welsh, the assessment at KS3 and KS4 would be through the medium of Welsh in those subjects and they would be able to progress to post 16 provision through the medium of Welsh in chosen subjects.</p> |

| Category | Curriculum | Language of School | Outcomes |
|---|--|---|--|
| 2CH | All subjects, except Welsh and English taught to all pupils using both languages. | | |
| English medium with significant use of Welsh SC | Both languages are used in teaching with 20 - 49% of subjects taught through the medium of Welsh. All subjects would normally also be taught through the medium of English. | The day to day language or languages of the school will be determined by its linguistic context. Both languages are used for communication with the pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents either in both languages or in English. | Pupils choosing Welsh medium options could be assessed through the medium of Welsh in those subjects at all levels and would be able to progress to study at post 16 through the medium of Welsh for those subjects. |
| Predominantly English Medium secondary school CS | Pupils are mainly taught through the medium of English. Welsh is taught as a second language up to KS4. One or two subjects (which could include Welsh first language) may be taught as an option through the medium of Welsh or using both languages. | English is the day to day language of the school, but some Welsh is also used as a language of communication with the pupils, with the aim of improving their capacity to use every day Welsh. The school communicates with parents either in English or in both languages. | Any pupils choosing Welsh medium options could be assessed through the medium of Welsh in those subjects at all levels would be able to progress to study at post 16 through the medium of Welsh for those subjects. Most pupils would be assessed in English in most subjects and would progress to English medium post 16 studies. |