

Public Document Pack  
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr  
Bridgend County Borough Council



Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

*Rydym yn croesawu gohebiaeth yn Gymraeg.  
Rhowch wybod i ni os mai Cymraeg yw eich  
dewis iaith.*

*We welcome correspondence in Welsh. Please  
let us know if your language choice is Welsh.*



**Cyfarwyddiaeth y Prif Weithredwr / Chief  
Executive's Directorate**

Deialu uniongyrchol / Direct line /: 01656 643148 /  
643147 / 643694

Gofynnwch am / Ask for:

Ein cyf / Our ref:

Eich cyf / Your ref:

**Dyddiad/Date:** Friday, 25 November 2022

Dear Councillor,

**SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1**

A meeting of the Subject Overview and Scrutiny Committee 1 will be held **remotely via Zoom on Thursday, 1 December 2022 at 11:00.**

**AGENDA**

1. Apologies for Absence  
To receive apologies for absence from Members.
2. Declarations of Interest  
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Welsh in Education Strategic Plan (WESP) 3 - 62  
Invitees

Councillor Huw David - Leader of Council  
Councillor Jon-Paul Blundell – Cabinet Member Education

Lindsay Harvey - Corporate Director – Education and Family Support  
Nicola Echanis - Head of Education and Family Support

Michelle Hatcher – Group Manager Learner Support  
Becca Avci – Welsh in Education Strategic Plan Co-Ordinator  
Robin Davies – Group Manager, Business Support  
Gaynor Thomas - School Programme Manager  
Alix Howells - Consultation, Engagement and Equalities Manager  
Stephanie Thomas - Early Years and Childcare Manager  
Bethan Davies – Childcare Team Manager  
Christopher Newcombe – Principal Improvement Partner - Welsh Policy, Standards and Improvement - Central South Consortium

Nicola Williams – Headteacher, Afon Y Felin Primary School

**By receiving this Agenda Pack electronically you will save the Authority approx. £1.52 in printing costs**

Catrin Coulthard – Headteacher, Ysgol Gynradd Gymraeg Calon Y Cymoedd  
Meurig Jones – Headteacher, Ysgol Gyfun Gymraeg Llangynwyd  
Helen Jones – Headteacher, Maesteg School

4. Conclusions / Recommendations

5. Forward Work Programme Update

63 - 76

6. Urgent Items

To consider any item(s) of business in respect of which notice has been given in accordance with Part 4 (paragraph 4) of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be transacted at the meeting as a matter of urgency.

Please note: This will be a virtual meeting and Members and Officers will be attending remotely. The meeting will be recorded for subsequent transmission via the Council's internet site which will be available as soon as practicable after the meeting. If you have any queries regarding this, please contact [cabinet\\_committee@bridgend.gov.uk](mailto:cabinet_committee@bridgend.gov.uk) or tel. 01656 643147 / 643148.

Yours faithfully

**K Watson**

Chief Officer, Legal and Regulatory Services, HR and Corporate Policy

Councillors:

RJ Collins  
M J Evans  
H Griffiths  
D T Harrison

Councillors

M Jones  
J Llewellyn-Hopkins  
E Richards  
T Thomas

Councillors

JH Tildesley MBE  
A Williams  
AJ Williams  
E D Winstanley

Registered Representatives

Rev Canon Edward Evans - Church in Wales  
L Morris - Secondary School Sector

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

1 DECEMBER 2022

#### REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

#### WELSH IN EDUCATION STRATEGIC PLAN

#### 1. Purpose of report

- 1.1 The purpose of this report is to update Subject Overview and Scrutiny Committee 1 on the implementation and the progress of Bridgend County Borough Council's Welsh in Education Strategic Plan 2022-2032.

#### 2. Connection to corporate well-being objectives/other corporate priorities

- 2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:
- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
  - **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
  - **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

#### 3. Background

- 3.1 Section 84 of The School Standards and Organisation (Wales) Act 2013 ('the 2013 Act') requires a local authority to prepare a Welsh in Education Strategic Plan (WESP) and outlines that a plan must contain:
- a. A local authority's proposals on how it will carry out its education functions to:
    - i. improve the planning of the provision of education through the medium of Welsh (Welsh-medium education) in its area; and
    - ii. improve the standards of Welsh-medium education and of the teaching of Welsh in its area.

- b. The local authority's targets for improving the planning of the provision of Welsh-medium education in its area and for improving the standards of that education and of the teaching of Welsh in its area.
  - c. Report on the progress made to meet the targets contained in the previous WESP or previous revised WESP.
- 3.2 Cabinet first approved Bridgend County Borough Council's (BCBC's) WESP in March 2014 and it was subsequently approved by Welsh Government's Department for Education and Skills (DfES) in June 2014. BCBC's WESP has been reviewed and updated annually prior to seeking approval from Welsh Government.
- 3.3 Following the rapid review commissioned by Welsh Government, the timescales for publication of the WESP documents have been reviewed, as reported in the Cabinet report dated 5 September 2017.
- 3.4 The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013 ('the 2013 regulations'), were the first regulations made under the section 87 powers. The Welsh in Education Strategic Plans (Wales) Regulations 2019 ('the 2019 Regulations') replace those regulations and make provision for a local authority to prepare a ten-year WESP, the first to have effect from 1 September 2022, subject to the Welsh Ministers' approval.
- 3.5 The purpose of these regulations is to improve opportunities for local authorities to plan Welsh-medium education provision in order to support the current and future expectation for growth in Welsh-medium education. Improving the planning of Welsh-medium education will also support Welsh Government's long-term national ambition for the Welsh language as set out in Welsh Government's Cymraeg 2050: A Million Welsh speakers strategy, your strategy for promoting the Welsh language in accordance with the Promotion Standards under the Welsh Language Standards (No. 1) Regulations 2015 and also the introduction of a new curriculum for Wales.
- 3.6 In response to the COVID-19 pandemic, the Welsh in Education Strategic Plans (Wales Regulations 2019) were amended. The Welsh in Education Strategic Plans (Wales) (Amendment) (Coronavirus) Regulations 2020 ('the 2020 Regulations') came into force on 1 December 2020 and made changes to the start date of the next WESP cycle being moved from 1 September 2021 to a year later (to September 2022). The plan was required to be submitted to Welsh Government for approval by 31 January 2022.
- 3.7 The first ten-year WESP commenced on 1 September 2022 and will expire on 31 August 2032. Each further WESP will commence on 1 September in the year during which the previous ten-year WESP will come to an end (that is, 1 September 2032 to 31 August 2042). The WESP must include a target outlining the expected increase in the number of Year 1 learners taught through the medium of Welsh in the local authority area during the lifespan of the WESP.
- 3.8 On 14 September 2021, Cabinet gave permission to consult upon the draft WESP. A consultation exercise with stakeholders on the draft WESP was undertaken between 27 September and 19 December 2021.

- 3.9 The outcome of the consultation process for the draft WESP (2023-2032) was reported to Cabinet on 18 January 2022. Cabinet gave approval for the WESP to be submitted to Welsh Government.
- 3.10 Bridgend County Borough Council WESP (2022-2032) was submitted to Welsh Government by the stipulated deadline of 31 January 2022 (see Appendix 1).
- 3.11 Bridgend's Local Government Education Services (LGES) was inspected by Estyn in March 2019. Recommendation 4 of the Estyn report refers to the need to strengthen the role of the Welsh in Education Forum (WEF) to ensure timely progress in delivering the priorities identified in the WESP.

#### **4. Current situation/proposal**

- 4.1 The WESP is a BCBC Corporate Priority and features within the Education and Family Support Directorate Business Plan. The Corporate Director (Education and Family Support) provides regular updates in respect of the WESP's progress to the Corporate Management Board.
- 4.2 The WESP aligns with local and national priorities. BCBC's Welsh Language Promotion Strategy 2021-2026 and the WESP outline how they will raise the profile of the Welsh language and culture. The WESP is referred to within this strategy and the lead for the strategy within BCBC is a member of WEF.
- 4.3 The Welsh Government's Welsh Language Act 1993 and the WESP share the principle, so far as is appropriate in the circumstances and reasonably practicable, that the Welsh and English languages should be treated equally in the conduct of public business. The Head of Welsh in Welsh Government's Education Planning Branch is a member of Bridgend's WEF.
- 4.4 Central South Consortium's Welsh-medium Education Policy aligns with BCBC's WESP in the drive for learners to become increasingly bilingual and for the workforce to be upskilled with their Welsh language skills. The Strategic Lead for Welsh at Central South Consortium is a member of Bridgend's WEF.
- 4.5 BCBC's WEF membership and its terms of reference have been agreed. Each member of the WEF is appointed on a biennial basis (that is, in the first instance, for the period 1 September 2022 to 31 August 2024). Members may be re-appointed at the end of their term of office. The WEF's terms of reference will be reviewed on a biennial (that is, every two years) basis (see Appendix 2).
- 4.6 The first meeting of BCBC's WEF under the ten-year WESP was held on 24 November 2022. The WEF will meet three times a year, once each school term. Arrangement of sub-group meetings can more flexible. However, where possible, meetings should align with the termly WEF.
- 4.7 The WEF has agreed to establish several sub-groups to support the delivery of the WESP. All sub-groups will be reviewed and agreed at the meeting of the WEF in autumn term 2022. Any sub-group established through the WEF will be supported by its own, individual terms of reference. Each sub-group will meet at least a fortnight before the WEF and all minutes will be circulated with the WEF agenda in advance of the WEF.

4.8 During autumn term 2022, five sub-groups have been established, chairs appointed and terms of reference adopted. The sub-groups are as follows:

- Outcome 1 - More Nursery children/three-year-olds receive their education through the medium of Welsh.
- Outcome 2 - More Reception class children/five-year-olds receive their education through the medium of Welsh.
- Outcomes 3,4 and 5 - More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another, More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh, More opportunities for learners to use Welsh in different contexts in school.
- Outcomes 6 and 7 - An increase in the provision of Welsh-medium education for pupils with additional learning needs in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018, Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.
- Promotion, marketing and celebration.

4.9 Each sub-group has had its initial meeting and workshops have been held in order for members to contribute to the five-year WESP. The five-year WESP is due to be submitted to Welsh Government by 16 December 2022.

## **5. Effect upon policy framework and procedure rules**

5.1 There is no effect upon the policy framework or procedure rules.

## **6. Equality Act 2010 implications**

6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report.

6.2 As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions.

6.3 This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

## **7. Well-being of Future Generations (Wales) Act 2015 implications**

7.1 The report contributes to the following goals within the Well-being of Future Generations (Wales) Act 2015:

- a prosperous Wales;

- a resilient Wales;
- a Wales of cohesive communities; and
- a globally responsive Wales.

7.2 **Long term** Supports the statutory duty to provide sufficient pupil places and support the Welsh language.

**Prevention** The Council has a statutory duty to promote the Welsh language. The plan will ensure that children and young people will be able to follow a Welsh-medium education.

**Integration** The plan supports the promotion of Welsh education in the communities in which the children and young people live.

**Collaboration** The local authority will continue to work in collaboration to ensure that it achieves its vision as set out in the WESP (2022-2032).

**Involvement** Key stakeholders are involved in implementing and monitoring the progress of the WESP (2022-2032).

## 8. Financial implications

8.1 The local authority is expected to work with Central South Consortium (its regional school improvement partner) to demonstrate how the Education Improvement Grant administered by Central South Consortium will support the implementation of the WESP.

8.2 The secondment for the WESP Co-ordinator began on 1 September 2022 for a period of 18 months until 31 March 2024 and is funded by an established earmarked reserve. Currently, there is no identified finance for the WESP Co-ordinator beyond this period.

8.3 The Education and Family Support Directorate will need to seek alternative funding mechanisms to continue with the co-ordinator post past 31 March 2024.

8.4 With the exception of staff time from existing budgets, there is no other financial impact.

## 9. Recommendations

9.1 It is recommended that SOSOC1:

- notes the progress made; and
- provides any feedback as necessary.

**Lindsay Harvey**  
**Corporate Director Education and Family Support**  
**25 November 2022**

**Contact officer:** Michelle Hatcher  
 Group Manager Learner Support

**Telephone:** (01656) 815258

**Email:** michelle.hatcher@bridgend.gov.uk

**Postal address:** Civic Offices, Angel Street, Bridgend, CF31 4WB

**Background documents:**

None

**Attachments**

Appendix 1 Welsh in Education Strategic Plan (2022-2032)

Appendix 2 Welsh in Education Forum terms of reference



# WELSH IN EDUCATION STRATEGIC PLAN

**Name of local authority**

**Bridgend County Borough Council**

**Period of this plan**

**2022-2032**

This Welsh in Education Strategic Plan is made under section 84 of The School Standards and Organisation (Wales) Act 2013 and the content complies with the Welsh in Education Strategic Plans (Wales) Regulations 2019<sup>1-2</sup>. We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

**Signed:** ..... **Date:** .....

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

<sup>1</sup> [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

<sup>2</sup> [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

## Our ten-year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

### **Bridgend County Borough Council's Vision**

Bridgend County Borough Council's vision aligns with Cymraeg 2050: A million Welsh speakers (Welsh Government, 2017). As a local authority, we want the Welsh language to thrive, and that it is used in every aspect of life. Among those who do not speak Welsh, there is goodwill and a sense of ownership towards the language and a recognition by all its contribution to the culture, society and economy of Wales.

Our vision is to secure favourable circumstances throughout the local authority that support language acquisition and use of Welsh language skills. We want to see an increase in language transmission in the family, early introduction of Welsh to every child, an education system that provides Welsh language skills for all, and greater appreciation of Welsh language skills in the workplace. At the same time, we are committed to supporting people to use Welsh socially, at work, and when accessing services.

The Council's vision for provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21<sup>st</sup> century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be guided by the Welsh Government's Welsh Language Strategy to reach a million Welsh speakers by 2050, as set out in Cymraeg 2050: A million Welsh speakers (2017); and
- align with other relevant Welsh Government strategies.

To make this vision a reality, our aim is to ensure that the Council and its partners within the county borough undertake the following:

- understand their respective roles within the Welsh in Education Forum (WEF) Strategic Plan in relation to formulating and monitoring the progress of the Welsh in Education Strategic Plan (WESP);
- promote the language to create/ stimulate demand;
- ensure that Welsh-medium provision is available to all children of pre-school age and above whose parents/carers wish them to receive their

care/education through the medium of Welsh, and this within reasonable travelling distance from children's homes;

- ensure a developing continuum from Welsh-medium primary education through to Welsh-medium secondary education, so that pupils who begin their primary education through the medium of Welsh will transfer to a Welsh-medium secondary school and progress accordingly into further and higher education and training;
- ensure all schools and settings respond proactively and with enthusiasm to new the Curriculum for Wales in relation to the languages, literacy and communication Area of Learning and Experience, so that our learners continue to gain meaningful skills and knowledge in Welsh;
- ensure that children and young people with additional learning needs (ALN) receive linguistic equality of opportunity in terms of Welsh-medium education, in line with the Additional Learning Needs and Education Tribunal Act Wales (2018) and the Code of Practice for Wales;
- work in partnership with all schools in order to ensure the highest standard of teaching and learning Welsh and;
- promote the wider development of pupils' Welsh language skills through specific activities and projects, in association with a wide range of local, regional, and national partners.

### **Our ten-year target**

To support Cymraeg 2050: A million Welsh speakers' strategy, Welsh Government has set Bridgend County Borough Council (BCBC) a target to increase the percentage of learners taught through the medium of Welsh from c.8% to between 14% - 18% by 2032 (based on PLASC data of Year 1 learners 2019-2020). This is in accordance with the Welsh in Education Strategic Plans (Wales) Regulations 2019.

There are currently four Welsh-medium primary schools and one Welsh-medium secondary school in the local authority. Two of the four Welsh-medium primary schools are in the north of the county borough, one in the west and one in the south. The Welsh-medium secondary school is based in the north of the County Borough.

BCBC aspires to significantly increase Welsh-medium provision in Bridgend. The target percentage increases which have been prescribed by Welsh Government and the local authority's forecast of the pupil population over the next ten years have been considered.

Currently, in our Welsh-medium schools there are 162 pupil places available for Reception-age learners. The local authority has set a target of 300 Reception places being available for Welsh-medium learners by the end of the plan period, which is an additional 138 additional pupil places. The 300 Reception places equate to ten forms of entry, and the aim is to ensure those places are filled.

This WESP sets out BCBC's plan over the next ten years to increase and improve the planning of Welsh-medium education. It will build on progress made during our

previous WESP (2017-2022) and set out the actions we will take to achieve our targets.

These include:

- increasing Welsh-medium sessional childcare places (creating potential for 176 additional sessional sessions) by establishing four new Welsh-medium childcare hubs through the childcare offer capital grant;
- increasing the number of Welsh-medium Nursery school places, through the Sustainable Communities for Learning Programme by expanding two of our Welsh-medium schools during the first five years of the plan;
- taking forward commitments made in Cabinet to establish a one-form-entry Welsh-medium provision in Porthcawl and a one-form-entry provision in Bridgend South-East which would be subject to Cabinet approval.
- scoping/exploring options to relocate and expand YGG Llangynwyd to a 3-19 school;
- developing a clear and robust programme for delivering Welsh-medium latecomer provision, so that learners entering the Welsh-medium sector at a later stage (Key Stage 2 or Key Stage 3) are able to follow a course of intensive immersion learning before continuing on their education journey in a Welsh-medium school; and
- continuing to work collaboratively with our WEF and relevant sub-groups to continually review and improve how we provide our parents and guardians with information about Welsh-medium education and the opportunities it brings to becoming bilingual.

### **How we will work with others to achieve our vision**

There is an established and effective WEF in Bridgend.

To prepare the ten-year WESP, a planning day with WEF members was held in summer term 2021. All WEF members were invited to contribute to the plan and each outcome was led by a WEF member. Templates were provided for members and their respective organisations to submit any further comments for the WESP by a given deadline in summer term 2021.

Monitoring will take place termly at each WEF. The membership of the WEF has been updated and is contained within the draft terms of reference to be adopted in conjunction with the WESP ten-year plan. The membership (subject to ratification) is as follows:

#### **BCBC officers**

- Group Manager - Learner Support (Chair)
- Corporate Director - Education and Family Support
- Cabinet Member (Education)
- Finance Officer
- Principal Advisor Employee Relations
- Schools Programme Manager

- Group Manager - Business Support
- Group Manager - School Support
- Early Years and Childcare Manager
- Family Information Service and Childcare Development Officer
- Consultation Engagement and Equalities Manager
- WESP Coordinator

### **BCBC schools**

- Welsh-medium headteacher representatives x 2
- English-medium headteacher representatives x 2
- Welsh-medium chair of governors representative x 1
- English-medium chair of governors representative x 1
- Welsh-medium teacher representative x 1
- English-medium teacher representative x 1

### **Partners**

- Welsh for Adults (Glamorgan) representative x 1
- Menter Bro Ogwr representative x 1
- Mudiad Meithrin Cymru representative x 1
- Central South Consortium representative x 1
- Rhieni dros Addysg Gymraeg (RhAG) representative x 1
- Urdd Gobaith Cymru representative x 1
- Further education representative x 1
- Higher education representative x 1
- Welsh Government representative x 1

The WEF has agreed to establish several sub-groups to support the delivery of the WESP. The promotion of Welsh-medium education, and how demand can be stimulated to achieve the targets outlined in the WESP, as well as the Council's Welsh Language Strategy 2021-2026 will be key considerations.

Any sub-group established through the WEF will be supported by its own, individual terms of reference. The chair of each sub-group will be agreed by the WEF and will be expected to provide regular updates at each WEF meeting.

## Outcome 1

### More nursery children/three-year-olds receive their education through the medium of Welsh

The Childcare Sufficiency Assessment (CSA) offers Bridgend a clear evaluation of the spread and availability of childcare within Bridgend County. As part of the CSA, an action plan is developed. The action plan reflects demand and considers local factors such as suitable accommodation opportunities within the identified community areas with potential gaps.

Childcare availability reflects demand with availability for childcare being denser in areas of higher employment (that is, the towns within Bridgend County such as Maesteg, Porthcawl and Bridgend Town itself). This more intense availability reflects the demand and therefore impacts on sustainability when considering new development.

The current plan to develop Welsh-medium childcare recognises gap areas with the planned development to be offered in the Ogmore Valley, the Garw Valley, Bridgend east and Porthcawl.

Within Bridgend provision is outlined in the table below.

Day nurseries	21
Sessional childcare providers	9
Flying Start	10
Childcare minders	53
Cylch Meithrin providers	6 (7 if you include Cylch Meithrin Blaenllynfi which is Dechrau'n Deg only).
Out-of-school providers	17

The number of places in each setting differs according to the ages of the children attending on any one day. However, there are approximately 2,372 English-medium childcare places and approximately 160 Welsh-medium childcare places.

BCBC successfully received an approved bid for funding through the Welsh Government childcare grant to develop four Welsh-medium childcare hubs. For reference the local authority has decided to call these Cymraeg 2050 childcare hubs. The Cymraeg 2050 hubs are progressing well. The project at Betws is scheduled for completion in September 2022, with the Ogmore Valley scheme completing by November 2022. There are a further two Welsh-medium childcare projects planned for the county borough.

The aim of the Cymraeg 2050 childcare hub programme is to provide 16 sessional Welsh-medium childcare places, together with six places for 0 to 2 provision and wrap-around/out-of-school provision, which would operate for 52 weeks of the year at each of the four settings.

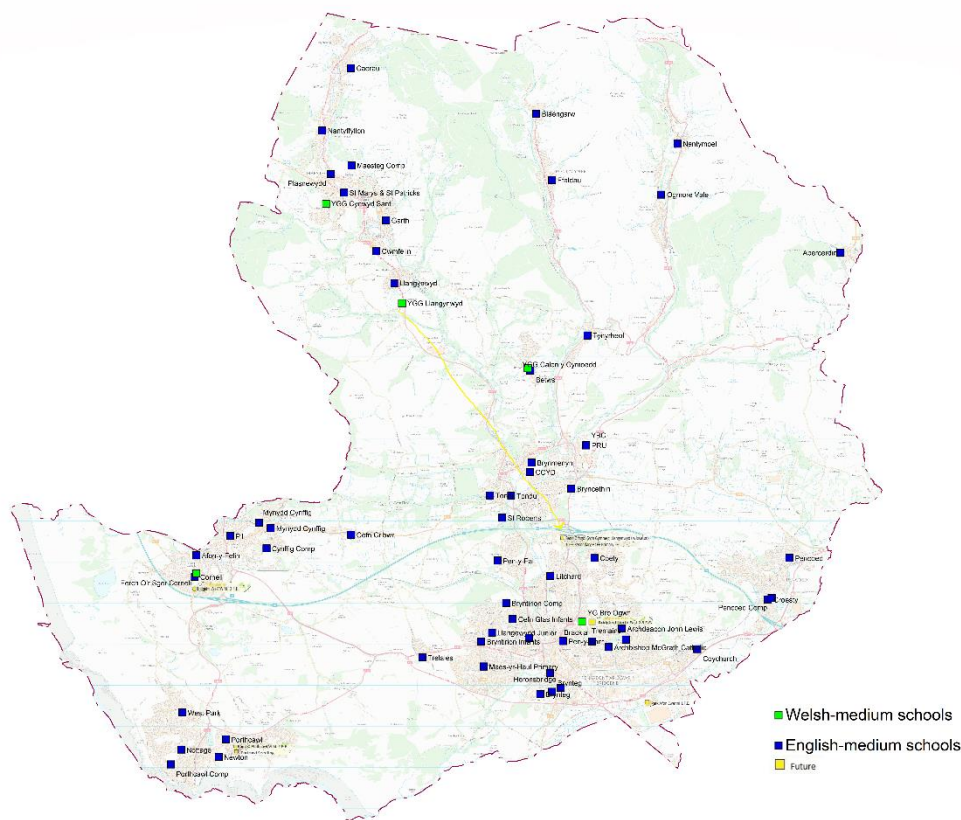
This will offer the local authority a potential for an additional 176 Welsh-medium places available.

Collaboration with key partners and stakeholders such as Mudiad Meithrin, RhAG, Urdd, Bridgend College and Menter Bro Ogwr are key to the long-term success of these new childcare provisions. The post-pandemic instability of the childcare sector continues to be of concern. Support will be ongoing from the Bridgend Childcare Team, with partnership with key stakeholders forming an important role in the development of the new settings.

There are plans to offer additional Welsh-medium childcare places at the Flying Start Brackla setting via a pilot of Welsh-medium provision provided in a separate session. The Flying Start team are working closely with colleagues in Mudiad Meithrin who are supporting staff to undertake Welsh language training, together with a member of Mudiad Meithrin staff supporting the setting on a fortnightly basis attending session and modelling the use of the Welsh language.

Information contained in the school admissions policy for the relevant year and in the annual starting school's booklet, highlight the choices available to parents regarding Welsh-medium schools and the criteria for over-subscription in line with the local authority's statutory duty. Schools are categorised as Welsh-medium in the annual admissions policy.

In the case of Welsh-medium education, the local authority offers any pupil who is unable to be accommodated at their local Welsh-medium school, a place in the next nearest Welsh-medium school in Bridgend, if that is requested. This includes the provision of free home-to-school transport where the walking distance from home to school is greater than two miles for primary school children and greater than three miles for secondary school pupils.



The local authority will identify the advantages and disadvantages of Welsh-medium catchment areas. The local authority will, following the review, determine the inclusion of Welsh-medium catchment areas for future school admission rounds.

To further support information already available the local authority has developed information for parents entitled "Pam Dewis Cymraeg - Why Choose Welsh". More specific setting information is also available online and via the Family Information Service. This information is available electronically. However, the local authority ensures this information is made available at each place that parents and expecting parents receive services. Within their induction to the programme Flying Start Health Visitors receive information to share with parents regarding the benefits of Welsh-medium childcare and education.

Within Bridgend, expectant parents have information attached to the ante-natal 'red book' which is sponsored by Gymraeg Cymraeg i Blant. The local authority uses all opportunities to maximise information available and ensures this information is then easily available to parents and carers.

Bridgend is fully compliant with the Welsh-language measure, all information available to parents is available in both Welsh and English. A clear focus on the absolute benefits of the immersion approach and the clear benefits that a full Welsh-medium education and experience can offer are very clear within the document.

The commitment to the WESP and its ambitions for Bridgend runs across the Early Years' Service. Team members are encouraged to be knowledgeable, to enable parents to receive correct and effective accurate information. The staff who provide this information are informed but are also able to seek wider support as required. Staff can always benefit from enhanced information. However, the early years' service is confident that parents can effectively access correct and timely information. The early years' service has a team member who can discuss this matter with parents via the medium of Welsh.

Family Information Services are delivered via the Bridgend County Borough Council (BCBC) Customer Service Team, if this team feels more in-depth information regarding Welsh-medium provision is required, the service will signpost parents and carers to the relevant service.

Data shows that the numbers of children transitioning from Welsh-medium early years to Welsh-medium nursery provision has increased from 50% to 66%. Transition rates vary from cylch-to-cylch. We will continue to work with Mudiad Meithrin to ensure transition rates continue to improve and address any areas of concern.

**Transition data: Cylch Meithrin to schools, 2018 – 2019  
(All data provided by Mudiad Meithrin)**

<b>Name</b>	<b>Number transferred to school</b>	<b>Number transferred to Welsh-medium schools</b>	<b>Number transferred to English-medium schools</b>	<b>% Transferred to Welsh-medium education</b>
Cynwyd Sant	13	12	1	92.31%
Lon y Parc	9	8	1	88.89%



Gwdihw	9	2	7	22.22%*
Pencoed	39	18	21	46.15%*
Plant Bach Sarn	25	13	12	52.00%
Porthcawl	23	2	21	8.70%*
Tabernacl	8	3	5	37.50%*
Y Diwlith	18	17	1	94.44%
Y Sgêr	18	11	7	61.11%

**Transition data: Cylch Meithrin to schools, 2019 – 2020  
(all data provided by Mudiad Meithrin)**

Name	Number transferred to school	Number transferred to Welsh-medium schools	Number transferred to English-medium schools	% Transferred to Welsh-medium education
Betws	Closed	-		
Cynwyd Sant	9	9	0	100.00%
Dechrau'n Deg Lon y Parc	6	5	1	83.33%*
Gwdihw	10	1	9	10.00%*
Pencoed	36	19	17	52.78%
Plant Bach Sarn	37	20	17	54.05%*
Porthcawl	Closed	-		
Tabernacl	Closed	-		
Y Diwlith	17	16	1	94.12%*
Y Sgêr	27	20	7	74.07%

**Transition data: Cylch Meithrin to Schools, 2020 – 2021  
(all data provided by Mudiad Meithrin)**

Name	Number transferred to school	Number transferred to Welsh-medium schools	Number transferred to English-medium schools	% Transferred to Welsh-medium education
Cynwyd Sant	18	18	0	100.00%
Dechrau'n Deg Lon y Parc	8	6	2	75.00%
Gwdihw	8	1	7	12.50%*
Pencoed	29	13	16	44.83%
Plant Bach Sarn	20	12	8	60.00%
Y Diwlith	12	11	1	91.67%
Y Sgêr	16	11	5	68.75%

The reasons why children do not always transition into Welsh-medium education from Welsh-medium childcare are complex with no clear trend. A review undertaken previously identified some potential reasons such as, uncertainty over nursery place availability at Welsh-medium schools, lack of nursery places within their community within a reasonable distance from the home, travel distances and arrangements.

The local authority remains committed to improving transition rates, with the commitment shared with all key stakeholders in the sector. The Welsh-medium schools and Welsh-medium childcare provisions will work together to achieve this improvement.

There are 312 English-medium places available within the Flying Start programme.

There are 77 Welsh-medium places available within the Flying Start programme.

19% of the Flying Start places are available via the medium of Welsh.

In summer term 2021 for Flying Start, seven children attended Cylch Meithrin Sgêr, five attended Cylch Meithrin Plant Bach and two attended Cylch Meithrin Cynwyd Sant.

The following are the Flying Start budgeted places:

Cylch Meithrin Y Sgêr	16
Cylch Meithrin Cynwyd Sant	8
Cylch Meithrin Plant Bach	12
Dechrau'n Deg Blaenllynfi	12

Parents within the Flying Start eligible areas are provided with comprehensive information regarding the opportunity and benefits of receiving their Flying Start provision via the medium of Welsh. Communities where take up of the Welsh-medium offer is highest is the community where the Welsh-medium primary school is based.

The following table details the Welsh-medium provision available in each Flying Start area:

<b>Flying Start area</b>	<b>Welsh-medium provision</b>
Afon y Felin	Cylch Meithrin Sgêr
Bettws	New Cymraeg 2050 provision opening September 2022
Blackmill and Lewistown	New Cymraeg 2050 provision opening October 2022
Brackla	Welsh-medium afternoon session/50% (16 places) of provision through the medium of Welsh from January 2023
Caerau	Flying Start Blaenllynfi
Cefn Glas	Planned Cymraeg 2050 provision in Bridgend Town
Garth	Cylch Meithrin Cynwyd Sant
Plasnewydd	Cylch Meithrin Cynwyd Sant
Sarn	Plant Bach Sarn
Wildmill	Planned Cymraeg 2050 provision in Bridgend Town

This will bring the percentage of places available via the medium of Welsh to 24%.

Following the announcement of the expansion of the Flying Start programme the local early years' team, colleagues are developing a strategic plan on the delivery of this vision. Areas initially identified for the expansion are Pyle and Maesteg West. Welsh-medium provision and places are

available within both identified areas with a Cylch Meithrin at North Cornelly already offering Flying Start provision and two Cylch Meithrin at Maesteg one of whom is already a Flying Start setting.

The Cylch Meithrin in North Cornelly is committed to accommodating children from the expansion area and will employ additional staff to increase the number of Welsh-medium places in the setting. The local authority is confident parents in the expansion area will be able and encouraged to access Welsh-medium Flying Start provision.

Recruitment to Welsh-medium childcare posts in Bridgend is complex and despite focussed efforts on addressing, the issue remains an area for development. The Early Years' Team continues to work closely with colleagues at Bridgend College who offer a high-quality early year's training programme. Students from Bridgend College are supported to access practical placement opportunities in the Welsh-medium settings. All early years staffing within Bridgend receive focussed training and continuous development opportunities to increase confidence around the use of the Welsh language.

Bridgend has in place a focus on the assessment of childcare practitioner's skills and confidence regarding their use of the Welsh language and can support training to raise standards and skills based on the findings of the assessment tool used.

The Childcare Team has re-introduced a training bursary for all settings to apply. This can include Welsh development as a whole provision, or individuals. This development will be particularly encouraged to support the development of the Welsh language across all settings. This can also be utilised for individual staff members within the Cylchoedd who require more advance learning, supporting full immersion.

#### **Where do we aim to be within the first five years of this plan and how we propose to get there?**

- At the end of the first five years of the plan, additional provision for three-year-olds will be available at Ysgol Gymraeg Bro Ogwr (90 places), Ysgol Y Ferch O'r Sgêr (60 places) and once the seedling school has received Cabinet approval this would create an additional 30 places in Porthcawl.
- Increase Flying Start Welsh-medium childcare provision by purchasing places at the proposed four Cymraeg 2050 hubs.
- In January 2022, a Cylch Meithrin in the middle of Bridgend Town was to open with Mudiad Meithrin working with a company called "Flourish." This is anticipated to come to fruition.
- The project at Betws is scheduled for completion in September 2022, with the Ogmores Valley scheme completing by November 2022. There are a further two Welsh-medium childcare projects planned for the county borough.
- The timeline for the remaining Welsh-medium childcare project planned for Porthcawl will be determined following the feasibility stage of the project.
- We will make the Welsh-medium offer an offer for all parents – ensuring that all early years' staff and local Flying Start teams are familiar with the Cymraeg 2050 strategy and are confident in sharing local information with all their parenting groups.
- Recruitment to Welsh-medium childcare posts will be an area for development. We will continue to work with our partners in Bridgend College and Mudiad Meithrin to identify gaps and respond accordingly.
- We will promote the Welsh-medium offer alongside other Council events/promotions, namely childcare offers, fun days at local community centres or hubs.

- The local authority will review its Welsh-medium catchment areas. The local authority will, following the review, determine the inclusion of Welsh-medium catchment areas for future school admission rounds.
- Increased engagement of parents/carers will be a focus with the commencement of the ten-year WESP. Early years' services regularly seek parents' views and are focussed on ensuring that parents views and concerns are responded to effectively and on an ongoing basis. This information will be analysed and feed into any developments.
- Effective support for parents focussed on supporting decisions regarding a Welsh-medium education for their child will include homework clubs and Welsh language classes for non-Welsh speaking parents.
- Work will continue in the development of the early years pages on the BCBC website, focusing on the Family Information Service (FIS) aspect. This work is a priority for the first two years of the ten-year WESP.
- There are planned developments to the Flying Start webpage on the BCBC website, which will include information regarding Welsh-medium settings available as part of the Flying Start offer for 2022-2023 where school admissions deadlines and information will be included.
- The local authority will monitor the use of Welsh Government marketing campaigns. A working group has been designed to identify potential improvements to the school admission process. The process is being reviewed to ensure that all parents can access this process effectively including parents who are seeking Welsh-medium provision. The information developed to support parents includes a section regarding myth busting. There is also a focus to ensure that the information is clear and easy to find. The development of a video will also be considered. This work will feed into the WEF.
- Share key bilingual messages on Council social media channels/mailshots to coincide with application for nursery/school places.
- The local authority will develop a strategic process and protocol in partnership with Welsh-medium school head teachers, Cylch Meithrin staff, Mudiad Meithrin and colleagues from the sector to set out clear principles to support and improve the transition from early years childcare provision into early years education places.
- The local authority will develop an action plan where all partners involved in transition are clear regarding responsibilities and actions that will increase and support strong transition practices and outcomes to improve the current rate of transition. Transition rates will continue to be analysed.
- Plans to improve transition will include actions such as open days/visits to Welsh-medium settings, literature for parents, and a visit to the school. The school team could meet with parents and address fears and concerns namely, letters to parents and support with homework.
- The partnership with Mudiad Meithrin will be further strengthened to encourage more effective planning and ensure actions within the ten-year WESP can be delivered.
- Recent developments to continue to support the childcare sector is the development of three new Flying Start funded Ti a Fi settings in collaboration with three of the four Welsh-medium primary schools and Mudiad Meithrin.
- Childcare in Bridgend reflects the community it serves. Welsh speaker numbers and the number of childcare places available are undoubtedly linked. The focus for Flying Start and wider early years services is to increase this level of provision.

## Where do we expect to be at the end of our ten-year plan?

The ambition to increase the percentage of learners taught through the medium of Welsh to 14-18% is effective.

We aim to establish:

- a one-form-entry school at Bridgend South-East, subject to formal Cabinet approval which could create an additional 30 Welsh-medium places for three-year-olds; and
- a one-form-entry school at Porthcawl which could create an additional 30 places for three-year-olds.

## Key data

The following annual projections have been calculated using the base data provided by Welsh Government (that is, 2019-2020) and incrementally increased in line with anticipated uptake in Welsh-medium education and the planned additional pupil places being available during the period of the ten-year plan, as programmed.

The 2031-2032 target of 275 full-time nursery learners aged 3 to 4 (that is, 17.57%) sits between the lower and upper range target (that is, 14%-18%). The number of part-time learners aged 2 to 3 fluctuate annually as the number of places available depends on the take-up of full-time places. Therefore, those learners have been excluded from the calculation. The target is ambitious. However, it is considered achievable, should all the deliverables within the plan come to fruition.

## Numbers and percentages of three-year-olds receiving their education through the medium of Welsh

2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
150 9.58%	160 10.22%	170 10.86%	190 12.14%	200 12.78%	205 13.10%	235 15.02%	250 15.97%	265 16.93%	275 17.57%

## Outcome 2

### More reception class children/five-year-olds receive their education through the medium of Welsh

Currently in our Welsh-medium schools, there are 162 pupil places available for Reception age learners (2020-2021 data). The local authority has set a target of 300 Reception places being available for Welsh-medium learners by the end of the plan period. The 300 reception places equate to a total of 10 forms of entry, and the aim is to ensure those places are filled. The 300-place target is applicable to each primary year group. This is essential to ensure continuity in education. By increasing the number of reception places from 162 to 300, it is reasonable to assume that most of those learners will transition into Year 1 and therefore, the target for both year groups must correspond.

The Welsh-medium targets have been calculated as per Welsh Government's methodology which sets out how local authorities should comply with the provisions in relation to their Welsh in Education Strategic Plans. The targets are based on incrementally growing the number of year 1 pupils taught through the medium of Welsh from the 2019-2020 baseline.

Bridgend's lower range target (provided by Welsh Government) for 2030-3031 is 215 learners (14%) and the upper range is 275 learners (18%).

The following table sets out the total take up of the available school places for reception aged learners from January 2018–2021:

January 2018	January 2019	January 2020	January 2021
129	121	122	140

On average, over the period of the last plan, 79% of the 162 Welsh-medium Reception pupil places available were filled.

Demand for Welsh-medium places has been more prevalent in the south-east area of the county borough, which has made meeting the current as well as growing demand for Welsh-medium provision in this area challenging. Cabinet commitment is already in place to deliver Welsh-medium provision for this area with the proposed replacement (and enlarged) YG Bro Ogwr which will create additional capacity. To meet the current demand for school places at Ysgol Bro Ogwr, the local authority successfully obtained in principle funding during 2021-2022 through the Welsh Government to provide additional temporary classroom accommodation on the school's current site. This work is currently in progress.

However, the demand for Welsh-medium places in the south-east of the county borough is recognised and as such we will seek formal Cabinet approval to establish an additional one-form-entry Welsh-medium primary school in Bridgend South-East.

Further housing developments identified in the Local Development Plan (LDP), will likely lead to increased demand. The local authority has recently undertaken consultation on the new LDP. The Plan will be submitted to the Welsh Government in 2022. In due course, the plan will be subject to public examination prior to adoption. It is anticipated that the process will conclude March/April 2023.

Cabinet commitment has already been received to create a one-form-entry Welsh-medium school in the Porthcawl area (linked to the Porthcawl Regeneration Scheme). Following a successful bid for funding through Welsh Government's Welsh-medium capital funding grant, we will be looking to establish the seedling school provision in Porthcawl within the first five years of the plan. This scheme would inherently connect to a longer-term proposal to create a new one form entry school in Porthcawl (linked to wider housing development schemes).

The delivery dates for these schools are both linked to wider housing developments coming online, and both development sites (Porthcawl and Bridgend South-East) are proposals which are in the process of being considered for Bridgend's new LDP.

In addition, the local authority is currently undertaking an options appraisal identifying potential candidate sites in respect of relocating Ysgol Gyfun Gymraeg Llangynwyd to a more central location within the County Borough. The proposal includes developing the school into an all-through 3 to 19 school, with a one-form-entry primary provision under consideration. The outcome of the options appraisal will be reported to Cabinet in due course and a decision taken regarding the way forward will be subject to Cabinet approval and funding through the Welsh Government's Sustainable Communities for Learning Programme (Band C).

At this point in time, Band C schemes are at a very early stage in the process and would be subject to statutory school organisation code consultation and Welsh Government business case processes. Currently, it is not possible to provide an accurate timescale for delivery of the schools. However, it is anticipated that they will be delivered within Band C of the local authority's School Modernisation Programme. The local authority will continue to seek grant funding opportunities from the Welsh Government for capital build projects. Business cases will be robust and will clearly demonstrate the need for investment in Welsh-medium education.

As a local authority, we understand that not all learners will follow the same journey into Welsh-medium education, with some learners introduced to Welsh-medium education at a later entry point. Learners coming into Welsh-medium education before the age of seven can, in principle, be accommodated within the mainstream school setting, being immersed in the Welsh language as all other children attending a Welsh-medium school. However, from the age of seven onwards, this can be more challenging and learners wishing to attend Welsh-medium education at this time would normally require late immersion support.

Currently Welsh-medium primary schools and the Welsh-medium secondary school within the local authority manage their own latecomer learners. Each school provides information and guidance for parents and carers upon request. However, to provide learners with the support they need to continue their education in a Welsh-medium school setting, we recognise the benefit of having an established late-immersion unit to serve our own learners within the local authority area.



During 2021-2022, Bridgend was successful in obtaining grant funding from the Welsh Government to review and plan a way forward in this important area. In conjunction with the Vale of Glamorgan Council, we commissioned a review report seeking options to develop joint provision with our neighbouring local authority as well as exploring standalone Welsh-medium primary and secondary immersion provision within Bridgend. Further funding to support development in this area has been recently announced by the Welsh Government and we will be looking to build on the work undertaken during 2021-2022.

We want to ensure that a high-quality Welsh late immersion service is available for late comers so that learners can become fluent in Welsh and attend mainstream Welsh-medium schools. Consideration will be given to the requirements establishing the unit within the period of the plan, and in the short-term, alternative interim measures will be put in place (that is, funding schools for additional late comer support and/or collaboration with other authorities where immersion units have already been established).

The local authority will develop an overarching late comers' policy document which will aid schools, parents, and carers. The document will detail the opportunities for late comers, provide guidelines, procedures, responsibility, and accountability. The policy document will be drafted and adopted within the first year of the plan period.

In the case of Welsh-medium education, the local authority offers free home-to-school transport where the walking distance from home to school for primary aged children is greater than two miles or more and for secondary pupils three miles or more.

If any pupil who is unable to be accommodated at their local Welsh-medium school, a place in the next nearest Welsh-medium school in Bridgend is provided, if that is requested. This includes the provision of free home-to-school transport subject to the aforementioned distance thresholds.

### **Where do we aim to be within the first five years of this plan and how we propose to get there?**

During the first five years of the plan, the local authority, with support from the Welsh Government's Sustainable Communities for Learning capital funding programme, commits to:

- Providing a new build and enlarge Ysgol y Ferch O'r Sgêr from its existing PAN of 30 to 60 to serve the West of the County Borough. The proposal has already been subject to a consultation process under the School Organisation Code and Cabinet approval has been received. The new school is programmed to open in September 2024.
- Enlarge and relocate Ysgol Gymraeg Bro Ogwr to an alternative nearby site to meet the current and future demand for Welsh-medium education in the Valleys Gateway, Bridgend and Pencoed areas of the county borough. The new school is scheduled to open in September 2025 with an increased Pupil Admissions Number (PAN) of 75 (that is, 2.5 forms of entry). The current PAN is 54.
- Secure temporary additional classroom provision for Ysgol Bro Ogwr in the interim period between 2022-2025 following approval of funding through the Welsh-medium capital grant.

- Establish seedling school provision in Porthcawl by 2024.
- Complete site options appraisal for YGG Llangynwyd by 2022-2023 with a site feasibility study completed by 2023-2024.
- Scope options to progress Porthcawl and Bridgend South-East Welsh-medium primary provision linked to the soon to be consulted on LDP.

The above projects will result in the total number of pupil places for Welsh-medium reception learners increasing from 162 pupil places to 210 (that is, 7 forms of entry) by the end of the first five years of implementation of the plan.

In addition to these school organisation proposals, we will also:

- Work with our WEF to develop a promotion and communications plan within the first year of the WESP which considers and addresses the barriers to choosing a Welsh-medium education, accessibility; and proximity of provision.
- Within the first year of the WESP, we will consider the recommendations from the review undertaken with regards to developing a local late immersion provision and utilise the immersion grant to support the developments.
- The local authority in partnership with Central South Consortium (CSC) will provide professional learning and resources for teachers in Welsh-medium schools on how best to support latecomers. CSC will facilitate the sharing of good practice across the region in this area in collaboration with the current Welsh Immersion Unit in Cardiff and any other emerging provision going forward.
- Review the information regarding a Welsh-medium education which is detailed on the local authority's website to ensure that parents applying for places can easily navigate to the correct pages and locate relevant information.
- continue to maximise grant funding opportunities from Welsh Government to support the targeted increase in Welsh-medium primary provision.
- continue to explore potential opportunities for delivering schemes wholly or partly via section 106 agreements, as a contribution for education places to serve new housing developments, where applicable.

### **Where do we expect to be at the end of our ten-year plan?**

Subject to funding and the proposals detailed in the outcome coming to fruition, at the end of the ten-year plan period we would expect:

- There will be a total of 10 forms of entry at primary school level, thereby increasing the number of places for reception age learners from 162 to 300.
- 300 places across the county borough would be available for 5-year-olds by the end of the plan period. However, it is expected that not all places would be filled, hence the target of 265.
- Following the result of an options appraisal undertaken in the first five years of the plan identifying potential candidate sites in respect of relocating Ysgol Gyfun Gymraeg Llangynwyd to a more central location within the County Borough. the proposal includes developing the school into an all through 3 to 19 school, with a one-form-entry primary provision under consideration. The outcome of the options appraisal would have been reported to Cabinet in the first five years and a decision taken regarding the way forward would have been subject to Cabinet approval and funding through the Welsh Government's Sustainable Communities for Learning Programme (Band C).

- The local authority will have an established local late immersion facility.

### Key data

The following annual projections have been calculated using the base data provided by Welsh Government (that is, 2019-2020) and incrementally increased in line with anticipated uptake in Welsh-medium education and the planned additional pupil places being available during the period of the ten-year plan, as programmed.

The 2031-2032 target of 265 reception pupils (that is, 16.93%) sits between the lower and upper range target (that is, 14%-18%). Should all the planned 300 pupil places fill, this would result in 19.16% of reception age pupils would be in receipt of a Welsh-medium education. The 16.93% mid-point target is ambitious. However, it is considered achievable, should all the deliverables within the plan come to fruition.

### Numbers and percentages of five-year olds receiving their education through the medium of Welsh

2022 – 2023		2023 – 2024		2024 – 2025		2025 – 2026		2026 – 2027	
140	8.94%	150	9.58%	160	10.22%	170	10.86%	190	12.14%
2027 – 2028		2028 – 2029		2029 – 2030		2030 – 2031		2031 – 2032	
200	12.78%	205	13.10%	235	15.02%	250	15.97%	265	16.93%

### Outcome 3

## More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

The data table below tracks the numbers of pupils transferring from one year in Year 6 into Year 7 the following year. Although it shows a decrease in numbers from Year 6 to Year 7 each year, it is encouraging that the 'leakage' has reduced since 2017. The local authority regularly analyses the data to look for patterns and specific reasons for the 'leakage'. There isn't one contributing factor as to why this occurs.

Welsh-medium primary schools Year 6 pupils	YGG Llangynwyd Year 7 pupils	Percentage increase/decrease
PLASC 2016	PLASC 2017	
122	110	- 9.84%
PLASC 2017	PLASC 2018	
119	114	-4.2%
PLASC 2018	PLASC 2019	
110	106	-3.64%
PLASC 2019	PLASC 2020	
131	125	-4.58%
PLASC 2020	PLASC 2021	
113	112	-0.88%

It is pleasing to note the growth observed in numbers after the opening of the new school YGG Calon y Cymoedd (opened January 2019) (formerly YGG Cwm Garw). Please see table below.

PLASC Data All Pupils YGG Cwm Garw/YGG Calon y Cymoedd  
(opened January 2019\*)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
2015	31	13	23	21	17	18	18	13	154	
2016	23	31	15	21	20	17	17	18	162	5%
2017	20	21	29	14	21	17	15	17	154	-5%
2018	31	20	18	26	13	20	16	12	156	1%
2019*	27	28	21	20	28	14	20	15	173	11%
2020	35	23	29	23	21	30	13	20	194	12%
2021	35	30	25	30	28	22	29	14	213	9.7%

### Welsh-medium proportion of the whole cohort for Year 3

YEAR 3 PUPILS (age 7-8) *excluding special schools and excluding dual registrations							
PLASC Year (January)	Ysgol Bro Ogwr	Ysgol Cwm Garw/Ysgol Calon y Cymoedd (opened in January 2019)	Ysgol Cynwyd Sant	Ysgol y Ferch o'r Sgêr	Total Welsh-medium Year 3 cohort	Year 3 cohort for all schools*	Percentage of Year 3 pupils in Welsh-medium education
2016	65	20	37	27	149	1631	9.14%
2017	41	21	37	25	124	1593	7.78%
2018	55	13	41	29	138	1694	8.15%
2019**	64	28 **	41	29	162	1780	9.10%

2020	53	21	38	24	136	1713	7.94%
<p>Given the small numbers involved, any difference year-on-year needs to be interpreted cautiously because a small change can impact on the proportions (for example, one family move in/out of the area or a new school opens). The figures above show a similar pattern over the years with little variation. As part of our aspiration to meet ambitious targets set by Welsh Government, there has been a significant amount of promotional work designed to encourage more families to consider Welsh-medium education for their child/ren. Given that these are pitched at mothers/fathers/carers from the birth of their child/ren, we anticipate that the increase in numbers should begin to feed through to Year 3 in approximately five years' time.</p> <p>While the actual number has decreased from 2019-2020, this is reflective of the smaller cohort. The proportion of the cohort learning through the medium of Welsh has remained like previous years, although 2019 showed a slightly higher figure – potentially related to the opening of YGG Calon y Cymoedd in January 2019.</p>							
<p><b>Where do we aim to be within the first five years of this plan and how we propose to get there?</b></p>							
<ul style="list-style-type: none"> <li>• The analysis of data, target setting, monitoring and evaluation of transfer rates from each phase of statutory education will be a priority within the first five years of the WESP.</li> <li>• The increase in numbers should begin to feed through to Year 3 within the first five years of WESP.</li> <li>• Promotion of strategies for the effective use of Welsh in formal and informal situations across all sectors and age ranges will continue to be developed and monitored by WEF.</li> <li>• The local authority will work closely with CSC and targeted schools where transition rates may be a cause of concern and publish resources to support and reassure parents/carers regarding transition between phases.</li> <li>• Facilitate collaboration between primary and secondary schools to produce resource that promote linguistic progression to parents/carers;</li> <li>• Provide opportunities for Welsh-medium schools to engage in initiatives to monitor linguistic progression (for example, comparative judgement).</li> </ul>							

- Advice, professional learning and resources will be provided to support schools to implement Welsh across the curriculum thus increasing the amount of learning provision offered. The sharing of good practice across the region in a variety of ways (for example, webinars, podcasts, blogs and learning walks).

### Where do we expect to be at the end of our ten-year Plan?

- This WESP sets out BCBC's plan over the next ten years to increase and improve the planning of Welsh-medium education.
- It is the local authority's expectation that we would not lose children at critical transition points and increase the rates of transfer.

### YGG Llangynwyd

#### Projections January 2021-2029 - including WESP target

Year/ Age	7 11- 12	97% 8 12-13	98% 9 13- 14	96% 10 14-15	99% 11 15-16	57% 12 16-17	74 % 13 17- 18	Total	Total new build	Total new pupils 11 - 16	Total new pupils post-16	Revised total 11-18
2015	114	80	108	98	84	65	58	607				
2016	108	114	77	109	99	55	55	617				
2017	110	106	110	75	105	69	42	617				
2018	114	107	106	104	75	65	53	624				
2019	106	108	102	102	102	45	49	614				
2020	125	106	106	99	101	53	32	622				
2021	112	123	107	103	98	66	48	657	449	6	1	665

2022	120	109	121	103	102	56	49	660	269	4	1	672
2023	141	116	106	116	102	58	41	680	153	2	0	695
2024	122	137	114	102	115	58	43	691	60	1	0	707
2025	112	118	134	110	101	65	43	683	64	1	0	700
2026	107	109	134	129	108	58	48	693	60	1	0	711
2027	111	104	116	129	127	62	43	692	45	1	0	710
2028	127	108	106	111	127	73	46	698	0	0	0	716
2029	140	123	102	102	110	73	54	704	0	0	0	722

**Percentage of YGG Llangynwyd vs overall school population  
(secondary school projections 2021-2029)**

	Yr 10 (age 14-15)			Year 11 (age 15-16)			Year 12 (age 16-17)			Year 13 (age 17-18)			All Years 10 - 13 (ages 14-18)		
	Llangynwyd	All	%	Llangynwyd	All	%	Llangynwyd	All	%	Llangynwyd	All	%	Llangynwyd	All	%
2015	98	1499	7%	84	1632	5%	65	1030	6%	58	806	7%	305	4967	6%
2016	109	1601	7%	99	1477	7%	55	954	6%	55	784	7%	318	4816	7%
2017	75	1445	5%	105	1564	7%	69	893	8%	42	710	6%	291	4612	6%
2018	104	1474	7%	75	1378	5%	65	897	7%	53	670	8%	297	4419	7%
2019	102	1498	7%	102	1455	7%	45	770	6%	49	723	7%	298	4446	7%
2020	99	1597	6%	101	1413	7%	53	808	7%	32	617	5%	285	4435	6%
2021	103	1515	7%	98	1555	6%	66	779	8%	48	727	7%	315	4576	7%
2022	103	1635	6%	102	1463	7%	56	857	7%	49	611	8%	309	4566	7%
2023	116	1636	7%	102	1579	6%	58	800	7%	41	673	6%	317	4688	7%
2024	102	1606	6%	115	1581	7%	58	879	7%	43	625	7%	318	4691	7%



2025	110	1626	7%	101	1551	7%	65	879	7%	43	691	6%	319	4747	7%
2026	129	1685	8%	108	1570	7%	58	855	7%	48	689	7%	343	4799	7%
2027	129	1647	8%	127	1628	8%	62	871	7%	43	677	6%	361	4823	7%
2028	111	1618	7%	127	1584	8%	73	889	8%	46	689	7%	357	4779	7%
2029	102	1529	7%	110	1563	7%	73	882	8%	54	694	8%	339	4667	7%

## Outcome 4

### More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

The table below shows that the number of 14- to 16-year-old students studying Welsh as a first language (through the medium of Welsh) has remained stable at around 100 pupils per year. These numbers match the cohort size of the only Welsh-medium secondary school in the borough.

We have also included the numbers of students who have been entered for examinations in Welsh as a second language and the impact of the Welsh second language full course becoming compulsory in 2017.

	Welsh First Language	Welsh Second Language (Full)	Welsh Second Language (Short)
<b>2016</b>	98	585	784
<b>2017</b>	99	877	769
<b>2018</b>	77	1185	*
<b>2019</b>	99	1094	*
<b>2020</b>	100	1122	*
<b>2021</b>	99	1189	*

\*In September 2017, full course GCSE Welsh second language became compulsory.

The table below shows that the number of 16-to 19-year-old students studying Welsh as a first and second language declined in the year 2020. However, numbers increased again in 2021. Data is from WJEC files.

	Welsh First Language	Welsh Second Language
<b>2016</b>	9	22
<b>2017</b>	10	29
<b>2018</b>	10	14
<b>2019</b>	9	16
<b>2020</b>	2	9
<b>2021</b>	9	19

YGG Llangynwyd Year 12/13 population figures from PLASC 2016-2021 show there was a decrease in the numbers continuing to study through

the medium of Welsh, although this may be attributed in part to the smaller cohort size. The numbers have increased in 2021.

### PLASC figures for YGG Llangynwyd

January	Year 12	Year 13
2016	55	55
2017	69	42
2018	65	53
2019	45	49
2020	53	32
2021	66	48

January	Year 11	% moving from Year 11 to Year 12
	(2014-2015) 84 (1 alternative provision)	
2016	(2015-2016) 99 (2 alternative provision)	66.3%
2017	(2016-2017) 105	71.1%
2018	(2017-2018) 74	61.9%
2019	(2018-2019) 101	60.8%
2020	(2019-2020) 101	52.5%
2021	(2020-21) 101 (3 on alternative provision)	65.4%

Within Key Stage 4, learners are supported by YGG Llangynwyd to access the 'Junior Apprenticeship' scheme, with courses such as Hair and Beauty and Construction delivered bilingually (support and wellbeing elements).

At Post-16, YGG Llangynwyd is working alongside Bridgend College to enable learners to continue to access Welsh-medium Education post-16 whilst also accessing a wide range of courses, such as Criminology, through the College. The local authority is currently working with Bridgend College to investigate opportunities for increased Welsh-medium provision at Post-16.

YGG Llangynwyd work in collaboration with Mudiad Meithrin to offer the Level 3 Diploma in Child Care. This has been an effective way of increasing the number of education support staff/nursery staff who could work in the Welsh-medium sector which is beneficial in terms of increasing capacity in the county. This collaboration has been very successful with learners returning to school and working in the primary sectors within the local authority.

There are strong collaboration arrangements already in place between Bridgend and Rhondda Cynon Taf (RCT). There is also some collaboration with Bridgend College at Post-16. Further education institutes (FEIs) are working to investigate demand for Welsh-medium provision for younger pupils (Year 10 and up) and to look at their capacity to deliver courses through the medium of Welsh.

Collaboration has been in place between YGG Llangynwyd and Ysgol Llanhari in RCT since the sixth form was established in 2013. Collaboration affords learners the opportunity to study A/S and A-level qualification(s) that they are not able to do in their 'Home School.'

There is a list of courses that are offered collaboratively across both schools so that learners can have access to a wider choice of qualifications through the medium of Welsh. The following are offered annually:

Delivered at YGG Llangynwyd:

- BTEC Sport
- BTEC Public Services
- Business (Vocational)
- Design and Technology
- ICT
- Physics
- Physical Education
- Drama

Delivered at Ysgol Llanhari:

- Sociology
- Health and Social Care

The delivery of Music is shared across both schools.

In addition to these subjects, which form a part of the curriculum offer each year, representatives from both schools attend open evenings, provide videos etc. There is an annual review of the qualifications needed by both schools so that courses with limited numbers can still be made available. Examples of these in the past have been History and Geography.

Collaboration has been successful for example, to alleviate short term staffing issues.

31 learners (Year 12 and 13) across both schools benefited from the collaboration during 2021/22.

- (16.2% of YGG Llangynwyd cohort access a collaborative courses).
- (22.5% of Ysgol Llanhari cohort access at least one collaborative course).
- (19.8% across both schools access at least one collaborative course).
- (12.7% of YGG Llangynwyd cohort access a collaborative courses).
- (16.7% of Ysgol Llanhari's cohort access a collaborative course).
- (13.9% both schools access at least one collaborative course).

Curriculum leads for both schools have a very close working relationship and are both 'Quality Nominees' for the vocational provision. Following the need for distance learning in 2020-2021, the provision is now hybrid – with half the lessons face-to-face with learners travelling to the other school and half provided through distance learning.

Secondary schools are supported to take steps to increase the number of qualifications that learners can study through the medium of Welsh through collaboration. The local authority funds transport costs for collaborative courses offered.

Welsh language is offered as A-level subject in schools, and schools are supported to maintain smaller class sizes through collaboration between schools to create a viable class size. Transport costs are provided by the local authority.

Below is a table listing the collaboration courses currently available as of September 2021.

<b>Option X</b>	<b>Option Y</b>	<b>Twilight</b>
Economics Brynteg	Physics Bryntirion	Law
French Bryntirion	Welsh Bryntirion	Criminology
Physics Brynteg	H&SC Cynffig	E-Sports
Computer Science Bryntirion	Music Porthcawl/Brynteg	Dance
Drama Porthcawl	Drama Pencoed	Film studies

Electronics Porthcawl	Textiles Porthcawl	
PE Porthcawl		
Further Maths Porthcawl		

CSC offers a wide range of professional learning and networking opportunities across all English-medium schools that include Welsh language development for practitioners, whole-school leadership of Welsh, support, and networking opportunities for post sabbatical practitioners.

**Where do we aim to be within the first five years of this plan and how we propose to get there?**

- There will be annual monitoring of transfer rates and actions identified and reported to WEF.
- Improved retention and transition rates may impact on this outcome during the first five years of this plan. This will be monitored closely by local authority officers and the WESP co-ordinator.
- Increase the number of learners remaining in Post-16.
- Evaluate blended/remote learning approaches within the first year of the WESP. There may need to be a greater emphasis on blended/remote learning approaches in the first instance to ensure that pupils are able to access a wider range of courses (where there is not capacity to teach certain specialist subjects through the medium of Welsh now).
- Raise awareness of the additional resources have been created by CSC specifically for Welsh speakers within the first year of the WESP. Schools could draw on as part of their blended/remote learning offer if schools are required to deliver through this medium.
- The local authority will work with secondary schools to coordinate the provision of Welsh as a subject in all settings. In Post-16, this is achieved via collaborations as most schools do not have viable numbers for a class. There could be a possibility that there is some virtual collaboration at Key Stage 4.

Working in collaboration with CSC the following areas will be addressed:

- ensuring high-quality teaching and learning in all Welsh-medium schools;
- increase in the number of pupils transferring from primary to secondary-ensuring high transition rates from all primary feeder schools;
- promote the benefits of Welsh-medium education with parents/carers and how parents/carers can support even if they don't speak Welsh at home;
- consider use of digital technology to increase qualification offer through the medium of Welsh for example explore e-sgol;
- develop collaboration with the Welsh-medium secondary sector to provide subject specific professional learning particularly in areas of Welsh-medium practitioner shortage;
- develop and implement a strategic marketing strategy to promote Welsh as an A-level subject (use of social media, past pupil/parent experiences, promote advantages);
- work with external providers and Welsh Government on any national initiatives to promote Welsh as an A-level subject; and
- consider use of digital technology to increase the qualification offer through the medium of Welsh.

#### **Where do we expect to be at the end of our ten-year plan?**

- This target will depend on current cohort numbers in the system. This outcome will be impacted by the extensive work that has been undertaken to attract early years into Welsh-medium provision. This will take time to come to fruition but should have been realised at the end of the ten-year plan.
- We would expect various pieces of work which would have been embedded such as:
  - introduction of immersion for latecomers;
  - opening of the new early years' settings should be embedded;
  - supporting parents to support their children.
  - training for education staff to learn Welsh; and
  - improve the Welsh language for teaching (for example, the Welsh Government sabbatical scheme).
- Collaboration between YGG Llangynwyd and Ysgol Llanhari will have proven successful. Through the 'hybrid' form of collaboration, YGG Llangynwyd would have explored the possibility to negotiate collaboration with schools in other local authorities.

## **Outcome 5**

## More opportunities for learners to use Welsh in different contexts in school

Since launching the Siarter Iaith in our Welsh-medium schools and the Siarter Iaith Cymraeg Campus in our English-medium schools, innovative work has been undertaken by the schools to increase the social use of Welsh within the whole school community.

### Siarter Iaith Cymraeg Campus (English-medium)

	Bronze	Silver	Gold
<b>Number of schools</b>	12	3	2

### Siarter Iaith (Welsh-medium)

	Bronze	Silver	Gold
<b>Number of schools</b>	4	4	

Ysgol Bryn Castell Special School and Maesteg School are currently involved in the Cymraeg Campus pilot for secondary schools.

CSC is in the process of reviewing both its business planning objectives and is undertaking a self-evaluation review. As part of both these activities, an evaluation of the project is taking place. CSC shares effective practice using a variety of sources including, twitter, CSC website and various communications.

There are various activities for children and young people to become engaged with to ensure that they can experience Welsh as a living language and within their communities. They are as follows:

- links with the Urdd (sporting, Eisteddfod, Glan Llyn, Llangrannog;
- visits into schools and regular sessions with Post-16, Cymraeg Bob Dydd);
- links with Menter Iaith Bro Ogwr, mostly with Post-16.
- school Eisteddfodau;
- Diwrnod Shwmae/Dydd Miwsig Cymru;
- trips – Tafwyl;
- visits/performances from Mr Phormula, Candela, Tudur Clocio;
- Welsh assemblies;
- encouragement and training for staff to use Welsh in their lessons as much as possible;
- awards given by the pupils to one member of staff per half-term for the most use of Welsh in lessons;
- extra merits for pupils for use of Welsh;



- use of Welsh Swogs who consult with the Welsh department on content of learning and then deliver a section of this to their form classes;
- Criw Cymraeg;
- use of social media to encourage parents to use some Welsh too; and the
- use of the “Athrawes Fro”

In 2021, BCBC used the Welsh Government Hwb Infrastructure Grant, to ensure all pupils attending Welsh-medium schools in Bridgend benefited from a one-to-one, pupil/device ratio.

In June 2021, Welsh-medium schools in Bridgend received the following number of Chromebook devices:

School	Number of Chromebook devices
Ysgol Gyfun Gymraeg Llangynwyd	544
Ysgol Gymraeg Bro Ogwr	128
Ysgol Y Ferch O'r Sgêr	160
Ysgol Cynwyd Sant	192
Ysgol Gynradd Gymraeg Calon y Cymoedd	96

The Welsh Government Hwb Infrastructure Programme has also been completed at all the above schools, so they are benefitting from new Aruba switches and improved WiFi access points.

**Where do we aim to be within the first five years of this plan and how we propose to get there?**

- We will work with English and Welsh-medium schools to analyse how much time is allocated to Welsh in school, this will be completed in the first year of the WESP.
- We will use the results of the Workforce linguistic skills audit to analyse and strengthen contact time learners receive Welsh in English-medium schools.
- A sub-group of the WESP will be established to drive this area of work forward. Monitoring school development plans (SDPs) will be at the core of this activity.
- The Curriculum for Wales (Welsh Government, December 2021) guidance will play an important part of the development of this work.
- Mapping of what is available from, for example Urdd, Menter Iaith and ensure that there is good publicity is important. Youth workers and the Youth Council

will be involved in this area of work to ensure that the local authority has the voice of children and young people at the core of this development. An important aspect of this work will be to explore opportunities within communities.

- Develop an early engagement model of support for non-maintained settings in targeted areas to enhance children's early linguistic experiences.
- Professional learning and support for Welsh Language Immersion will be developed as well as resources to support the new curriculum.
- Language Charter data will be shared with the WEF for discussion.
- We will promote the resources which are on the Welsh Government website.
- All schools will be provided with a designated CSC lead officer to support Language Charter and Cymraeg Campus progress. Promote, support, challenge and accredit all schools to make progress with the Language Charter and Cymraeg Campus Awards. Evaluate and share best practice.
- The local authority and CSC will support English-medium primary and secondary schools to increase provision in Welsh by utilising the Cymraeg Campus Programme.
- Encourage the language development and engagement with parents. The local authority will continue to work collaboratively with RhAG as members of the WEF.

- Consider the support that YGG Llangynwyd could provide for English-medium schools. Also consider the peer-to-peer support from the Welsh-medium primary schools (for example Bore Coffi).
- Explore the development of the digital space for children and young people and an incentive to engage with the language (for example, Minecraft and Roblox).
- The local authority will ensure alignment with the Council's Five-Year Welsh Language Promotion Strategy 2021-2026. The lead officer is a member of the WEF thus ensuring partnership working and the compatibility of both strategies.
- Advice, professional learning, and resources will be provided to support schools to implement Welsh Across the Curriculum thus increasing the amount of learning provision offered. The sharing of good practice across the region in a variety of ways (for example, webinars, podcasts, blogs and learning walks).
- Provide advice, professional learning and resources to specific English-medium schools identified to increase the percentage of the curriculum taught through the medium of Welsh.

**Where do we expect to be at the end of our ten-year plan?**

- All schools within Bridgend County Borough Council would have achieved the Gold status of Siarter Iaith and Siarter Iaith Cymraeg Campus.

## Outcome 6

### **An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018**

BCBC has been fully involved and compliant with the preparation for the implementation of the Additional Learning Needs and Educational Tribunal Act (ALNET) (Wales) 2018 for September 2021. The Council will ensure that all necessary steps are taken to continue to comply with the ALNET Act in providing a bilingual system of ALN provision and support the 0 to 25 age range in line with the ALNET Act.

The Additional Learning Needs Code for Wales 2021 places a duty upon a local authority to keep additional learning provision (ALP) under review. The Council will consider the extent to which these arrangements are sufficient to meet the ALN of children and young people for whom we are responsible.

BCBC has taken a proactive approach to reviewing their current position to respond to changes in demand and to make services fit for purpose in terms of addressing the current and future needs of children and young people with ALN. Following a procurement exercise, Peopletoo were commissioned in March 2020 by BCBC to undertake the Additional Learning Needs Strategic Planning Provision Review.

The review sought to:

- identify the current ALN needs of the school population and current ALN provision in Bridgend's 59 schools and pupil referral unit (PRU);
- project the likely future ALN need (demand) and future provision to meet those needs (supply);
- identify any gaps in provision;
- explore the need for a BCBC ALN pupil database;
- (if applicable) propose alternative models to meet the likely future ALN demand; and
- identify the required budget for possible options identified from the ALN provision review.

The review concluded in autumn term 2020. The local authority recognises its statutory responsibility in continually analysing demand and planning for appropriate provision to meet the needs of all learners with an ALN.

One of the recommendations from the review was improving the breadth of and responsiveness of provision. In relation to Welsh-medium, the recommendation is to review and revise the model of Welsh-medium moderate learning difficulties

(MLD) provision to ensure that the approach is equitable to English-medium provision.

A report was submitted to Cabinet in December 2021 for permission to consult with the proposal to open a MLD learning resource centre (LRC) at Ysgol Cynwyd Sant in autumn term 2022. The outcome of the consultation was reported to Cabinet on 14 June 2022 and approval was given to proceed to a Public Notice.

LRCs were opened at Ysgol Gynradd Gymraeg Calon Y Cymoedd in 2019 and Ysgol Gyfun Gymraeg Llangynwyd in 2018 for pupils with a diagnosis of autistic spectrum disorder (ASD). This means that if a pupil has a diagnosis of ASD and speaks Welsh, then that pupil can continue education through the medium of Welsh. This meets the demand for places.

There is currently a sensory review being undertaken across CSC to consult upon establishing a regional sensory service. The local authority is committed to consider any provision with neighbouring local authorities.

The opening of an observation and assessment class is proposed to open in conjunction with the school modernisation programme and plans for Ysgol Gymraeg Bro Ogwr.

There are local authority officers who work with and support children and young people through the medium of Welsh. There are, for example, specialist teachers, educational psychologists, learning support officers (LSOs) and special needs support assistants (SNSAs) who speak Welsh.

#### **Where do we aim to be within the first five years of this plan and how we propose to get there?**

- The ALN Strategic Planning Review Board will conclude its work by April 2023.
- Subject to the outcome of the Public Notice the MLD LRC at Ysgol Cynwyd Sant will open within the first year of the WESP.
- The observation and assessment class at Ysgol Gymraeg Bro Ogwr will open in conjunction with the proposal through the School Modernisation Programme.
- Secondary Welsh MLD provision and recommendation taken forward following the review.
- The sufficiency of the ALP in Welsh and the size and capability of the workforce which also involves consideration of the Welsh-medium workforce.
- We will analyse demand, utilising data to develop and plan for ALN provision in during the first five years of the WESP.
- There will be regular analysis of data, setting of targets and annual WESP monitoring reported to WEF.

- We will ensure all reasonable steps are taken for all learners with ALN or emerging needs to access support from the local authority's mainstream schools, special schools and advisory services through the medium of Welsh to ensure that there is full compliance with the ALNET Act 2018 and a bilingual system for pupils with ALN.
- There will be an analysis undertaken during the first year of the WESP of ALN staffing and any gaps identified utilising SWAC data.
- During the first year of the WESP options will be considered to build specialist experience and knowledge amongst our Welsh-medium Workforce in partnership with our special schools. Secondment opportunities for Welsh secondary teachers to Special Schools will be considered.
- During the first year of the WESP consideration will be given to seconding Welsh secondary teachers to Special Schools within Bridgend.
- A strategic overview of workforce linguistic skills across all schools will be in place.
- Recruit and develop specialist staff to meet the growth and change in provision which will include early years and childcare.
- In collaboration with CSC, curriculum provision and resources will be appropriate for any pupil with ALN in both Welsh-medium and English-medium schools.
- Work in partnership with the Social Services and Wellbeing Directorate and Bridgend College to ensure appropriate additional learning provision and essential workforce.
- Ensure that parents and carers are fully engaged through the various forums and consultation meetings which are in the local authority. Appropriate, accurate and timely information is on the Council website.

#### **Where do we expect to be at the end of our ten-year plan?**

It is the local authority's commitment that any child or young person who speaks Welsh and has an ALN requiring an ALP, will be able to continue their education through the medium of Welsh.

## Outcome 7

### Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

In Bridgend, 144 teachers work in Welsh-medium schools (10.9%) and a further 80 teachers can work in a Welsh-medium school (6%). There are also 352 teachers working in English-medium schools teaching Welsh (26%). A total of 43% of teachers, either work or able to work and teach Welsh in schools in Bridgend. The % of teachers in Welsh-medium schools as a % of all teachers in Bridgend is 8.17%.

## School workforce annual census (SWAC) - 2020

## Number of Staff and their Welsh Language Ability

	Welsh Language Ability							Total
	No Skills	Entry Level	Foundation Level	Intermediate Level	Advanced Level	Proficient Level	Info Not Obtained	
ALL PRIMARY SCHOOLS	9	185	244	75	27	84	2	626
ALL SECONDARY SCHOOLS	233	161	80	20	28	139	11	672
SPECIAL SCHOOLS	18	25	13	3	2	4		65
PRU	5	7	5		1			18
WELSH PRIMARY SCHOOLS					4	45		49
WELSH SECONDARY SCHOOL				1	3	52		56

## Number of Staff and their Teaching/working in Welsh

	Teaching/working in Welsh				Total
	Teaching/working in Welsh in current post	Able to teach/work in Welsh but not	Unable to teach/work in Welsh	Teaching Welsh as subject only	
<b>ALL PRIMARY SCHOOLS</b>	<b>53</b>	<b>40</b>	<b>198</b>	<b>335</b>	<b>626</b>
No Skills			8	1	
Entry, Foundational, Intermediate	2	10	189	303	
Advanced, Proficient	51	30		30	
Info Not Obtained			1	1	
<b>ALL SECONDARY SCHOOLS</b>	<b>90</b>	<b>34</b>	<b>492</b>		<b>616</b>
No Skills		1	232		
Entry, Foundational, Intermediate	1	10	249		
Advanced, Proficient	89	23			
Info Not Obtained			11		
<b>SPECIAL SCHOOLS</b>	<b>1</b>	<b>5</b>	<b>42</b>	<b>17</b>	<b>65</b>
No Skills			18		
Entry, Foundational, Intermediate	1		24	16	
Advanced, Proficient		5		1	
<b>PRU</b>		<b>1</b>	<b>17</b>		<b>18</b>
No Skills			5		
Entry, Foundational, Intermediate			12		
Advanced, Proficient		1			
<b>WELSH PRIMARY SCHOOLS</b>	<b>49</b>				<b>49</b>
Advanced, Proficient	49				
<b>WELSH SECONDARY SCHOOL</b>	<b>56</b>				<b>56</b>
Entry, Foundational, Intermediate	1				
Advanced, Proficient	55				



CSC offers a significant professional learning offer to teaching and support staff across Bridgend. There is no cap on the numbers attending from each school. It is for schools, through their own evaluation and improvement activities to decide on how many staff should attend. All schools are encouraging student placements in their schools which will also be a way of possibly recruiting those staff. Welsh-medium headteachers are proactively seeking students in colleges as they are finishing their courses.

Linking with the Council's Welsh Language Standards Five-Year Strategy to maintain the number of Welsh speakers in Bridgend, the Welsh Language Standards Five-Year Strategy has been reviewed on an annual basis. The latest review shows the range of actions that have been taken to raise awareness and promote the use of Welsh language across the county borough. For example, there are a range of learning and development opportunities available to all employees, to improve language skills as well as raise their awareness of the language, including e-learning and courses to improve Welsh language skills. A new five-year plan has been in place since September 2021. In recruiting to Welsh posts, adverts are also signposted on Menter Bro Ogwr's website.

There has been an impact on workforce planning and development because of the pandemic. Since August 2020, all training has been delivered remotely. The numbers who have accepted remote training will be analysed to ascertain if this would be a preferred method of training or if a blended approach would be beneficial.

In relation to Welsh Language courses, the local authority continues to offer Cwrs Mynediad Year 1 qualification through the University of South Wales and the Welsh Language Meet and Greet courses to all local authority staff twice a year. The local authority has also offered Work Welsh for the first time in 2020-2021 (as an initial pilot) delivered by the National Centre for Learning Welsh. This will be evaluated, and the outcomes incorporated into future planning. We also continue to support employees to access Welsh courses in the community under the Welsh Language Protocol. Therefore, take up this year for Welsh Language is very similar to last year's figures in terms of qualifications offered.

A number of our English-medium schools have benefited from the Welsh language sabbaticals. Since 2019, 13 primary school teachers have been supported to undertake the Welsh in a Year, entry level and intermediate level courses. They are:

**Welsh in a Year - September 2019 – August 2020**

- Garth Primary School
- St Mary's and St Patrick's Catholic Primary School
- Nottage Primary School x 2
- Llangynwyd Primary School

**Welsh in a Year - September 2020 – August 2021**

- Newton Primary School
- Betws Primary School

**Entry - January 2020**

- Pencoed Primary School x 5
- St Mary's and St Patrick's Catholic Primary School

Some other schools applied for the intermediate course during summer term 2020 but due to the pandemic, this had to be deferred until Summer 2021. The intermediate course is new to the sabbatical course package and is aimed at teachers who have already undertaken one of the sabbatical courses in the past, but who may have lost confidence due to lack of opportunity to use their skills.

The following schools applied:

- Trelales Primary School
- Betws Primary School
- Pencoed Primary School

The format of the sabbatical changes each year depending on Welsh Government funding and priorities. Teachers and support staff have access to sabbaticals at various points and by various models, for example for a full year, term and blended learning. Currently the sabbatical is for a whole year for teachers.

The Welsh Government published in May 2022 its 10-year plan to increase the number of school staff who can teach through the medium of Welsh. The plan includes several actions, including to:

- support Welsh-speaking graduates studying in England to return to Wales to prepare to teach;
- expand the range of secondary subjects available for people who are in employment and want to train to teach;
- provide support for undergraduates to have experience of being in a classroom, as a pathway into teaching;
- pilot a bursary scheme to retain Welsh-medium teachers in secondary schools;
- pilot gap-year teaching assistant placements for school-leavers.

We understand that In order to achieve the targets for increasing the number of learners in Welsh-medium education, we need a partnership approach to planning the workforce Needs. We commit to using the data sources available to us to understand trends in the demand for Welsh-medium teachers. This will require projecting annual transition rates of learners from primary to secondary education and looking at trends in terms of number of teachers moving into leadership roles, moving schools or leaving / retiring from the profession. Additional staff would be required to support all the new school commitments in the 10-year plan. This would need to be prepared for in advance.

**Where do we aim to be within the first five years of this plan and how we propose to get there?**

The following activity will be undertaken by the local authority, CSC, and partners and in partnership with the Welsh Government to identify and support the development of the workforce.

- There will be regular analysis of data, monitoring and target setting to inform planning. There will be annual monitoring of the WESP.
- We will establish a training and apprenticeship sub-group of WESP, using the relevant data, will write a detailed plan in relation to upskilling staff
- Monitor those schoolteachers who can teach through the medium of Welsh and look at the reasons why teachers leave Welsh-medium schools and introduce a questionnaire/exit interview. Monitor and evaluate trends in both teaching and support staff retention.
- Bridgend will work closely with other local authorities in CSC in planning and supporting school staff across all sectors to further improve their Welsh language Skills through professional learning opportunities, resources, the sharing of good practice, and bespoke support to individual or groups of schools across the region.
- Consider the aims and objectives of the WESP when regarding the Welsh-medium education standards of its schools.
- The local authority will be in a better position to identify and respond to our Welsh-medium workforce needs by:
  - Using school workforce census data on an annual basis to support workforce planning.
  - use local knowledge and information gathered from CSC's Improvement Partner to supplement census data.
  - undertake an analysis to understand trends in vacancies and the vacancies that are required.
  - consider the training and succession planning of learning support assistants (LSAs).

- ensure that staff from Welsh-medium schools are applying for relevant national leadership development programmes including the Aspiring Headteacher Programme leading to National Professional Qualification Headteachers (NPQH) qualification.
- monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates.
- continue to work closely with initial teacher education (ITE) partnerships to support student teachers and to ensure that Welsh-medium schools are identified as lead, training, or placement schools.
- analysis of the Language Framework data as a baseline for improvement required will be undertaken.
- continue to work with external partners to promote initiatives on routes into teaching and share any relevant information with schools.
- professional learning and support to newly qualified teachers (NQT) teachers will be provided particularly through the role of regional induction mentors.
- Welsh Language Development professional learning at various levels will be provided;
- provide post-sabbatical support for practitioners engaged with sabbatical programmes; and
- provide advice, support, and guidance to schools on how to accurately reflect the Welsh language skills of staff.
- support local, regional, and national programmes for Welsh Language development by providing advice, professional learning, and support to practitioners to acquire and improve their Welsh Language skills. This will increase the capacity of teachers and support staff able to teach Welsh and through the medium of Welsh across all sectors.

**Where do we expect to be at the end of our ten-year plan?**

- The local authority has set a target of 300 reception places being available for Welsh-medium learners by the end of the plan period, which is an additional 138 additional pupil places.
- The 300 reception places equate to 10 forms of entry, and the aim is to ensure those places are filled. By continually keeping our Welsh-medium Workforce needs under review, the local authority will be in a better position prepare for the additional staff required over the to the 10-year period.



This page is intentionally left blank



**Bridgend County Borough Council**  
**Welsh in Education Forum**  
**Terms of reference – (September 2022 to 31 August 2024)**

**1. Introduction**

- 1.1 Bridgend County Borough Council (BCBC) is committed to the promotion of Welsh language skills to support bilingualism, underpinned by the principles of inclusion and equal opportunity.
- 1.2 In 2017, Welsh Government launched Cymraeg 2050, outlining a commitment to achieve one million Welsh speakers across Wales by 2050. The Welsh in Education Strategic Plan (WESP) plays a vital role in supporting the Welsh Government's long-term plan for the Welsh language. BCBC has been set a target by the Welsh Government to increase the number of Year 1 learners receiving Welsh-medium education from 7.6% (PLASC 2019-2020) to between 14% and 18% within the next 10 years. BCBC's new WESP is due to commence in September 2022.
- 1.3 To assist in reaching this target, BCBC will:
- promote and maintain strong links with pre-school Welsh-medium providers;
  - promote the benefits of bilingualism to parents to support the dissemination of information to parents and carers across the county borough;
  - facilitate effective transition through educational phases and stages;
  - support those pupils in English-medium schools to be given the opportunity to sit an accredited examination in Welsh at the end of Key Stage 4;
  - support children and young people with additional learning needs (ALN) to receive linguistic equality of opportunity in terms of Welsh-medium education;
  - facilitate access to high-quality teacher training to support the development of the Welsh language;
  - ensure that every post is subject to an assessment to determine Welsh-language requirements prior to recruitment; and
  - provide opportunities to nurture Welsh language skills.

**2. Welsh in Education Strategic Plan**

- 2.1 The School Standards and Organisation (Wales) Act 2013 introduced a statutory obligation for local authorities to prepare and submit Welsh in

Education Strategic Plans (WESPs) to Welsh Government. The purpose of the WESP is to:

- make local authorities accountable to Welsh Government for planning Welsh-medium and Welsh-language education provision;
- illustrate the current situation, outline appropriate activities, and demonstrate improvement; and
- demonstrate clear progress over three years in each local authority and consortium area towards achieving the WESP targets.

2.2 The WESP is aligned to the targets set out in Cymraeg 2050: A million Welsh speakers. The local authority is required to report to the Welsh Government on progress made in meeting its WESP targets. This is in the form of an annual review report.

- Outcome 1: More Nursery children/three-year-olds receive their education through the medium of Welsh
- Outcome 2: More Reception class children/five-year-olds receive their education through the medium of Welsh
- Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another
- Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
- Outcome 5: More opportunities for learners to use Welsh in different contexts in school
- Outcome 6: An increase in the provision of Welsh-medium education for pupils with ALN in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

2.3 The WESP aligns with local and national priorities in the following ways:

- BCBC's Welsh Language Promotion Strategy 2021-2026 and the WESP outline how they will raise the profile of the Welsh Language and culture. The WESP is referred to within this strategy and the lead for the strategy within BCBC is a member of WEF.
- The Welsh Government's Welsh Language Act 1993 and the WESP share the principle, so far as is appropriate in the circumstances and reasonably practicable that the Welsh and English languages should be

treated equally in the conduct of public business. The Head of Welsh in Welsh Government's Education Planning Branch is a member of Bridgend's WEF.

- Central South Consortium Welsh-medium education policy. Central South Consortium policy aligns with the WESP in the drive for learners to become increasingly bilingual and for the workforce to be upskilled with their Welsh language skills. The Strategic Lead for Welsh at Central South Consortium is a member of Bridgend's WEF.

2.4 The WESP is a Bridgend County Borough Council Corporate Priority and features within the Education and Family Support Business Plan. The Corporate Director Education and Family Support provides regular updates in respect of the WESP's progress to the Corporate Management Board.

### **3. Welsh in Education Forum (WEF)**

3.1 Welsh Government also sets out a requirement for each local authority to work in partnership with its Welsh in Education Forum (WEF) in the preparation, implementation, and evaluation of its WESP.

3.2 The WEF provides a formal channel of communication between BCBC, its maintained schools and other partner organisations that have an interest in Welsh-medium education in Bridgend on matters relating to the WESP.

3.3 In particular, the WEF will:

- act as a consultative group for the development of the WESP;
- support the implementation of the WESP;
- advise on the provision of Welsh-medium education and act as a consultative group for further developments; and
- provide advice to the local authority in respect of the WESP.

3.4 The WEF's terms of reference will be reviewed on a biennial (that is, every two years) basis.

### **4. Collective responsibility**

4.1 The WEF assumes that all those attending meetings agree by their presence that they will:

- listen to and respect the views and experiences of other people contributing, allowing others to have equal opportunity and time to share their opinions when contributions are asked for;
- challenge ideas not individuals or their opinions and respect all present as professionals in their field; and

- agree that any recommendation reached by most of the group, once made, is to be accepted as the recommendation of the forum, although a request to the chair can be made to record a different opinion.

## **5. Membership**

5.1 Membership of the WEF shall be as follows:

### **BCBC officers**

- Group Manager - Learner Support (Chair)
- Corporate Director - Education and Family Support
- Cabinet Member (Education)
- Finance Officer
- Principal Advisor Employee Relations
- Schools Programme Manager
- Group Manager - Business Support
- Group Manager - School Support
- Early Years and Childcare Manager
- Family Information Service and Childcare Development Officer
- Consultation Engagement and Equalities Manager
- WESP Coordinator

### **BCBC schools**

- Welsh-medium headteacher representatives x 2
- English-medium headteacher representatives x 2
- Welsh-medium chair of governors representative x 1
- English-medium chair of governors representative x 1
- Welsh-medium teacher representative x 1
- English-medium teacher representative x 1

### **Partners**

- Welsh for Adults (Glamorgan) representative x 1
- Menter Bro Ogwr representative x 1
- Mudiad Meithrin Cymru representative x 1
- Central South Consortium representative x 1
- Rhieni dros Addysg Gymraeg (RhaG) representative x 1
- Urdd Gobaith Cymru representative x 1
- Further education representative x 1
- Higher education representative x 1
- Welsh Government representative x 1

## **6. Sub-groups**

6.1 The WEF has agreed to establish several sub-groups to support the delivery of the WESP. The promotion of Welsh-medium education, and how demand

can be stimulated to achieve the targets outlined in the WESP, as well as the Council's Welsh Language Strategy 2021-2026 will be key considerations.

- 6.2 All sub-groups will be reviewed and agreed at the meeting of the WEF in autumn term 2022. Any sub-group established through the WEF will be supported by its own, individual terms of reference. Each sub-group will meet at least a fortnight before the WEF and all minutes will be circulated with the WEF agenda in advance of the WEF.
- 6.3 The chair of each sub-group will be agreed by the WEF and will be expected to provide regular updates at each WEF meeting.
- 6.4 The current sub-groups of the WEF are as follows:
- Welsh Language Steering Sub-Group
  - Welsh-medium Childcare Sub-Group
  - Training and Apprenticeships Sub-Group
  - Geographical Assessment Sub-Group
  - School Modernisation Capital Investment Sub-Group
  - Welsh-medium Secondary School Band C Provision Sub-Group
- 6.5 WEF members will contribute to the promotion of the Welsh language and Welsh-medium and English-medium education through the sub-group which will be established in autumn term 2022.

### **7. Term of office**

- 7.1 Each member of the WEF shall be appointed on a biennial basis (that is, in the first instance, for the period 1 September 2022 to 31 August 2024).
- 7.2 Members may be re-appointed at their term of office.

### **8. Removal of members**

- 8.1 Membership shall end when a WEF member ceases to hold the office for which they initially became eligible for appointment.

### **9. Meetings**

- 9.1 The WEF will meet three times a year, once each school term. Arrangement of sub-group meetings can more flexible. However, where possible, meetings should align with the termly WEF.
- 9.2 Additional meetings may be called, if necessary, at the discretion of the chairperson. At least five working days' notice of a meeting of the WEF will be given in writing to members, except in the case of an emergency.
- 9.3 Papers will be provided to WEF members five working days in advance of each meeting.
- 9.4 All meetings of the WEF, and its sub-groups, will be supported by appropriate translation facilities.
- 9.5 BCBC will provide the secretariat function for all meetings.

9.6 Meetings will be cancelled at the discretion of the chairperson if necessary.

**10. Appointment of the chairperson**

10.1 The chairperson of the WEF will be the Group Manager (Learner Support) who holds strategic responsibility for the WESP.

10.2 If the Group Manager (Learner Support) is not available, the meeting will be chaired by the Corporate Director (Education and Family Support).

**11. Confidentiality**

11.1 Information of a confidential nature may, on occasion, be given to members of the WEF to assist their understanding of the matter under discussion.

11.2 Members of the WEF must observe the confidentiality of such information.

**12. Alternative members**

12.1 In the event of being unable to attend, an appropriate substitute may be nominated to represent their respective sectors.

**13. Other members**

13.1 Officers of the local authority and expert advisors will be invited to attend meetings to provide support and advice as required. Others may be invited with observer status if agreed by the chairperson.

**14. Quoracy**

14.1 This is not applicable as the WEF is not a decision-making body.

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

1 DECEMBER 2022

### REPORT OF THE CHIEF OFFICER - LEGAL & REGULATORY SERVICES, HR AND CORPORATE POLICY

#### FORWARD WORK PROGRAMME UPDATE

#### 1. Purpose of report

1.1 The purpose of this report is to:

- a) Present the Committee with the Forward Work Programme (**Appendix A**) for consideration and approval;
- b) Request any specific information the Committee identifies to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Request the Committee to identify whether there are presently any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3;
- d) Present the Recommendations Monitoring Action Sheet (**Appendix B**) to track responses to the Committee's recommendations made at the previous meetings;
- e) Advise that the Committee's updated Forward Work Programme and Recommendations Monitoring Action Sheet will be reported to the next meeting of Corporate Overview and Scrutiny Committee (COSC).

#### 2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
- **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently

as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

### **3. Background**

- 3.1 The Council's Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee.
- 3.2 The Council's Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard to the Council's Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to have oversight.

#### Best Practice / Guidance

- 3.3 The Centre for Governance and Scrutiny's (CfGS) Good Scrutiny Guide recognises the importance of the Forward Work Programme. In order to 'lead and own the process', it states that Councillors should have ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be coordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.
- 3.4 Forward Work Programmes need to be manageable to maximise the effective use of the limited time and resources of Scrutiny Committees. It is not possible to include every topic proposed. Successful scrutiny is about looking at the right topic in the right way and Members need to be selective, while also being able to demonstrate clear arguments for including or excluding topics.
- 3.5 The CfGS guide to effective work programming 'A Cunning Plan?' makes the following reference to the importance of good work programming:

*'Effective work programming is the bedrock of an effective scrutiny function. Done well it can help lay the foundations for targeted, incisive and timely work on issues of local importance, where scrutiny can add value. Done badly, scrutiny can end up wasting time and resources on issues where the impact of any work done is likely to be minimal.'*

#### Forward Work Programme

- 3.6 Following the approval of the schedule of Scrutiny Committee meeting dates at the Annual Meeting of Council on 18 May 2022, the scheduling of standing statutory reports to Scrutiny Committees upon: the Medium Term Financial Strategy, Performance, the Corporate Plan, Budget Monitoring, etc. were mapped to the appropriate timed COSC meeting dates into a draft Forward Work Programme.
- 3.7 The draft Forward Work Programme for each Scrutiny Committee has been prepared using a number of different sources, including:
  - Corporate Risk Assessment;
  - Directorate Business Plans;



- Previous Scrutiny Committee Forward Work Programme report topics / Minutes;
- Committee / Member proposed topics;
- Policy Framework;
- Cabinet Work Programme;
- Discussions with Corporate Directors;
- Performance Team regarding the timing of performance information.

3.8 There are items where there is a statutory duty for Policy Framework documents to be considered by Scrutiny, e.g. the MTFS including draft budget proposals scheduled for consideration in January 2023, following which the COSC will coordinate the conclusions and recommendations from each of the Subject Overview and Scrutiny Committees in a report on the overall strategic overview of Cabinet’s draft Budget proposals to the meeting of Cabinet in February 2023.

3.9 An effective FWP identifies the issues that the Committee wishes to focus on during the year and provides a clear plan. However, at each meeting the Committee will have an opportunity to review this as the Forward Work Programme Update will be a standing item on the Agenda, detailing which items are scheduled for future meetings and be requested to clarify any information to be included in reports and the list of invitees. The FWP will remain flexible and will be reported to each COSC meeting with feedback from each SOSC FWP and any updated information gathered from FWP meetings with Scrutiny Chairs and Corporate Directors.

#### **4. Current situation/proposal**

4.1 The Committee approved its Forward Work Programme at its previous meeting.

4.2 The Committee’s Forward Work Programme will also be reported to the Corporate Overview and Scrutiny Committee, for coordination and oversight of the overall FWP.

#### Identification of Further Items

4.3 The Committee is reminded of the Criteria Form which Members can use to propose further items for the FWP which the Committee can then consider for prioritisation at a future meeting. The Criteria Form emphasises the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation and to maximise the impact scrutiny can have on a topic and the outcomes for people. Criteria which can help the Committee come to a decision on whether to include a referred topic, are set out below:

#### Recommended Criteria for Selecting Scrutiny Topics:

**PUBLIC INTEREST:** The concerns of local people should influence the issues chosen for scrutiny;

**ABILITY TO CHANGE:** Priority should be given to issues that the Committee can realistically influence, and add value to;

**PERFORMANCE:** Priority should be given to the areas in which the Council is not performing well;

EXTENT: Priority should be given to issues that are relevant to all or large parts of the County Borough; or a large number of the Authority's service users or its population;

REPLICATION: Work programmes must take account of what else is happening in the areas being considered to avoid duplication or wasted effort.

Reasons to Reject Scrutiny Topics:

- The issue is already being addressed / being examined elsewhere and change is imminent.
- The topic would be better addressed elsewhere (and can be referred there).
- Scrutiny involvement would have limited / no impact upon outcomes.
- The topic may be sub-judice or prejudicial.
- The topic is too broad to make a review realistic and needs refining / scoping.
- New legislation or guidance relating to the topic is expected within the next year.
- The topic area is currently subject to inspection or has recently undergone substantial change / reconfiguration.

Corporate Parenting

- 4.4 Corporate Parenting is the term used to describe the responsibility of a Local Authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent', therefore all Members have a level of responsibility for the children and young people looked after by Bridgend.
- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.
- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Corporate Parenting Cabinet Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.
- 4.7 The Forward Work Programme for this Committee is attached as **Appendix A**.
- 4.8 The Recommendations Monitoring Action Sheet to track responses to the Committee's recommendations at the previous meeting is attached as **Appendix B**.
- 5. Effect upon policy framework and procedure rules**
- 5.1 The work of the Overview & Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Council's Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend.

## 6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

## 7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The Act provides the basis for driving a different kind of public service in Wales, with 5 ways of working to guide how public services should work to deliver for people. The following is a summary to show how the 5 ways of working to achieve the well-being goals have been used to formulate the recommendations within this report:

- Long-term - The approval of this report will assist in the planning of Scrutiny business in both the short-term and in the long-term on its policies, budget and service delivery.
- Prevention - The early preparation of the Forward Work Programme allows for the advance planning of Scrutiny business where Members are provided an opportunity to influence and improve decisions before they are made by Cabinet.
- Integration - The report supports all the wellbeing objectives.
- Collaboration - Consultation on the content of the Forward Work Programme has taken place with the Corporate Management Board, Heads of Service and Elected Members.
- Involvement - Advanced publication of the Forward Work Programme ensures that the public and stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

## 8. Financial implications

- 8.1 There are no financial implications directly associated with this report.

## 9. Recommendations

- 9.1 The Committee is recommended to:
- a) Consider and approve the Forward Work Programme attached as **Appendix A**;
  - b) Identify any specific information the Committee wishes to be included in the items for the next two meetings, including invitees they wish to attend;
  - c) Identify any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3 of this report;

- d) Note the Recommendations Monitoring Action Sheet to track responses to the Committee's recommendations made at the previous meetings, attached as **Appendix B**;
- e) Note that the Forward Work Programme, Recommendations Monitoring Action Sheet and any updates from the Committee will be reported to the next meeting of COSC.

Kelly Watson

**Chief Officer – Legal & Regulatory Services, HR and Corporate Policy**

25 November 2022

**Contact Officers:** Meryl Lawrence  
Senior Democratic Services Officer - Scrutiny

Lucy Beard  
Scrutiny Officer

Jessica McLellan  
Scrutiny Officer

**Telephone:** (01656) 643515 / 643613 / 643263

**Email:** [scrutiny@bridgend.gov.uk](mailto:scrutiny@bridgend.gov.uk)

**Postal address:** Democratic Services - Scrutiny  
Bridgend County Borough Council  
Civic Offices  
Angel Street  
Bridgend  
CF31 4WB

**Background documents:** None.

**Forward Work Programme  
Subject Overview and Scrutiny Committee 1:**

**APPENDIX A**

<b><u>Date of Meeting:</u></b>	<b><u>Report Topics:</u></b>
Monday 4 July 9.30am	<ul style="list-style-type: none"> <li>- Corporate Parenting Champion Nomination report;</li> <li>- Nomination to the Public Service Board Scrutiny Panel report;</li> <li>- Draft Outline Forward Work Programme</li> </ul>
Monday 12 September 2.30pm	Meeting postponed for national period of mourning
Monday 10 October 11am	Pupil Attendance, Exclusions, Health and Safeguarding
Thursday 1 December 11am	Welsh in Education Strategic Plan (WESP)
Thursday 19 January 11am	<p><b>Medium Term Financial Strategy 2022-23 to 2025-26 and Inflationary Pressures</b></p> <p>Curriculum for Wales and the New Framework for Evaluation, Improvement and Accountability</p>
Monday 13 March 11am	Early Help Service Pressures
Date to be scheduled	Upgrading of older school facilities that are not being replaced under School Modernisation and improving their energy efficiency in line with the 2030 Decarbonisation Agenda.
Date to be scheduled	English Language Schools' catchment areas / capacity.

This page is intentionally left blank

**Subject Overview & Scrutiny Committee 1**

**RECOMMENDATIONS MONITORING ACTION SHEET**

<b>Date of Meeting</b>	<b>Agenda Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Outcome</b>
4 July 2022	Corporate Parenting Champion Nomination	Councillor Tim Thomas was nominated to represent Subject Overview and Scrutiny Committee 1 as an invitee to meetings of the Cabinet Committee Corporate Parenting.	Scrutiny / Chief Officer – Legal and Regulatory Services, HR and Corporate Policy	<b>ACTIONED</b> – Membership of Corporate Parenting Cabinet Committee updated and formally reported to Cabinet 19 July 2022.
4 July 2022	Nomination to the Public Service Board Scrutiny Panel	Councillor Richard Collins was nominated to sit on the Public Service Board Scrutiny Panel.	Scrutiny	<b>ACTIONED</b> – Membership of Public Service Board Scrutiny Panel updated and initial Briefing session arrangements underway.
4 July 2022	Forward Work Programme Update	With regard to the Pupil Attendance, Exclusions, Health and Safeguarding report scheduled for the meeting on 12 September, the Committee wished to look at: <ul style="list-style-type: none"> <li>• Pupil wellbeing from an attendance perspective and support in schools from Education Welfare Officers;</li> </ul>	Scrutiny / Corporate Director – Education and Family Support	<b>ACTIONED</b> - Feedback provided to Corporate Director – Education and Family Support to include focussed aspects in the scope of this report.

		<ul style="list-style-type: none"> <li>• How the Free school meal programme is being rolled out in schools across the county borough.</li> <li>• What support schools are getting particularly for care experienced children and are there effective lines of communication between schools and social services support.</li> <li>• In relation to increased referrals to Information Advice and Assistance (IAA) within the Multi-Agency Safeguarding Hub (MASH), the way in which referrals from schools to IAA are dealt with and the support in the team (and requested representatives from IAA / CAMHS in relation to pupil attendance /safeguarding), for the September report.</li> </ul>		
4 July 2022	Forward Work Programme Update	<p>The Committee recommended:</p> <ul style="list-style-type: none"> <li>• Wellbeing be revisited within a suitable time frame to monitor progress and support.</li> <li>• Sight of the Corporate Management Dashboard for the Education Directorate on a quarterly basis at the appropriate time.</li> <li>• The Committee requested that Pupil Wellbeing be included and monitored as part of the Directorate Performance Dashboard in future.</li> </ul>	Scrutiny / Corporate Director – Education and Family Support	Acknowledgement of Recommendations circulated requesting response received and information being collated - to be provided.



10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee Recommended that the Local Authority considers whether it can make safeguarding training mandatory for School Governors.	Scrutiny / Corporate Director – Education and Family Support / Group Manager Vulnerable Groups Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee Recommended that the Local Authority conduct a review of school pickup times by contracted transport providers and the impact on the safeguarding and well-being of pupils and staff.	Scrutiny / Corporate Director – Education and Family Support / Group Manager, Business Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee Recommended that the consistency of schools’ links visits by Police Liaison Officers be escalated to ensure contact and input with all schools.	Scrutiny / Corporate Director – Education and Family Support / Group Manager Vulnerable Groups Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee Recommended that concern is expressed regarding communication delay when headteachers made safeguarding referrals and were	Scrutiny / Corporate Director – Social Services and Wellbeing /	<b>ACTIONED</b> – response and information circulated 23 November 2022.

		waiting to receive information that they needed to receive quickly.	Deputy Head of Children's Social Care	
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee Recommended that the positives of wellbeing support in schools be shared across the county borough as best practice.	Scrutiny / Corporate Director – Education and Family Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee Recommended that the Corporate Director - Education and Family Support be requested to raise at the next Regional Partnership Board meeting the need for consistent community communication from the Health Board and a consistent message to schools for communicating with parents regarding Covid, to clarify the rules for whether pupils should attend.	Scrutiny / Corporate Director – Education and Family Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee Recommended that the human resource challenges are addressed to enable provision of breakfasts in all schools, to meet the national legislative obligations set out by Welsh Government.	Scrutiny / Corporate Director – Education and Family Support / Group Manager, Business Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions,	The Committee Recommended that concern is expressed regarding grants for	Scrutiny / Corporate	<b>ACTIONED</b> – response and

	Health and Safeguarding	school uniforms being monetary rather than voucher where the money is not being spent on uniforms, due to the cost-of-living pressures and children were attending school in old clothing or not in uniform.	Director – Education and Family Support	information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee requested a response on what wellbeing support was available for pupils taking examinations. and what support and information pupils could access regarding the War in Ukraine.	Scrutiny / Corporate Director – Education and Family Support / Group Manager Inclusion and School Improvement	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee requested what support and information pupils could access regarding the War in Ukraine.	Scrutiny / Corporate Director – Education and Family Support / Group Manager Inclusion and School Improvement	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee requested the consistent themes / concerns regarding exclusions and pupil non-attendance in secondary schools in more granular detail and the support mechanism in place to support the families.	Scrutiny / Corporate Director – Education and Family Support / Group Manager	<b>ACTIONED</b> – response and information circulated 16 November 2022.

			Vulnerable Groups Support	
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee requested information regarding individual Schools' waiting lists for counselling.	Scrutiny / Corporate Director – Education and Family Support / Group Manager - Family Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee requested exclusions data represented by percentage of pupil population per school / area.	Scrutiny / Corporate Director – Education and Family Support / Group Manager Vulnerable Groups Support	<b>ACTIONED</b> – response and information circulated 16 November 2022.
10 Oct 2022	Pupil Attendance, Exclusions, Health and Safeguarding	The Committee requested data regarding the extent of behaviour linked to undiagnosed mental health and ADHD, to include the waiting times for ADHD diagnosis and CAMHS.	Scrutiny / Corporate Director – Education and Family Support / Group Manager Inclusion and School Improvement	<b>ACTIONED</b> – response and information circulated 16 November 2022.