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Bridgend County Borough Council



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Gofynnwch am / Ask for:

Ein cyf / Our ref:

Eich cyf / Your ref:

Dyddiad/Date: Friday, 5 April 2024

Dear Councillor,

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

A meeting of the Subject Overview and Scrutiny Committee 1 will be held in the Hybrid in the Council Chamber - Civic Offices, Angel Street, Bridgend, CF31 4WB/Remotely via Microsoft Teams on **Thursday, 11 April 2024 at 10:00**.

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 2014.
3. Approval of Minutes 3 - 22
To receive for approval the minutes of the Committee of 26/05/23, 11/09/23, 12/10/23 and 18/01/24.
4. Welsh in Education Strategic Plan (2022-2032) 23 - 272
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

Meurig Jones, Headteacher Ysgol Gyfun Llangynwyd
Sarah Gwen Richards, Headteacher Ysgol Cynwyd Sant
Neil Davies, Headteacher Mynydd Cynffig Primary School

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5. Annual Local Authority Scrutiny Report Central South Consortium 2022-23 273 - 364
Invitees:
- Councillor Jon-Paul Blundell – Cabinet Member Education
- Lindsay Harvey - Corporate Director – Education and Family Support
Nicola Echanis - Head of Education and Family Support
Susan Roberts – Group Manager (School Support)
- Clara Seery - Managing Director - Central South Consortium
Andrew Williams – Assistant Director – Central South Consortium
Darren Jones – Principal Improvement Manager – Central South Consortium
Natalie Gould – Assistant Director for Curriculum and Professional Learning
- Meurig Jones, Headteacher Ysgol Gyfun Llangynwyd
Sarah Gwen Richards, Headteacher Ysgol Cynwyd Sant
Neil Davies, Headteacher Mynydd Cynffig Primary School
6. Conclusions and Recommendations
7. Information Report for Noting - Adult Community Learning 365 - 376
8. Information Report for Noting - Quarter 3 Performance 2023-24 377 - 422
9. Forward Work Programme Update 423 - 458
10. Urgent Items
To consider any other items(s) of business in respect of which notice has been given in accordance with Rule 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.

Yours faithfully

K Watson

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

Councillors:

RJ Collins
M J Evans
H Griffiths
D M Hughes

Councillors

M Jones
J Llewellyn-Hopkins
I M Spiller
T Thomas

Councillors

JH Tildesley MBE
A Williams
AJ Williams
E D Winstanley

Registered Representatives

Angela Clarke - Church in Wales Representative
Samantha Lambert-Worgan - Parent Governor Special School

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - FRIDAY, 26 MAY 2023

MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
HELD IN HYBRID IN THE COUNCIL CHAMBER - CIVIC OFFICES, ANGEL STREET,
BRIDGEND, CF31 4WB ON FRIDAY, 26 MAY 2023 AT 11:00

Present

Councillor A Williams – Chairperson

RJ Collins
I M Spiller

M J Evans
T Thomas

D M Hughes
AJ Williams

J Llewellyn-Hopkins
E D Winstanley

Apologies for Absence

M Jones

Registered Representatives

None

Officers:

Lucy Beard
Rachel Keepins
Michael Pitman

Scrutiny Officer
Democratic Services Manager
Technical Support Officer – Democratic Services

Invitees:

Councillor Jon-Paul Blundell

Cabinet Member Education

Lindsay Harvey
Robin Davies
Susan Roberts
Michelle Hatcher
Gaynor Thomas
Mark Lewis
David Wright

Corporate Director Education and Family Support
Group Manager - Business Strategy and Performance
Group Manager – School Improvement
Group Manager – Inclusion
School Programme Manager
Group Manager - Integrated Working
Group Manager - Vulnerable Groups Support

Clara Seery
Natalie Gould

Managing Director - Central South Consortium
Assistant Director for Curriculum and Professional
Learning - Central South Consortium
Principal Improvement Manager – Central South
Consortium

Darren Jones

Mike Street
Nicole Goggin-Jones

Headteacher, Penyfai Church in Wales Primary
Headteacher, Nantffyllon Primary School

16. APPROVAL OF MINUTES

RESOLVED:

That the Minutes of the meetings of the Subject Overview and Scrutiny Committee 1 dated 10 of October 2022 and 19 January 2023 be approved as a true and accurate record.

17. EDUCATION AND FAMILY SUPPORT DIRECTORATE STRATEGIC PLAN 2023-2026

The Corporate Director, Education and Family Support presented the report, the purpose of which was to provide the Committee with an opportunity to view and comment on the draft Education and Family Support Directorate Strategic Plan 2023-2026.

The Chairperson thanked the Corporate Director, Education and Family Support and Invitees and Members discussed the following:

- The 15 strategic themes identified that underpin the three-year strategic plan, discussing:
 - The narratives of those themes
 - The success indicators: how they were measured accurately, and processes standardised for schools
 - The detail in the plan and how themes were achieved, and support increased
 - The understanding of the new curriculum
 - Collated data for comparison
 - Training of Officers
- Pupil attendance, absence levels, the ownership of attendance and the responsibility.
- School Governors statutory training modules and additional training available and whether more training should be mandatory.
- Backlog of maintenance work in some older school buildings, increases in utility bills and what support was available.
- Uplift in proficiency in the Welsh language among younger people and adults, the consideration of the introduction of Welsh medium catchment areas, the Local Authority's aspiration to drive up the number of learners in their Welsh medium schools and the provision of home to school transport.
- RAYG self-evaluation guidelines and how the status of each theme could improve over the course of the strategic plan's timeframe.
- The demand for counselling services for children and parents and the waiting times, expert support for these learners and the map and gap analysis undertaken to see what support was offered and identify any gaps.

The Chairperson advised that there were no further questions for the Invitees, thanked the Invitees for their attendance and, advised that they may leave the meeting.

RESOLVED: Following detailed consideration and discussions with Cabinet Members and Officers, the Committee made the following Recommendations:

1. Members expressed concern regarding the retention of school staff and their wellbeing. They discussed the importance of the support pupils received for their wellbeing and felt that staff wellbeing should be of equal priority. Members recommended that the narrative regarding the support for staff in ***T1 Pupil and staff wellbeing*** be strengthened to reflect this.

2. During discussions regarding pupil attendance and levels of absence, Members requested a breakdown of the reasons for and the numbers of absence and recommended that these be included in the Plan.
3. Members considered the success indicators relating to ***T2 Support for pupil behaviour, attendance, and exclusions*** and highlighted that assessing progress towards the achievement of the objective 'a reduction in fixed term and permanent exclusions' would only be meaningful if all schools were following the School Attendance Policy to ensure consistency. Members recommended there be a standardised Exclusion Policy referenced in the Plan to ensure assurance in the data provided and accurate measurement of the improvements.
4. Members recommended that there be more granular detail in the Plan on how the ambition for completion of the statutory training modules by School Governors could be measured annually and that a baseline be provided in the Plan to demonstrate the target to be achieved.
5. Members noted the plan to increase the support for parents with vulnerable children under ***T3 Support for vulnerable children and young people*** and recommended that there be more detail in the Plan to include how this was to be achieved, how the current support could be measured and how to ensure that the support increases in the future.
6. Members discussed how a video produced by Brynteg Comprehensive School in relation to ***T5 Curriculum for Wales and assessment*** gave a better understanding of the new curriculum and recommended that this be made available to other schools and to the Members themselves.
7. Members discussed the importance of the safeguarding training module for School Governors and made a recommendation to support the Directorate in advocating Welsh Government to consider making it a statutory requirement.
8. Members expressed concern regarding potential increased utility bills and impact on pupils, due to outdated facilities in existing older schools. Whilst Members noted that refurbishment and maintenance of older schools was within the remit of the Property Team and not the EFS Directorate, it was recommended that this should still be referenced in the Plan.
9. Members discussed ***T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education*** and felt that the objective appeared to be tailored towards younger learners and improving Welsh speakers and recommended the objective be expanded to include what was being done to promote and improve the use of the Welsh language in secondary schools.
10. Members expressed concern that without definitions of the three numbered parts in each stage of the RAYG (Red (unsatisfactory), Amber (adequate), Yellow (good) and Green (excellent)) statuses, it was difficult

to understand the criteria for the top, middle and bottom score in each RAYG status. Members recommended that the RAYG Self-evaluation guidelines be revisited and that a discussion take place with partners to ensure that the targets set were achievable, for example an ambition to achieve a rating of 8 by August 2026 from a current rating of 4 in **T2 Support for pupil behaviour, attendance, and exclusions** and 9 by August 2026 with the current rating of 6 in **T5 Curriculum for Wales and assessment** and other examples in the Plan.

The Committee requested:

11. A detailed breakdown of the individual grants once all grants were consolidated and available which was offered by Officers, in response to Members questions regarding the financial implications of the report including what external grants and capital funding were expected for 2023-24.
12. The anonymised data for the Food for Fun Programme collated from the previous year and the available data from this year, when available, for the Members of the Committee to compare, which Officers offered to provide to Members in response to Members' questions whether records had been kept of the participants of the Food and Fun programme within the 'Successes to date' and 'Improvement objectives' of **T1 Pupil and staff wellbeing**, and what the plans were going forward.
13. Figures and data regarding the length of waiting times for school-based counsellors, that Officers offered to provide in response to Members' concerns regarding the length of waiting list times for school-based counsellors, although Officers were not aware of the lists being significant.
14. Recent data from the annual monitoring undertaken by the Educational Psychology Service that Officers offered to provide in response to Members' referring to **T1 Pupil and staff wellbeing** in the report which outlined the well-established support from the Educational Psychology Service and highlighted the emotional and social wellbeing support role of Learning Support Assistants and their continued training, asking whether the roles were undertaken by dedicated staff and if every school had them.
15. Links from Central South Consortium regarding the staff wellbeing service funded by Welsh Government.
16. More information on when Officers expected to meet the objective in **T4 Support for children and young people with additional learning needs**, that 60 Additional Learning Needs Co-Ordinators would receive bespoke training to meet the needs of pupils.
17. In relation to **T11 Effective childcare and early years offer**, a timeline in relation to the Flying Start roll out and which childcare providers are included across the County Borough.

18. An update on recruitment of staff for school breakfast clubs and kitchens.

Forward Work Programme Proposals

Members requested the following be added to the FWP and consideration be given to their scheduling:

- An update on the Additional Learning Needs reform implementation once the evaluation has been undertaken.
- An update on the upgrading of existing school buildings – a list of options being compiled after area reviews are completed to be reported to the schools Modernisation Strategic Board and assessed.
- A report regarding ***T13 Meaningful adult learning in the community offer*** - the offer to be explored in more detail by the Committee along with, following inspection, the Adult Community Learning Partnership report due back in June 2023.
- Regulatory inspection reports reported to Governance and Audit Committee will be reported to the appropriate Scrutiny Committee six months later to monitor the implementation of recommendations from the reports and progress of resulting action plans.

Information report

Members expressed concern over the support for the wellbeing of children and felt it was responsible and proactive to have services in place and for them to be available in a timely manner for the children and parents who needed them. Officers advised there was a wide range of support available and discussed the Whole School Approach to emotional health and wellbeing that they had piloted in conjunction with the Health Board. This pilot was coming up for its second year so there would be data pilot analysis should the Committee wish to have an information report to consider if needed as a Forward Work Programme item.

18. **CORPORATE PARENTING CHAMPION NOMINATION**

The Scrutiny Officer presented the report which requested the Committee to nominate one Member as its Corporate Parenting Champion to represent the Committee as an invitee to meetings of the Cabinet Committee Corporate Parenting.

The Chairperson invited nominations, following which it was

RESOLVED: That Councillor Richard Collins be nominated to represent Subject Overview and Scrutiny Committee 1 as an Invitee to meetings of the Cabinet Committee Corporate Parenting.

19. **URGENT ITEMS**

None.

The meeting closed at 14:43.

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SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - MONDAY, 11 SEPTEMBER 2023

**MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
HELD IN HYBRID IN THE COUNCIL CHAMBER - CIVIC OFFICES, ANGEL STREET,
BRIDGEND, CF31 4WB ON MONDAY, 11 SEPTEMBER 2023 AT 11:00**

Present

Councillor A Williams – Chairperson

RJ Collins	M J Evans	H Griffiths	D M Hughes
M Jones	J Llewellyn-Hopkins	I M Spiller	T Thomas
AJ Williams	E D Winstanley		

Apologies for Absence

Councillors Martyn Jones and Tim Thomas advised that they would need to leave the meeting early.

Invitees:

Mark Lewis, Group Manager Family Support and Catherine Evans, Operational Manager, Youth Justice Services.

Registered Representative:

Lynsey Morris.

Officers:

Lucy Beard	Scrutiny Officer
Rachel Keepins	Democratic Services Manager
Michael Pitman	Technical Support Officer – Democratic Services

Invitees:

Councillor Jon-Paul Blundell	Cabinet Member Education
Christa Bonham - Griffiths	Strategic Manager – Youth Justice Service
Nicola Echanis	Head of Education & Family Support
Lindsay Harvey	Corporate Director Education and Family Support
Kevin Reeves	Operational Manager – Youth Justice Service

22. DECLARATIONS OF INTEREST

The following declared personal interests in Agenda Item 4, Youth Justice Service and Operational Plan:

Councillor Martyn Jones as a sitting Justice at Cardiff Magistrates Court.
Councillor Johanna Llewellyn-Hopkins as a Member of the South Wales Crime Panel.

23. APPROVAL OF MINUTES

RESOLVED: That the Minutes of the meeting of the Subject Overview and Scrutiny Committee 1 dated 13 March 2023 be approved as a true and accurate record.

24. YOUTH JUSTICE SERVICE AND OPERATIONAL PLAN

The Strategic Youth Justice Service Manager presented the report, the purpose of which was to update the Committee on the progress made regarding the combined recommendations, actions and developments outlined in its Youth Justice Plan for 2022-2023 and the priorities identified in the current Bridgend Youth Justice Service (BYJS) Youth Justice Annual Plan for 2023-2024.

The Chairperson thanked the Strategic Youth Justice Service Manager and Invitees and Members discussed the following:

- Detail in the report relating to the improvements of mental health links and the data that had been assessed, including:
 - Child and Adolescent Mental Health Services had representation on the Management Board.
 - Issues with referrals being resolved and cases being closed.
 - The Operational Problem-Solving Manager in place.
 - A more easily accessible single point of entry to access provision.
 - The Operational Child and Adolescent Mental Health Services (CAMHS) Consultant post due to be filled that would work directly with the Youth Justice Service.
- Assurances regarding the significant improvements made since the Recommendations made in the Inspection report of February 2022.
- The breakdowns of financial and staffing information relating to Bridgend Youth Justice Service (BYJS), provision from multi agency partners' budgets and financial obligations for partners with a statutory responsibility to deliver the plan
- Representation on the Youth Justice Service Board from the Police, Education, Probation, Health and Children's Social Care, as a legal obligation under the Crime and Disorder Act 1998, and specifically, the demand on the service requiring increased support from probation.
- The My Voice questionnaire statistics in particular the 64% of the 25 pupils who attended school, that were not enjoying it and that it would have been good to hear from school's perspectives regarding how they were supporting those individuals.
- Issues around recruitment across the County and the small pool of professionals for some roles which could be causing time delays and difficulties in terms of recruitment and assurance there was a dedicated team to ensure that there was a swift response to children in terms of assessment and planning, as well as the use of the wider service.
- The introduction of the trauma screening tool for every child entering the service, the screening to be achieved, how it is reviewed and the resource to review the processes.
- The existing national Key Performance Indicators and the additional ones set in April 2023 and the lack of measures or targets against them, how going forward the data and information is monitored to ensure the Youth Justice Service was performing.

The Chairperson advised that there were no further questions for the Invitees, thanked the Invitees for their attendance and, advised that they may leave the meeting.

RESOLVED: Following detailed consideration and discussions with Cabinet Members and Officers, the Committee made the following Recommendations:

1. That narrative be included in future reports to Scrutiny explaining why the budget table with a breakdown of the financial and staffing information in the Youth Justice Service Plan did not show financial support from the Probation and / or Health Services.
2. That the Committee write a letter to the Probation Service highlighting the increased demand on the Youth Justice Service (YJS) and requesting greater support given the statutory duty on the YJS to have a minimum of representatives from Police, Education, Probation, Health, and Children's Social Care.
3. That there be more engagement and liaising between schools and the Police and with a focus on prevention.
4. That a young person aged 18 plus but under 25 who has gone through the YJS be invited to sit on the BYJS Management Board to provide their insight on their experience of the YJS and possible improvements.
5. Given that there were recruitment issues across the whole of the organisation but recognised that there was a need to have adequate specialist staffing to conduct some of the trauma screening and strongly recommended they look to establish if what they currently had was sufficient, so they were going to be able to reach their performance targets and ensure young people are safeguarded.

The Committee requested:

6. A link to the Joint Inspection responses made by Care Inspectorate Wales.
7. More information regarding the reasons why 45% of children were not attending school referenced as reported from the My Voice questionnaires.

8. Data regarding the national Key Performance Indicators to be circulated to members to see the aspirations for each part of the service, and for measurement and performance monitoring of the Youth Justice Service.

More data on how many trauma screenings using the Trauma Recovery Model were outstanding, how often they would be reviewed and how the service would manage the staffing resource to achieve it.

25. **FORWARD WORK PROGRAMME UPDATE**

The Committee discussed the Forward Work Programme (FWP).

The Committee requested that it would be beneficial to have school representatives - Headteachers and Health Board representatives invited for the scrutiny of future reports on the Youth Justice service.

RESOLVED: The Committee approved the FWP in Appendix A, subject to the above comment, noted the Recommendations Monitoring Action Sheet in Appendix B and noted that the FWP, Recommendations Monitoring Action Sheet and any updates from the Committee would be reported to the next meeting of COSC.

26. **URGENT ITEMS**

None.

The meeting closed at 13:45.

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - THURSDAY, 12 OCTOBER 2023

**MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
HELD IN HYBRID IN THE COUNCIL CHAMBER - CIVIC OFFICES, ANGEL STREET,
BRIDGEND, CF31 4WB ON THURSDAY, 12 OCTOBER 2023 AT 11:00**

Present

Councillor A Williams – Chairperson

RJ Collins	M J Evans	H Griffiths	D M Hughes
M Jones	J Llewellyn-Hopkins	T Thomas	JH Tildesley MBE
AJ Williams	E D Winstanley		

Registered Representatives

Ms Angela Clarke	Church in Wales Representative
Ms Samantha Rachel Lambert-Worgan	Special School Parent Governor Representative

Officers:

Lucy Beard	Scrutiny Officer

Invitees:

Councillor Jon-Paul Blundell	Cabinet Member Education
Lindsay Harvey	Corporate Director – Education and Family Support
Mark Lewis	Group Manager - Integrated Working
Susan Roberts	Group Manager – School Improvement
Neil Arbery	Lead Officer, Strategic Development (Primary Sector)
Kathryn Morgan	Principal Educational Psychologist
Joanne Bendon	Whole School Approach to Health and Well-being Coordinator
Christina Morgan	CAMHS Senior Nurse
Michelle Joyner	Head, The Bridge Alternative Provision
Helen Jones	Headteacher, Maesteg School
Mike Stephens	Headteacher, Porthcawl Comprehensive School
Sarah Johns	Headteacher, Cefn Glas Infants
Carmen Beveridge	Headteacher, St Robert's
Ashley Howells	Headteacher, Archbishop McGrath Catholic High School

28. APOLOGIES FOR ABSENCE

Councillor Ian Spiller

Invitees:

Emma Davies, Early Intervention Locality Manager
Stuart Farrow, Assistant Headteacher, Archbishop McGrath

29. **DECLARATIONS OF INTEREST**

Councillor Amanda Williams – Personal – children attend a Bridgend County Borough Council School, Local Education Authority (LEA) Governor at two schools.

Councillor Heather Griffiths – Personal – Chair of Governors Coleg Cymunedol Y Dderwen and Granddaughter attends a Bridgend County Borough Council School.

Councillor Johanna Llewellyn-Hopkins – Personal – Governor at Cynffig Comprehensive School, a teacher and child attends a Bridgend County Borough Council School.

Councillor Melanie Evans – Personal – Child attends a Bridgend County Borough Council School, Governor at Croesty Primary and Pencoed Comprehensive School.

Councillor Tim Thomas – Personal – Governor at Coleg Cymunedol Y Dderwen and Brynmenyn Primary School and children attend Bridgend County Borough Council Schools.

Samantha Lambert-Worgan – Personal – Governor of Heronsbridge School and children attend Bridgend County Borough Council Schools.

30. **WHOLE SCHOOL APPROACH TO EMOTIONAL AND MENTAL WELLBEING**

The Whole School Approach to Health and Well-being Coordinator presented the report, the purpose of which was to update the Committee on the progress on the whole-school approach to emotional and mental wellbeing and provide background information on the statutory Welsh Government guidance document and how this had been implemented with Bridgend schools as a whole-school approach.

The Chairperson thanked the Officer and Invitees and Members discussed the following:

- The current position on the recruitment and retention of School Governors and exploring what could be put in place to support the recruitment and retention of School Governors in order to attract the best candidates in the communities to support schools.
- The Welsh Government Guidance and the support available, referred to in the report, the need for assurance that all governing bodies had the skills and ability to be able to monitor schools' performance in improving emotional health and mental well-being of both pupils and staff, and the Bridgend Governors Association which had restarted and gave all Governing Bodies the opportunity to come together, be involved and access training required.
- Concern over the loss of school support staff to higher paying vacancies that could offer a more blended working environment, whether employment routes could be made more attractive, and how the issue was being raised with the Minister and Welsh Government were looking at how this could be changed and how teachers could be recruited.
- The initial analysis of the self-evaluation process findings were about children and young people's emotional and mental well-being across the county borough, the national evaluation which had shown leadership and commitment to be a priority, the focus on staff well-being training and the impact of low morale on learners.
- Concern regarding the pressures on teachers which could result in absence due to stress and anxiety and what further support was needed from the Local Authority to support teachers and ensure their well-being.

- On a practical basis Schools adopting the sickness absence procedures consistently and the importance of recognising and valuing education as a public service.
- The lack of breakfast club facilities at some schools, which meant at times some of those most in need were not receiving breakfast and given the cost-of-living crisis and going into Winter it was imperative for children to receive breakfast.

The Chairperson advised that there were no further questions for the Invitees, thanked the Invitees for their attendance and, advised that they may leave the meeting.

RESOLVED: Following detailed consideration and discussions with Cabinet Members and Officers, the Committee made the following Recommendations:

1. That an audit of schools be undertaken to identify the significant level of School Governor vacancies along with an audit of School Governor skills to assist Members in understanding what can be done to attract more people with the right skills to becoming Community School Governors, and the outcome of the audits be made available to the Committee for information in the first instance.
2. That the Bridgend Governors' Association be requested to clarify that all School Governing Bodies are included on distribution lists for their upcoming meetings and that all Local Authority and Community Governors are circulated with the promotion of their upcoming training sessions.
3. That the Committee write a letter to Welsh Government requesting that more be done at a national level to raise the profile of / incentivise recruitment and retention of school support staff, as these important roles are significant in delivering requirements and ensuring well-being is at the forefront, however support staff are leaving to work in jobs outside the sector.
4. That the invaluable practice of requesting appropriate Headteacher Invitees to attend for the reports being considered by this Committee, be continued.

Information requested:

Following consideration and discussions, the Committee requested:

5. The document being constructed by Cwm Taf Morgannwg Public Health Team to analyse the Perform and Grow Programme linked to their self-evaluation tool, for Members to get an understanding of mental well-being across the county borough.
6. A breakdown of the Welsh Government: Whole-School Approach to Emotional and Mental Wellbeing Grant received by the Local Authority referred to in the report, to include:
 - a. The reasons for the increase in Activity funding during 2022-23 and the decrease in 2023-24.
 - b. What the funding provides, including how many sessions of counselling and if this is sufficient.
 - c. Whether there are any alternative funding streams for the Activities listed in the tables and whether they are adequately funded.
 - d. The Council's contribution towards the Activities listed in the tables.

7. The outcomes and evaluation of the review of the framework referred to in the report which was planned to ensure it was fit for purpose during late 2022.
8. Information regarding support mechanisms and the sickness absence procedures for staff and headteachers and their role in supporting the recruitment and retention of staff.
9. An update on those schools that did not have breakfast clubs and the plan going forward for their provision to ensure that all learners can receive breakfast, particularly given the cost of living and the colder weather.
10. The Committee requested an update on the timescale of the publication of the Welsh Government Home to School Transport review.

A copy of the recently published Welsh Government Guidance and summary relating to elective Home Education, that sets out the requirements and how the interface with local authorities and parents in this area works.

31. FORWARD WORK PROGRAMME UPDATE

Following detailed discussions, the Committee made the following recommendations:

- That the Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Services reports be brought forward to the 4th December meeting with the Additional Learning Needs (ALN) provision report to be moved to the Spring.

RESOLVED: The Committee approved the FWP in Appendix A, subject to the above, noted the Recommendations Monitoring Action Sheet in Appendix B and noted that the FWP, Recommendations Monitoring Action Sheet and any updates from the Committee would be reported to the next meeting of COSC.

32. URGENT ITEMS

None.

The meeting closed at 14:20.

SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 - THURSDAY, 18 JANUARY 2024

MINUTES OF A MEETING OF THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 HELD HYBRID IN THE COUNCIL CHAMBER - CIVIC OFFICES, ANGEL STREET, BRIDGEND, CF31 4WB ON THURSDAY, 18 JANUARY 2024 AT 11:00

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Present

Councillor A Williams – Chairperson

H Griffiths
AJ Williams

D M Hughes
E D Winstanley

I M Spiller

JH Tildesley MBE

Present Virtually

RJ Collins

M Jones

T Thomas

Apologies for Absence

M J Evans and J Llewellyn-Hopkins

Officers:

Mark Shephard
Carys Lord
Kelly Watson
Lindsay Harvey

Chief Executive
Chief Officer, Finance, Performance and Change
Chief Officer, Legal, HR and Regulatory Services
Corporate Director Education and Family Support

Nicola Echanis
Deborah Exton
Victoria Adams

Head of Education and Family Support
Deputy Head of Finance
Finance Manager, Budget Management: Communities, Education and Family Support

Lucy Beard
Lindsay Harvey
Rachel Keepins
Mark Shephard

Scrutiny Officer
Corporate Director Education and Family Support
Democratic Services Manager
Chief Executive

Cabinet Members

Councillor Huw David
Councillor Jane Gebbie
Councillor Hywel Williams
Councillor Jon-Paul Blundell

Leader of Council
Deputy Leader and Cabinet Member for Social Services and Health
Cabinet Member for Finance, Resources and Legal
Cabinet Member for Education

Invitees / Registered Representatives

Hannah Castle
Jonathan Lewis
Ms Angela Clarke
Ms Samantha Rachel Lambert-Worgan

Chair of Schools Budget Forum
Vice Chair of Schools Budget Forum
Church of Wales Registered Representative
Special School Parent Governor Representative

Declarations of Interest

Councillor Amanda Williams – Personal – Chair of Governors at Coety Primary School

37. Approval of Minutes

Decision Made	<u>Resolved:</u> That the minutes of a meeting of Subject Overview and Scrutiny Committee 1 dated 4 December 2023, be approved as a true and accurate record.
Date Decision Made	18 January 2024

38. Medium Term Financial Strategy 2024-25 to 2027-28

Decision Made	<u>Resolved:</u> Following consideration of the report and detailed discussion with Cabinet Members and Senior Officers the Committee made the following comments and recommendations: 1. SCH 1 In relation to the proposed reduction related to Schools Delegated Budgets of 5% in 2024-2025, Members expressed strong concerns over the size of the saving for the forthcoming

	year and the potential impact this would have on school budgets, with reports stating that this was unsustainable and would result in over 80% of schools within the County Borough going into deficit. Evidence provided by representatives of the School Budget Forum highlighted the recent significant increase of vulnerable learners that has been seen by all schools since the pandemic, more than has ever been seen before. It was reported that the impact of the proposed 5% reduction to school budgets, together with the further proposed reductions in support services, could severely affect vulnerable learners. a In order to lessen the impact as much as possible and enable schools more time to plan and prepare, the Committee recommend that the proposed saving of 5% be reduced and spread out across years 2, 3 and 4, starting with only a 2% reduction for 2024-25, followed by 2% for each year 2-4, thereby still making the overall 8% required. b To fill this budget gap, the Committee recommend that Cabinet consider utilising any potential funding the Authority might receive from Central Government relating to teacher pensions as well as revisit the proposed budget pressures of £11,856m and consider which ones could be postponed for 2024-2025. 2. EFS 12, 13 and 14 Support Services and Pupils with Additional Learning Needs The Committee highlighted the negative impact the proposed reductions of EFS, 12,13 and 14 would have on pupils with Additional Learning Needs (ALN) as identified by Headteacher representatives at the meeting. Members were particularly concerned with the fact that these reductions could result in the Authority not meeting its statutory duties to these children and young people in meeting the timescales for assessments. The Committee strongly supported the view of how important these assessment for pupils with ALN were, many of which have complex needs, thus requiring a swift assessment so that they are able to access the support services they require. As a result of these concerns and the Authority's legal obligation to these pupils, the Committee recommend that EFS 13 and 14 be removed from the budget reduction proposals and that these associated budgets be ringfenced against future reduction. Members proposed that this saving of £67,000 could potentially be found from within the proposed £500,000

growth proposed under EFS4, and asked for clarification for the Corporate Overview and Scrutiny Committee, of what this £500,000 incorporated, for consideration by Members at the final budget meeting on the 30th of January.

3.Statutory Services and Duties

Building upon the above recommendation, the committee expressed strong concern over all proposed reductions which highlight a potential impact in meeting the Authority's statutory duties. Members highlighted the significant ramifications this could have for the Local Authority and recommend that Cabinet guard against this as a priority, revisiting those proposals which put the delivery of statutory duties at risk.

4.Financial Scheme for Schools

Whilst appreciating that proposed changes to the school funding formula (other than that bound by legislation) can be raised and discussed by the School Budget Forum, Members highlighted the fact that as circumstances have changed so much since the Covid pandemic, and the funding pressures now being faced by schools, there was a need for the Local Authority to instigate a review of the financial scheme for schools. The Committee also expressed concern over reports that primary school governing bodies may have not been involved or consulted upon previous reviews and changes to the funding formula. The Committee therefore recommend that a full review of the financial scheme and funding formula for schools be undertaken, with full involvement of both primary and secondary governing bodies supported by training provision on this subject so that governors, who are, after all, volunteers, are suitably informed to participate fully in the review.

Comments

- The Committee supported the view that there was drastic transformational change needed across the Local Authority in order to meet future service provision within difficult budgets. However, it was highlighted that care needed to be taken where budget reductions have additional ramifications on other services, such as schools, to not unduly burden those services, on top of their own reductions.

	<u>Additional Information</u> In order for Members to have a full picture of the staffing reductions for the Local Authority going forward and their ramifications, they requested that they receive sight of all basic staffing restructures, noting that care was needed so as to not identify individual staff members. The committee asked if this information could illustrate the situation before and after any proposed restructure so as to view the full implication. SOSC 1 Forward Work Programme Home to School Transport The Committee commented positively on the proposal to commence a review of the Authority's Home to School Transport provision rather than wait until Welsh Government complete their own review, given the difficult budget situation the Authority now faces. The Committee asked that when reported to scrutiny at a future meeting, information is provided on: How many children receive HTST due to the lack of safe routes to school; The impact any reduction might have on Welsh Medium education provision, including how to prevent these pupils being adversely affected. Letter to Welsh Government Whilst acknowledging the proposed 3% budget increase from Welsh government as part of its draft settlement, the Committee expressed serious concerns regarding the mounting pressures on local services including schools and social services, and the fact that the settlement was simply not enough to cover such pressures. The Committee appreciate that this was the same for all Local Authorities, however, given reports received that the Minister wished to protect school budgets, Members stated that more needed to be done by Welsh Government to support and fund Local Authorities appropriately. The Committee therefore agreed to write to Welsh Government to highlight these issues and to support Cabinet in putting extra pressure on Ministers to address the funding situation for Local Authorities. In addition to this, the Committee asked that this letter to Welsh Government also highlight the need for Local Authorities to receive earlier clarification on any external or central budget allocation. This is as a consequence of the ongoing uncertainty currently being experienced in

	relation to teacher pensions and whether these will be centrally funded. Without such information, it is extremely difficult for Local Authorities to effectively plan and produce, and more importantly consult on, a correct and informed balanced budget.
Date Decision Made	18 January 2024

39. Urgent Items

Decision Made	None.
Date Decision Made	18 January 2024

To observe further debate that took place on the above items, please click this [link](#) for Part One and this [link](#) for Part Two.

The meeting closed at 15:00.

Meeting of:	SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
Date of Meeting:	11 April 2024
Report Title:	WELSH IN EDUCATION STRATEGIC PLAN (2022-2032)
Report Owner / Corporate Director:	CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT
Responsible Officer:	GAIL BIGGS INTERIM GROUP MANAGER LEARNER SUPPORT
Policy Framework and Procedure Rules:	THERE IS NO EFFECT UPON THE POLICY FRAMEWORK OR PROCEDURE RULES.
Executive Summary:	THIS REPORT PROVIDES THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1 WITH AN UPDATE ON THE IMPLEMENTATION OF THE WELSH IN EDUCATION STRATEGIC PLAN (WESP) 2022-2032. THE REPORT PROVIDES BACKGROUND INFORMATION, OUTLINING THE STRATEGIC RESPONSIBILITIES AND PROGRESS TO DATE. THE IMPLEMENTATION OF THE FIRST YEAR OF THE WESP WAS REPORTED TO WELSH GOVERNMENT IN JULY 2023.

1. Purpose of Report

- 1.1 The purpose of this report is to update Subject Overview and Scrutiny Committee 1 (SOSC1) on the implementation and the progress of Bridgend County Borough Council's Welsh in Education Strategic Plan (WESP) 2022-2032.

2. Background

- 2.1 Section 84 of The School Standards and Organisation (Wales) Act 2013 ('the 2013 Act') requires a local authority to prepare a 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.
- 2.2 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.
- 2.3 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.
- 2.4 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 Minister's approval.
- 2.5 The purpose of these regulations is to improve opportunities for local authorities to plan Welsh-medium education provision 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 the introduction of a new curriculum for Wales.
- 2.6 In response to the COVID-19 pandemic, amendments were made to the 2019 Regulations, which 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.
- 2.7 The first ten-year plan commenced on 1 September 2022 and expires on 31 August 2032. Each further plan will commence on 1 September in the year during which the previous ten-year plan will come to an end (that is, 1 September 2032 to 31 August 2042). The Plan 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 plan.
- 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 approximately 8% to between 14% and 18% by 2032 (based on pupil level annual school census (PLASC) data of Year 1 learners 2019-2020)

- 2.8 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.
- 2.9 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.
- 2.10 BCBC's WESP (2022-2032) was submitted to Welsh Government by the stipulated deadline of 31 January 2022 (see Appendix 1).
- 2.11 Following the submission of the WESP, Welsh Government requested that the local authority submit a five-year WESP. The WESP five-year plan was presented to Overview and Scrutiny Committee 1 on 1 December 2022.
- 2.12 BCBC's five-year WESP was submitted to Welsh Government by the stipulated deadline of 16 December 2022 (see Appendix 2).
- 2.13 The WESP Annual Review Report for 2022-2023 was submitted to Welsh Government by the stipulated deadline of 31 July 2023 (see Appendix 3).
- 2.14 The WESP (2022-2032) was presented to Cabinet on 19 September 2023 for review. (see Appendix 4)
- 2.15 Bridgend's Local Government Education Services (LGES) were 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.

3. Current situation / proposal

- 3.1 The WESP is a BCBC Corporate Priority and features within the Education and Family Support Directorate Strategic Plan. The Corporate Director (Education and Family Support) provides regular updates in respect of the WESP's progress to the Corporate Management Board.
- 3.2 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.
- 3.3 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.
- 3.4 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.

- 3.5 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).
- 3.6 The first meeting of BCBC's WEF under the ten-year WESP was held on 24 November 2022. The WEF 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.
- 3.7 The WEF has established 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.
- 3.8 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.
- 3.9 Sub-group workshops were held in order for members to contribute to the five-year WESP in the autumn term 2022.
- 3.10 Each sub-group has an annual sub-group development plan which focuses the work of the group to meet the targets set within the WESP. Sub-groups continue to meet on a termly basis where the annual sub-group development plan is monitored, updated, and rated using red, amber, yellow, or green (RAYG) following the directorate self-evaluation process.
- 3.11 The WESP Co-ordinator reports to Cabinet on progress in the termly Welsh in Education Forum (WEF).

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 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. 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

- 5.1 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.

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).

- 5.2 The report also aligns with the Corporate Well-being objectives by:

- expanding Welsh-medium education opportunities;
- modernising our school buildings; and
- supporting and encouraging lifelong learning.

6. Climate Change Implications

- 6.1 There are no climate change implications arising from this information report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

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 until 31 March 2025. There is no identified finance for the WESP Co-ordinator beyond this period of time.

8.3 The Education and Family Support Directorate continue to seek alternative funding mechanisms to continue with the co-ordinator post past 31 March 2025.

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

8.5 Welsh Government awarded the local authority grant funding (September 2022 to March 2025) of £252,395 to support late immersion provision.

9. Recommendation(s)

9.1 It is recommended that SOS1:

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

Background documents

Appendix 1 WESP 2023-2032

Appendix 2 Five-year WESP

Appendix 3 Annual Review Report Welsh in Education Strategic Plan 2022-2023

Appendix 4 Cabinet report (19 September 2023)

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 2019¹⁻². 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)

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

² [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 21st 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 Ogor 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 Ogmre 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 Ogmre 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.

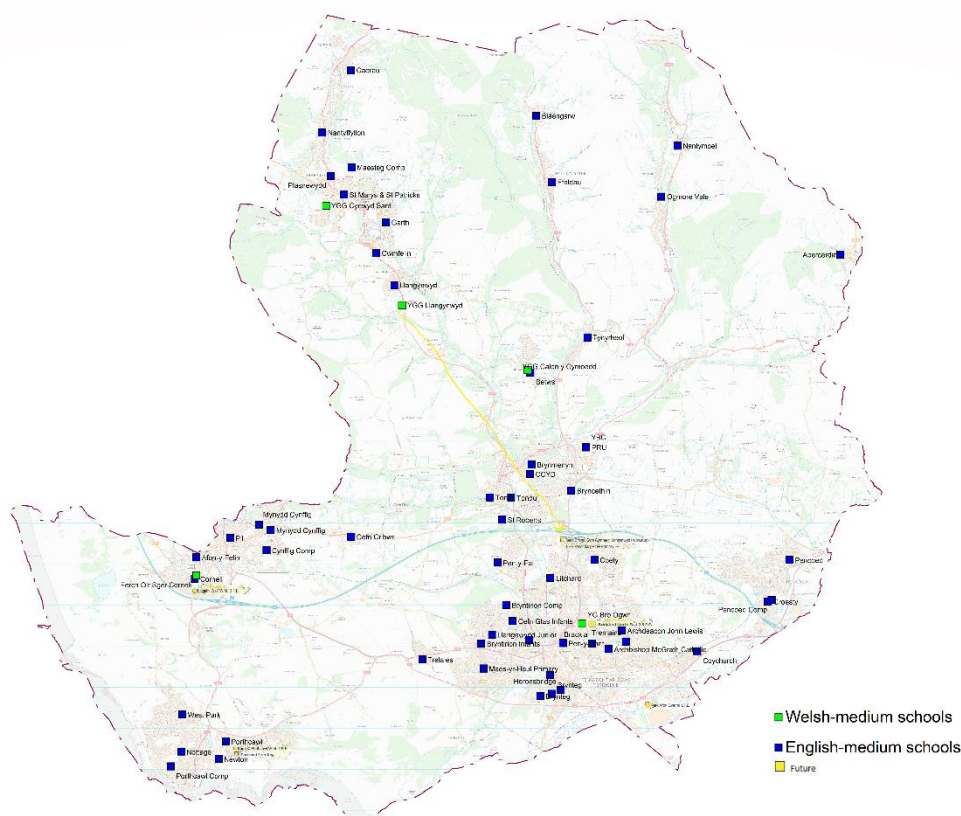
This will offer the local authority a potential for an additional 176 Welsh-medium places available.

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)

Name	Number transferred to school	Number transferred to Welsh-medium schools	Number transferred to English-medium schools	% Transferred to Welsh-medium education
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:

Flying Start area	Welsh-medium provision
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 Ogmore 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%

- 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.
- The increase in numbers should begin to feed through to Year 3 within the first five years of WESP.
- 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.
- 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.
- Facilitate collaboration between primary and secondary schools to produce resource that promote linguistic progression to parents/carers;
- Provide opportunities for Welsh-medium schools to engage in initiatives to monitor linguistic progression (for example, comparative judgement).

- 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	8 12-13	9 13-14	10 14-15	11 15-16	12 16-17	13 17-18	Total	Total new build	Total new pupils 11 - 16	Total new pupils post1-16	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)
2016	98	585	784
2017	99	877	769
2018	77	1185	*
2019	99	1094	*
2020	100	1122	*
2021	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
2016	9	22
2017	10	29
2018	10	14
2019	9	16
2020	2	9
2021	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.

Option X	Option Y	Twilight
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
Number of schools	12	3	2

Siarter Iaith (Welsh-medium)

	Bronze	Silver	Gold
Number of schools	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	
ALL PRIMARY SCHOOLS	53	40	198	335	626
No Skills			8	1	
Entry, Foundational, Intermediate	2	10	189	303	
Advanced, Proficient	51	30		30	
Info Not Obtained			1	1	
ALL SECONDARY SCHOOLS	90	34	492		616
No Skills		1	232		
Entry, Foundational, Intermediate	1	10	249		
Advanced, Proficient	89	23			
Info Not Obtained			11		
SPECIAL SCHOOLS	1	5	42	17	65
No Skills			18		
Entry, Foundational, Intermediate	1		24	16	
Advanced, Proficient		5		1	
PRU		1	17		18
No Skills			5		
Entry, Foundational, Intermediate			12		
Advanced, Proficient		1			
WELSH PRIMARY SCHOOLS	49				49
Advanced, Proficient	49				
WELSH SECONDARY SCHOOL	56				56
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.

Bridgend County Borough Council

Welsh in Education Strategic Plan

Five-Year Plan (2022-2027)



Bridgend County Borough Council Five-Year Welsh in Education Strategic Plan

Bridgend County Borough Council's (BCBC's), ten-year Welsh in Education Strategic Plan (WESP) was approved by Welsh Government in July 2022 and has been implemented since 1 September 2022. The WESP clearly shows Bridgend's commitment

to increase the Welsh-medium education offer along with the opportunities to use the Welsh language with confidence as part of every-day life for all.

The 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.

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 WESP sets out BCBC's plan over the next ten years to increase and improve the planning of Welsh-medium education and sets out the actions we will take to achieve our targets. 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.

The five-year WESP has been written in partnership with the Welsh in Education Forum (WEF). The priorities set out in the first year of the five-year WESP are as follows:

- opening childcare hubs in Betws and Blackmill with a further two opening on the sites on two new build Welsh-medium schools;
- increasing the number of 'Ti a Fi' groups;
- planning for a seedling school in Porthcawl;
- increasing numbers on roll and provide a new builds for Ysgol Gymraeg Bro Ogwr and Ysgol y Ferch o'r Sgêr;
- undertaking site options appraisals for Ysgol Gyfun Gymraeg Llangynwyd;
- establishing late immersion provision;
- establishing a learning resource centre (LRC) for pupils with moderate learning difficulties (MLD) at Ysgol Cynwyd Sant;
- auditing staff language skills and using the Welsh language competency framework for accurate data; and
- undertaking an audit of number of staff that can deliver their service through the medium of Welsh.

There are further key actions within the five-year WESP which include:

- developing the website with the aim to navigate up-to-date information quickly and easily;
- strengthening the transition process from early years childcare to Welsh-medium education;
- improving retention rates for Post-16;
- exploring the use of blended learning and digital learning alongside promoting of the benefits of studying Welsh;
- providing opportunities for learners to use the Welsh language in informal situations by working with partners to map and create further opportunities;

- increasing the amount of Welsh used in English-medium schools and ensuring schools move along the Siarter Iaith Cymraeg Campus continuum;
- establishing a Welsh-medium observation and assessment class;
- strengthening partnerships between Welsh-medium schools and special schools with the aim of offering secondment opportunities to build capacity within our workforce; and
- creating a plan to upskill the Welsh-medium workforce and working with partners to promote and create opportunities for professional development.

The golden thread throughout the five-year WESP (2022-2027) is BCBC's commitment to promote, market and celebrate progress, opportunities, and our dedication to increase our Welsh-medium offer across a variety of platforms using a dedicated sub-group to drive this forward. Activities and actions align with BCBC's Welsh Language Strategy 2021-2026.

Outcome 1: More nursery children/three-year-olds receive their education through the medium of Welsh

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.

Strategic Lead: Michelle Hatcher WESP Co-ordinator: Becca Avci Chair/Vice Chair of Outcome 1 Sub-group: Stephanie Thomas/Bethan Davies	

Target 1.1	At the end of the first five years of the WESP 10-year plan (2022-2032), 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									
Year	2022-2023	Update	2023-2024	Update	2024 – 2025	Update	2025-2026	Update	2026-2027	Update
Actions	Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision Seek Council approval for inclusion of the scheme		Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision Seek planning consent Conclude design and		Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision Complete construction and open for pupils - January 2025		Porthcawl Welsh-medium Seedling School and co-located Welsh-medium childcare provision Defects liability period ends		Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision Defects liability period ends	

	in the capital programme Seek Cabinet approval to consult on the proposal Undertake consultation and report the outcome back to Cabinet Commence design		tender the scheme Submit business justification case to Welsh Government and seek approval Commence construction		Defects liability period ends					
	Ysgol y Ferch o'r Sgêr		Ysgol y Ferch o'r Sgêr		Ysgol y Ferch o'r Sgêr					
	Complete stage 1 and submit report to Welsh Government for approval		Complete stage 2 and seek Welsh Government approval		Complete construction					
	Complete outline business case and seek Welsh Government approval		Full business case submission to Welsh Government and approval sought		Decant into the new school					
	Subject to Welsh Government approval,		Commence construction (subject to Welsh		School opens for pupils					
					Demolition of existing buildings and complete external works					

	Commence stage 2		Government approvals and obtaining planning consent)							
	Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision		Promote, market, and celebrate new build and expansion of school on various platforms							
	Report the outcome of the statutory process (School Organisation Code, 2018) to Cabinet and seek approval to proceed. Commence the design process.		Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision		Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision		Ysgol Gymraeg Bro Ogwr and co-located Welsh-medium childcare provision			
			Conclude the design process.		Continue with the construction of the replacement school		Conclude construction			
			Submit a planning application for the replacement school.		Promote, market, and celebrate additional spaces and		Decant the existing school into the replacement school			
			Undertake a tender process for				Replacement school opens for pupils			

	'Pam dewis addysg Gymraeg?' booklet live online Print copies of leaflet and distribute to Flying Start workers. Comms Team to promote once a week on different platforms (10 Jan 2023) Mudiad Meithrin to provide training session with health visitors, midwife teams and childcare teams to promote 'Pam dewis addysg Gymraeg?' booklet – explore the possibility of including booklet to new parents in hospital.		the construction of the replacement school via the SEWSCAP Framework Agreement Submit the Full Business Case to Welsh Government for approval Appoint the successful bidder to undertake construction Commence construction Childcare Team to liaise with Health visiting team to scope possibility of generic health visitors sharing admissions information with parents in non-		new building		Promote, market, and celebrate additional spaces and new building			

			Flying Start areas							
Action holders	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager Childcare Team Manager Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group

Target 1.2	Increase Flying Start Welsh-medium childcare provision by purchasing places at the proposed four Cymraeg 2050 hubs									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Bettws Hub: Open days in November 2022 Offer of five years free rent with incremental service charge. Offer grants as incentives in start-up phase		Bettws and Blackmill: Both settings open. 16 sessional spaces for Flying Start children The timeline for the remaining Welsh-medium childcare project		Aim for eight sessional Flying Start places to be purchased at Ysgol Gymraeg Bro Ogwr and the Porthcawl setting Promote the Welsh-medium childcare hubs that are opening		Childcare Hub based at Ysgol Gymraeg Bro Ogwr to open in September 2025 Continued purchase of Flying Start places in line with local demand		Continued purchase of Flying Start places in line with local demand Promote, market, and celebrate the hubs across various platforms	

	Send procurement forms and interviews with interested providers Confirm provider at end of December 2022 Plan to open in summer term (May-July 2023) Blackmill Hub: Open days in January 2023. Offer of five years free rent with incremental service charge. Offer grants as incentives in start-up phase. Audit to see what has		planned for Porthcawl will be determined following the feasibility stage of the project Explore the possibility of creating an app for new parents in Bridgend County Borough Council (BCBC)		and those at Ysgol Gymraeg Bro Ogwr and Porthcawl seedling school		Porthcawl seedling school: Planned to open the new building in January 2025 Promote, market, and celebrate the hubs across various platforms			

Target 1.3	Open a Cylch Meithrin in the middle of Bridgend Town in January 2023 with Mudiad Meithrin working with a company called 'Flourish'									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Establish a Ti a Fi to feed into the Cylch Meithrin Discussions with Mudiad and Childcare Team with regards to start up grants. Open Cylch Meithrin in January 2023 Promote, market, and celebrate Ti a Fi and the Cylch Meithrin on various platforms	A Ti a Fi opened in January 2022 and is well attended, the children attending were not of Cylch Meithrin age. Therefore, plan is to open in January 2023	Promote, market and celebrate Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school		Promote Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school		Promote Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school		Promote Ti a Fi and the Cylch Meithrin on various platforms Monitor numbers attending and transferring to a Welsh-medium school	
Action holders	Early Years and Childcare Team Manager Mudiad Meithrin		Early Years and Childcare Team Manager Mudiad Meithrin		Early Years and Childcare Team Manager Mudiad Meithrin		Early Years and Childcare Team Manager Mudiad Meithrin		Early Years and Childcare Team Manager Mudiad Meithrin	

	Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group

Target 1.4	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									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Mudiad Meithrin to provide training sessions with health visitors, midwife teams and childcare teams to promote ‘Pam dewis addysg Gymraeg?’ booklet		Explore training opportunities to promote the Welsh language offer – starting at birth, Health, Ti a Fi, Cylchoedd Meithrin Collect information on parenting group within Bridgend with the aim to promote the Welsh-medium offer Create an action plan of information to share and when		Create a road map (visual) of opportunities/ deadlines for childcare Explore the possibility of a video to explain the positives of bilingualism Ensure that staff newly recruited to Flying Start health visiting, midwifery and childcare services receive a briefing on the Cymraeg 2050.		Ensure that staff newly recruited to Flying Start health visiting, midwifery and childcare services receive a briefing on the Cymraeg 2050 Promote, market, and celebrate the visual road map with parent groups, settings and various platforms Mudiad Meithrin to provide training on a		Ensure that staff newly recruited to Flying Start health visiting, midwifery and childcare services receive a briefing on the Cymraeg 2050 Promote, market, and celebrate the visual road map with parent groups, settings and various platforms Mudiad Meithrin to provide training on a	

Target 1.5	Recruitment to Welsh-medium childcare posts									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions			Audit of the Welsh language and refresher provision available Promote and market the courses available on various platforms and within settings Audit recruitment and training opportunities Link in with Childcare Sufficiency Assessment (CSA) Promotion of routes into		Audit of childcare staffing in Mudiad Meithrin and other settings for early years to map and gap. (Mudiad to share template of their audit) Childcare Team and Mudiad Meithrin presence at career fairs and events – schools, colleagues, and universities Promotion of childcare as a career with		Following the audit, create action plan of recruitment and training opportunities Action Plan will inform strategy in subsequent years, but will be likely to include exploring the possibility of including a Welsh-medium module on all childcare courses Explore advertising childcare roles on social media		Sub-group to create a task and finish group to implement actions from action plan Monitor gaps in recruitment by working with Further Education, Mudiad Meithrin and other childcare providers Promotion of childcare as a career with genuine	

Page 90			childcare roles Central South Consortium (CSC) teaching assistant learning pathway (TALP) and Mudiad Meithrin's Cam wrth Gam course		genuine opportunities for progression Promotion of routes into childcare roles TALP, Cam wrth Gam and any other courses that are found in the audit		Promotion of childcare as a career with genuine opportunities for progression Promotion of routes into childcare roles		opportunities for progression Promotion of routes into childcare roles	
	Action holders		Early Years and Childcare Team Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 1 sub-group Promotion, marketing and celebrating sub-group		Early Years and Childcare Team Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 1 sub-group Promotion, marketing and celebrating sub-group		Early Years and Childcare Team Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 1 sub-group Promotion, marketing and celebrating sub-group		Early Years and Childcare Team Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 1 sub-group Promotion, marketing and celebrating sub-group	

Target 1.6	Promote the Welsh-medium offer alongside other Council events/promotions, namely childcare offers, fun days at local community centres or hubs									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Promote Welsh-medium offer on various platforms leading to admission deadlines		Audit current communication and collect information on parenting group within Bridgend with the aim to promote the Welsh-medium offer Staff promoting Welsh-medium education across sectors to receive training Mudiad Meithrin on the positives of being bi-lingual for staff to feel confident to when		Create a calendar of events and attend to promote Welsh-medium education such as Gwyl Ogwr Ogi Ogi Ogi and Eisteddfodau FIS to promote Welsh-medium childcare and careers within childcare (as a Welsh language practitioner) Link in with CSA action plan		Attend events of the calendar to promote the Welsh-medium offer Continue and improve actions from previous years Promote Welsh-medium offer on various platforms leading to admission deadlines		Attend events of the calendar to promote the Welsh-medium offer Promote Welsh-medium offer on various platforms leading to admission deadlines	

Page 92			speaking to parents about choosing Welsh-medium education Promote, market and celebrate Welsh-medium provision via continual FIS on various platforms Review possibility of reinstating FIS Fundays (funds allowing)		Attend events of the calendar to promote the Welsh-medium offer Promote Welsh-medium offer on various platforms leading to admission deadlines					
Action Holders	Early Years and Childcare Manager Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group

Target 1.7	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Paper to Cabinet / Corporate Management Board (CCMB) to review school catchments and to progress the creation of Welsh-medium catchment areas. Welsh-medium catchment areas are already in draft form but do not influence admission arrangements Requires Cabinet decision to agree public consultation	October 2022 CCMB agreed to review and progress Welsh-medium catchment areas	Draft catchment areas for Welsh-medium schools presented to Welsh in Education Forum (WEF) for comment and recommendation Cabinet to determine whether to progress public consultation 12-week public consultation following Cabinet approval		Determination of whether agreed admission policy for 2024-2025 can be amended to incorporate catchment areas Promote, market, and celebrate new catchment areas if applicable		The earliest catchment areas for Welsh-medium schools naturally in place depending on Cabinet decision to be made in 2023-2024			

	(Quarter 4 2022/2023) and approval of catchments. The earliest this could inform a policy change will be the 2025-2026 Admissions Policy WEF outcome sub-groups one and two to consider the merits of Welsh-medium catchment areas		Cabinet determines whether to progress implementation of catchment areas for Welsh-medium schools.							
Action holders	Group Manager Business Support Outcome 1 sub-group Outcome 2 sub-group	Group Manager Business Support Outcome 1 sub-group Outcome 2 sub-group	Group Manager Business Support Outcome 1 sub-group Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Group Manager Business Support Outcome 1 sub-group Outcome 2 sub-group Promotion, marketing and celebrating sub-group						

Target 1.8	Increased engagement of parents/carers. 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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Compile a list of the various forums to engage parents and carers		Childcare team to link with schools and Cylchoedd Meithrin to create a survey Share survey with parental groups and on website Analyse survey findings Explore the possibility of developing a FIS app where these surveys can be accessed		Review survey analysis and create action plan to ensure that parental views and concerns are responded to effectively Complete CSA reviews annually to review Welsh-medium childcare demand. Link in with Health to engage with parents/carer pre-birth		Continue and enhance engagement with parent/carer to seek views Parental consultation surveys for all parents for quantitative engagement . Create focus groups with targeted parents for qualitative data Link in with all schools to support the focus groups and		Continue and enhance engagement with parent/carer to seek views	

					Link in strategic and operational actions to CSA action plan.		send out links to all parents on our behalf for the surveys. Work with partners to engage with those parents/care rs who are harder to reach, ensure that their voice is heard.			
Action holders	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome sub-group 1	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 1 sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group				

Target 1.9	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Welsh-medium		Collate information		Audit support		Review information		Promote, market, and	

	schools to upload a copy of 'Pam dewis addysg Gymraeg?' to their website Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform		regarding Welsh language and refresher classes for parents and promote courses available within all areas of the community Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms		available for parents such as homework clubs. Share this information with parents via schools and various platforms Maintain the language course audit. Promote and market Welsh language courses and refresher courses on various platforms and share with schools Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform		on Welsh-medium schools' websites and suggest ways to improve support for parents Explore the support that parents feel that they would like to seek to work with partners and agencies to fill the gap Promote, market, and celebrate 'Pam dewis addysg Gymraeg?' booklet / myth busting across various platform Promote Welsh classes and courses available	celebrate 'Pam dewis addysg Gymraeg?' booklet/myth busting across various platform Promote Welsh classes and courses available Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary	

Page 98			Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary		Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary		Collate information about open days at Welsh-medium childcare settings and schools and promote across various platforms Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary		
Action holders	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Headteachers Menter Bro Ogwr Outcome 1 sub-group Promotion, marketing and celebrating sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 1 sub-group Promotion, marketing and celebrating sub-group	

Target 1.10	Development the early years pages on the BCBC website, focusing on the Family Information Service (FIS) aspect.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Appoint FIS Officer and set up regular meeting with key WEF partners to inform the development of the FIS web pages in terms of providing good quality up-to-date information on Welsh-medium childcare and education options		Review current information on website and suggest improvements to include links to Welsh learning and socialising Create an action plan with task and finish group with regards to the website.		Develop Flying Start webpage on the BCBC website, which will include information regarding Welsh-medium settings available as part of the Flying Start offer where school admissions deadlines and information will be included		Regular cycle of meetings to continually inform the content of the FIS web pages Ensure pages reflect the most up-to-date information, in line with Flying Start expansion		Regular cycle of meetings to continually inform the content of the FIS web pages Ensure pages reflect the most up-to-date information, in line with Flying Start expansion	
Action holders	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Consultation Engagement and Equalities Manager Outcome 1 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Consultation Engagement and Equalities Manager Outcome 1 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Consultation Engagement and Equalities Manager Outcome 1 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Consultation Engagement and Equalities Manager Outcome 1 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Consultation Engagement and Equalities Manager Outcome 1 sub-group	

	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group

Target 1.11	Monitor the use of Welsh Government marketing campaigns and promote the resources which are on the Welsh Government website. 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.										
	Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Monitor the use of Welsh Government marketing campaigns and encourage residents within the borough to capitalise on the Welsh Language incentives offered (for example, free Welsh lessons for 18 to 25-year-olds/teaching staff) Following analysis from the school admissions		Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources		Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources		Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources		Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources		Monitor the use of Welsh Government marketing campaigns Implement any changes introduced by Welsh Government Once website changes have been made, ensure that any new information from Welsh Government is updated Monitor resources

	activity, areas for celebration, marketing and promotion of Welsh-medium education uptake will be undertaken Implement any changes introduced by Welsh Government Monitor resources on the Welsh Government website and promote with schools and partners using various platforms Where possible, reshare Welsh Government promotional activities on		on the Welsh Government website and promote with schools and partners using various platforms		on the Welsh Government website and promote with schools and partners using various platforms		on the Welsh Government website and promote with schools and partners using various platforms		on the Welsh Government website and promote with schools and partners using various platforms	

[illegible]

Target 1.12	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions			Undertake an audit of transition from Welsh-medium childcare provision to Welsh-medium schools Analyse available information and set targets to improve. Strengthen existing partnership between Mudiad Meithrin and the Childcare team by establishing regular strategic		Speak to families who choose not to continue the Welsh-medium journey to better understand the barriers Early years integration project – Welsh-medium representatives to be part of the project.		Develop an action plan / strategic process 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 action will include open days, literature to parents, visits to the schools		Strategic process is in place and all partners working together. Share good practice within relevant forums Joint action between all partners to address perceived barriers to parents choosing to continue Welsh-medium education. Better/earlier access to information Open days in Welsh-	

Page 105			planning meetings				Better/earlier access to information		medium schools	
							Promote open days in Welsh-medium schools		Welsh-medium senior leaders visiting Cylchoedd Meithrin	
							Welsh-medium senior leaders visiting Cylchoedd Meithrin		Analyse transition rates	
							Analyse transition rates		Promote open days in Welsh-medium schools	
Action holders			Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 1 sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Headteachers Mudiad Meithrin Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Headteachers Mudiad Meithrin Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Headteachers Mudiad Meithrin Outcome 1 sub-group Promotion, marketing and celebrating sub-group				

Target 1.13	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Research into funding session costs for parents to send their children to Cylchoedd meithrin for three sessions to allow parents to try Cylchoedd meithrin before deciding		Establish regular strategic planning meetings between Mudiad Meithrin and the Early Years and Childcare Team.		Establish regular strategic planning meetings between Mudiad Meithrin and Welsh-medium headteacher s Effective planning and minuting means that meetings are productive and result in actions that create lasting change		Effective planning and minuting means that meetings are productive and result in actions that create lasting change		Effective planning and minuting means that meetings are productive and result in actions that create lasting change	
Action holders	Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer	

	Mudiad Meithrin Outcome 1 sub-group	Mudiad Meithrin Outcome 1 sub-group	Mudiad Meithrin Headteachers Outcome 1 sub-group	Mudiad Meithrin Headteachers Outcome 1 sub-group	Mudiad Meithrin Headteachers Outcome 1 sub-group

Target 1.14	Develop three new Flying Start funded Ti a Fi settings in collaboration with three of the four Welsh-medium primary schools and Mudiad Meithrin.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Establish Ti a Fi in Bettws and Blaengarw, funded by Flying Start Promote, market, and celebrate Ti a Fi sessions on various platforms		Explore feasibility of Ti a Fi sessions at Ysgol y Ferch o'r Sgêr and/or the Integrated Childrens' Centre (ICC). Establish during academic year. Promote, market, and celebrate Ti a Fi sessions on various platforms		Explore possibility of further Ti a Fi sessions, subject to funding and staffing. Promote, market, and celebrate Ti a Fi sessions on various platforms		Explore possibility of further Ti a Fi sessions, subject to funding and staffing. Promote, market, and celebrate Ti a Fi sessions on various platforms		Explore possibility of further Ti a Fi sessions, subject to funding and staffing. Promote, market, and celebrate Ti a Fi sessions on various platforms	
Action holders	Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin	

	Mudiad Meithrin Outcome 1 sub-group Members of promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group	Outcome 1 sub-group Promotion, marketing and celebrating sub-group

Outcome 2: More reception class children/five-year-olds receive their education through the medium of Welsh	
Strategic Lead: Michelle Hatcher WESP Co-ordinator: Becca Avci Chair of Outcome 2 Sub-group: Gaynor Thomas	

Target 2.1	Provide 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.									
Year	2022-2023	Update	2023-2024	Update	2024 – 2025	Update	2025-2026	Update	2026-2027	Update
Actions	Complete stage 1 and submit report to Welsh Government for approval Complete Outline Business Case and seek Welsh Government approval Subject to Welsh Government approval,		Complete stage 2 and seek Welsh Government approval Full Business Case submission to Welsh Government and approval sought Commence construction (subject to Welsh Government approvals		Complete construction Decant into the new school School opens for pupils Demolition of existing buildings and complete external works Promote, market, and celebrate		Promote, market, and celebrate new build and expansion of school on various platforms		Promote, market, and celebrate new build and expansion of school on various platforms	

	Commence stage 2		and obtaining planning consent). Promote, market, and celebrate new build and expansion of school on various platforms		new build and expansion of school on various platforms					
Action holders	Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group Promotion, marketing and celebrating sub-group		Schools Programme Manager Outcome 2 sub-group Promotion, marketing and celebrating sub-group		Outcome 2 sub-group Promotion, marketing and celebrating sub-group		Outcome 2 sub-group Promotion, marketing and celebrating sub-group	

Target 2.2	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Report the outcome of the statutory process (School Organisation Code, 2018) to Cabinet and seek approval to proceed Commence the design process		Conclude the design process Submit a planning application for the replacement school Undertake a tender process for the construction of the replacement school via the SEWSCAP Framework Agreement Submit the Full Business Case to Welsh		Continue with the construction of the replacement school Promote, market, and celebrate new build and expansion of school on various platforms		Conclude construction Decant the existing school into the replacement school Replacement school opens for pupils Promote, market, and celebrate new build and expansion of school on various platforms		Defects liability period ends Promote, market, and celebrate new build and expansion of school on various platforms	

			Government for approval							
			Appoint the successful bidder to undertake construction							
			Commence construction							
Action holders	Schools Programme Manager	Schools Programme Manager	Schools Programme Manager	Schools Programme Manager	Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager	Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager	Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Schools Programme Manager

Target 2.3	Secure temporary additional classroom provision for Ysgol Gymraeg Bro Ogwr in the interim period between 2022-2025 following approval of funding through the Welsh-medium capital grant.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Obtain Welsh Government approval for the Business Justification Case Design Obtain planning permission Tender via Sell2Wales Construction commences									
Action holders	Schools Programme Manager		Schools Programme Manager							

Target 2.4	Establish seedling school provision in Porthcawl by 2025									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Seek Council approval for inclusion of the scheme in the capital programme Seek Cabinet approval to consult on the proposal Undertake consultation and report the outcome back to Cabinet Commence design		Seek planning consent Conclude design and tender the scheme Submit Business Justification Case to Welsh Government and seek approval Commence construction Promote, market, and celebrate new school across various platforms		Complete construction and open for pupils - January 2025 Promote, market, and celebrate new school across various platforms		End of defects liability period Promote, market, and celebrate new school across various platforms		Promote, market, and celebrate new school across various platforms	
Action holders	Schools Programme Manager		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Outcome 2 sub-group	

		Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group

Target 2.5	Complete site options appraisal for Ysgol Gyfun Gymraeg Llangynwyd by 2022-2023 with a site feasibility study completed by 2023-2024.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Undertake education and site option appraisals		Continue with education and site option appraisals Feasibility study		Conclude feasibility study				When appropriate, promote, market, and celebrate new school across various platforms	
Action holders	Schools Programme Manager		Schools Programme Manager		Schools Programme Manager				Outcome 2 sub-group Promotion, marketing and celebrating sub-group	

Target 2.6	Scope options to progress Porthcawl and Bridgend South-East Welsh-medium primary provision linked to the on Local Development Plan (LDP).									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Undertake options appraisal (long list) Communication with developers to promote Pencoed. Add advisory note to permissions		Continue with options appraisal (long list) and identify short list and preferred option Subject to land availability, undertake feasibility		Subject to land availability, continue with feasibility				When appropriate, promote, market, and celebrate new school across various platforms	
Action holders	Schools Programme Manager		Schools Programme Manager		Schools Programme Manager				Outcome 2 sub-group Promotion, marketing and celebrating sub-group	

Target 2.7	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Create a sub-group for promotion, marketing and celebrating Share Central South Consortium (CSC) 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website. Primary Secondary		Research barriers to choosing Welsh-medium education Research the most effective ways to communicate addressing barriers Undertake an audit of communications for choosing Welsh-medium education as a baseline. Parents are aware of provision for Welsh-medium		Create an action plan including dates to promote all new settings and implement Actions on the plan will include: Task and finish group to develop a pupil road map of opportunities Promote 'Pam dewis addysg Gymraeg?' booklet		Promote, market, and celebrate pupil road map to make parents and potential parents aware of opportunities throughout the pupil's educational career Promote 'Pam dewis addysg Gymraeg?' booklet		Promote, market, and celebrate pupil road map to make parents and potential parents aware of opportunities throughout the pupil's educational career Promote 'Pam dewis addysg Gymraeg?' booklet	

			through updated transition plans published on schools' websites							
Action holders	Promotion, marketing and celebrating sub-group CSC	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Consultation Engagement and Equalities Manager Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Consultation Engagement and Equalities Manager Outcome 2 sub-group Promotion, marketing and celebrating sub-group				

Target 2.8	Within the first year of the WESP, 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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Apply for immersion grant Consider locations for the provision Appoint one teacher and one LSO Purchase resources for the immersion provision Visit other local authorities' immersion units. Service Level Agreement (SLA) to join CSC Immersion	£340k grant allocated. Teacher and learning support officer (LSO) in place 10pupils supported across two schools. £2.5k order of resources. Staff travelling between schools as no suitable location available.	Write an admissions policy/ strategy for secondary pupils (age) Advertise and employ two LSOs (total of three LSOs) Immersion teacher to an active member of CSC Late Immersion Provision network Monitor numbers attending Monitor levels and progress within the provision programme		Explore different strategies to promote transferring from English-medium to Welsh-medium education Advertise and employ two LSOs (total of five LSOs) Immersion teacher to an active member of CSC Late Immersion Provision network Monitor numbers attending Monitor levels and		Promote and market transferring from English-medium to Welsh-medium education		Promote and market transferring from English-medium to Welsh-medium education	

	Provision network Monitor numbers attending Monitor levels and progress within the provision programme £5k to purchase resources Create an action plan to market the immersion provision across platforms		£5k to purchase resources Consider permanent location for the late immersion provision Promote, market, and celebrate the immersions provision		progress within the provision programme £5k to purchase resources Consider permanent location for the late immersion provision Promote, market, and celebrate the immersions provision					
Action holders	Group Manager Learner Support WESP Co-ordinator Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Group Manager Learner Support WESP Co-ordinator Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Group Manager Learner Support WESP Co-ordinator Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Group Manager Learner Support WESP Co-ordinator Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Outcome 2 sub-group Promotion, marketing and celebrating sub-group				

Target 2.9	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Share immersion resources and training available from CSC with Welsh-medium headteachers Publish primary and secondary immersion resources to support learning and teaching. Deliver methodology of teaching language professional learning linked to immersion resources.		Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.		Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.		Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.		Deliver methodology of teaching language professional learning linked to immersion resources. Share best practice for late immersion teaching in network meetings. Facilitate a regional network for language immersion teachers and teaching assistants to share best practice.	

[illegible]

Target 2.10	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Form a task and finish group within the promotion, marketing and celebrating sub-group Set objectives of the group and the most effective way of working		Audit the information on the website, the location, and the ease of use Work with officers to update and modify information.		Create an action plan for improvement which could include an information page giving all information about the local area ensuring that there is increased signposting to Welsh-medium education from multiple areas Present the action plan		Changes to website are made Task and finish group to re-audit the information on the website to ensure that the location of the information is correct, and it is easily navigated		Maintain updates on website	
Action holders	Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer		Early Years and Childcare Manager Family Information Service and Childcare Development Officer	

	Consultation Engagement and Equalities Manager Outcome 2 sub-group Members of promotion, marketing and celebrating sub-group	Consultation Engagement and Equalities Manager Group Manager Business Support Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Consultation Engagement and Equalities Manager Group Manager Business Support Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Consultation Engagement and Equalities Group Manager Business Support Manager Outcome 2 sub-group Promotion, marketing and celebrating sub-group	Consultation Engagement and Equalities Manager Outcome 2 sub-group Promotion, marketing and celebrating sub-group

Target 2.11	Maximise grant funding opportunities from Welsh Government to support the targeted increase in Welsh-medium primary provision									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Identify potential schemes at primary and secondary level to increase places, if required. Continue to maximise grant funding opportunities throughout the ten-year WESP period		Identify potential schemes at primary and secondary level to increase places, if required.		Identify potential schemes at primary and secondary level to increase places, if required.		Identify potential schemes at primary and secondary level to increase places, if required.		Identify potential schemes at primary and secondary level to increase places, if required.	
Action holders	Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group	

Target 2.12	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	The local authority will continue to maximise 106 funding opportunities throughout the ten-year WESP period to support the growth in Welsh-medium education.		Revisit Supplementary Planning Guidance 16 (contribution to education provision)		Revisit Supplementary Planning Guidance 16 (contribution to education provision)		Revisit Supplementary Planning Guidance 16 (contribution to education provision)		Revisit Supplementary Planning Guidance 16 (contribution to education provision)	
Action holders	Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group		Schools Programme Manager Outcome 2 sub-group	

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another										
Strategic Lead: Michelle Hatcher WESP Co-ordinator: Becca Avci Chair of Outcome 3 Sub-group: Chris Newcombe										

Target 3.1	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. Work in partnership 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									
Year	2022-2023	Update	2023-2024	Update	2024 – 2025	Update	2025-2026	Update	2026-2027	Update
Actions	Ensure that Welsh is referred to in transition plans and that it is published on the school websites Parents are aware of provision for Welsh-medium through transition plans published		Outcome 3,4 and 5 sub-group to explore the data available and decide on which data is to be analysed and monitored. Analyse transfer data and provide a strategic overview		Analyse transfer data and provide a strategic overview Monitor and evaluate transfer data Review transfer target Audit additional learning needs		Analyse transfer data and provide a strategic overview Monitor and evaluate transfer data Monitor data to identify schools where transition rates are low		Analyse transfer data and provide a strategic overview Monitor and evaluate transfer data Parents are aware of provision for Welsh-medium through transition plans	

	on schools' websites		Set aspirational targets for 2027 with milestones for each year Parents are aware of provision for Welsh-medium through transition plans published on schools' websites Schools to share CSC 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website Primary Secondary		(ALN) Welsh-medium support for transition. Use transfer data to identify schools where transition rates are low Work with Welsh-medium headteachers to explore reasons why and provide support to schools and parents using information below Refer to Welsh in transition plans Parents are aware of provision for Welsh-medium through		Work with Welsh-medium headteachers to explore reasons why and provide support to schools and parents Parents are aware of provision for Welsh-medium through transition plans published on schools' websites Schools to share CSC 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website Primary Secondary		published on schools' websites Schools to share CSC 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website. Primary Secondary BCBC, schools and Mudiad Meithrin to share 'Pam dewis addysg Gymraeg?' booklet on websites	

					transition plans published on schools' website Schools to share CSC 'Supporting your child to use the Welsh language at home' resource with parents. Publish on website. Primary Secondary BCBC, schools and Mudiad Meithrin to share 'Pam dewis addysg Gymraeg?' booklet on websites		BCBC, schools and Mudiad Meithrin to share 'Pam dewis addysg Gymraeg?' booklet on websites.			
Action holders	Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support Headteachers CSC Outcome 3,4 and 5 sub-group	Group Manager School Support Headteachers CSC Outcome 3,4 and 5 sub-group	Group Manager School Support Headteachers CSC Outcome 3,4 and 5 sub-group	Group Manager School Support Headteachers CSC Outcome 3,4 and 5 sub-group			

			Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group

Target 3.2	Monitor the increase in numbers which feed through to Year 3 within the first five years of WESP.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Monitor data for each year group to foresee the data for Year 3		Monitor data for each year group to foresee the data for Year 3 Set targets for Year 3 for three years to increase numbers		Monitor data for each year group to foresee the data for Year 3 Review targets for Year 3 Explore intervention strategies which would include working with the Promotion, marketing and celebrating sub-group		Monitor data annually for each year group. Review targets for Year 3 Implement intervention strategies if required		Monitor data annually for each year group Review targets for Year 3 Implement intervention strategies if required. Evaluate interventions implemented and number which feed through to Year 3	
Action holders	Group Manager School Support Outcome 3,4 and 5 sub-group		Group Manager School Support Outcome 3,4 and 5 sub-group		Group Manager School Support Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		Group Manager School Support Outcome 3,4 and 5 sub-group		Group Manager School Support Outcome 3,4 and 5 sub-group	

Target 3.3	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. CSC to provide termly Siarter Iaith		92% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Schools achieve progressive levels of the Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus.		94% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads.		96% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Schools achieve progressive levels of the Siarter Iaith Cymraeg Campus framework. All Welsh-medium schools to receive the next award Produce resources and case studies to support schools to		100% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework Schools achieve progressive levels of the Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus.	

	data that will be shared with the WEF for discussion.		Facilitate networks for Siarter Iaith and Cymraeg Campus leads.		CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion.		make progress with Siarter Iaith Cymraeg Campus.		Facilitate networks for Siarter Iaith and Cymraeg Campus leads.	
	Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so.		CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion.		Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so.		Facilitate networks for Siarter Iaith and Cymraeg Campus leads.		CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion.	
	Celebrate schools who have received awards and promote on various platforms		Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so.		Celebrate schools who have received awards and promote on various platforms		CSC to provide termly Siarter Iaith data that will be shared with the WEF for discussion.		Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so.	
	Explore opportunities to use Welsh informally with WEF partners. Promote map of opportunities across various platforms		Celebrate schools who have received awards and promote on various platforms				Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so.		Celebrate schools who have received awards and promote on various platforms	
							Celebrate schools who have received awards and			

							promote on various platforms			
Page 135 Action holders	Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group				

Target 3.4	Facilitate collaboration between primary and secondary schools to produce resource that promote linguistic progression to parents/carers									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Reference to Welsh-transition plans All schools to publish transition plans on their websites	Transition plans published on websites	Review transition plans annually and publish on website		Review transition plans annually and publish on website		Review transition plans annually and publish on website		Review transition plans annually and publish on website	
Action holders	Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group		Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group		Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group		Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group		Group Manager School Support Headteachers Outcome 3,4 and 5 sub-group	

Target 3.5	Provide opportunities for Welsh-medium schools to engage in initiatives to monitor linguistic progression (for example, comparative judgement).									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Develop, pilot, and publish a standardised reading test for Years 1-11 in Welsh-medium schools Facilitate No more marking / Comparative Judgment programme for Welsh medium schools Facilitate Darllen Dros Gymru (Welsh-medium first language book quiz)		Develop, pilot, and publish a standardised spelling test for Years 1-11 in Welsh-medium schools Review of number of schools using 'No more marking' programme and impact Facilitate Darllen Dros Gymru (book quiz) Promote Dwlu Darllen reading challenge (Welsh		All Welsh-medium schools to use CSC's standardised reading and spelling tests from Year 1-11 Audit the numbers taking part in Darllen Dros Gymru (Welsh first language) Audit the number of schools taking part in Dwlu Darllen (Welsh second language)		All Welsh-medium schools to use CSC's standardised reading and spelling tests from Year 1-11		All Welsh-medium schools to use CSC's standardised reading and spelling tests from Year 1-11	

	Promote, market, and celebrate Darllen Dros Gymru on various platforms		second language book quiz)							
Action holders	Group Manager School Support CSC Headteachers Consultation Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Headteachers Consultation Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Headteachers Consultation Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Headteachers Consultation Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support CSC Headteachers CSC	Group Manager School Support Headteachers CSC	Group Manager School Support Headteachers CSC			

Target 3.6	Provide advice, professional learning, and resources 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).									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website		Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website		Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website		Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website		Liaise with CSC to identify and plan support for this year. Asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning. Sharing best practice via networks. Continue to develop and promote Welsh across the curriculum resource community on CSC website	

Action holders	CSC Group Manager School Support Consultation Engagement and Equalities Manager Promotion, marketing and celebrating sub-group	CSC Group Manager School Support Consultation Engagement and Equalities Manager Promotion, marketing and celebrating sub-group	CSC Group Manager School Support Consultation Engagement and Equalities Manager Promotion, marketing and celebrating sub-group	CSC Group Manager School Support Consultation Engagement and Equalities Manager Promotion, marketing and celebrating sub-group	CSC Group Manager School Support Consultation Engagement and Equalities Manager Promotion, marketing and celebrating sub-group

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh	
Strategic Lead: Michelle Hatcher WESP Co-ordinator: Becca Avci Chair of Outcome 4 Sub-group: Chris Newcombe	

Target 4.1	Annual monitoring of transfer rates and actions identified and reported to WEF.									
Year	2022-2023	Update	2023-2024	Update	2024 – 2025	Update	2025-2026	Update	2026-2027	Update
Actions	Support the collaboration between Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Llanhari to enhance the development of learners continuing in a Welsh medium school		Analyse key Stage 4 and Key Stage 5 transfer data and produce strategic overview report. Analyse the utilisation of a Blended learning approach at Post-16 between Maesteg and Pencoed		Analyse Key Stage 4 and Key Stage 5 transfer data and produce strategic overview report. Develop the blended learning approach to allow for any issues and problems that may have occurred.		Analyse Key Stage 4 and Key Stage 5 transfer data and produce strategic overview report. Explore rolling out the blended learning approach across more schools to increase the number of learners studying Welsh as a		Analyse Key Stage 4 and Key Stage 5 transfer data and produce strategic overview report.	

[illegible]

Target 4.2	Improve retention and transition rates during the first five years of this plan.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Analyse and monitor retention and transition rates		Analyse and monitor retention and transition rates Set aspirational targets for retention and transition rates		Audit transition process between primary and secondary Review and monitor targets for retention and transition rates Increase in the number of pupils transferring from primary to secondary-ensuring high transition rates from all primary feeder schools.		Monitor improved retention and transition rates Review and monitor targets for retention and transition rates Create an action plan for a clear transition process between primary and secondary sectors which could include a transition calendar		Monitor improved retention and transition rates Review and monitor targets for retention and transition rates	
Action holders	Group Manager School Support		Group Manager School Support		Group Manager School Support Headteachers		Group Manager School Support Headteachers		Group Manager School Support Headteachers	

	Outcome 3,4 and 5 sub-group	Outcome 3,4 and 5 sub-group	Outcome 3,4 and 5 sub-group	Outcome 3,4 and 5 sub-group	Outcome 3,4 and 5 sub-group

Target 4.3	Increase the number of learners remaining in Post-16.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Use blended learning to deliver subjects with lower numbers. Publish a resource to promote uptake of Welsh A-level (use of social media, past pupil/parent experiences , promote advantages) Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16		Audit of the courses available to Post-16 learners through the medium of Welsh Analyse data for Post-16 learners. Set targets for following years Promote courses that are offered Post-16 through the medium of Welsh on various platforms Publish a resource to promote uptake of Welsh A-level.		Explore the possibility of increasing the offer of Post-16 courses with schools and further education Monitor retention rates. Work with schools and further education to promote courses and benefits of Post-16 education Publish a resource to promote uptake of Welsh A-level.		Explore the possibility of creating a Post-16 prospectus of courses available through the medium of Welsh Promote courses that are offered Post-16 through the medium of Welsh on various platforms Publish a resource to promote uptake of Welsh A-level. Use blended learning to deliver subjects		Publish a resource to promote uptake of Welsh A-level. Use blended learning to deliver subjects with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh. Work in partnership with Qualification	

	qualification s.		Use blended learning to deliver subjects with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh. Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16 qualification s. Encourage staff to engage with qualifications		Use blended learning to deliver subjects with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh. Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16 qualifications. Encourage staff to engage with qualifications reforms consultations.		with lower numbers. Promote resources created by Coleg Cymraeg Cenedlaethol focussed on the benefits of studying A-Level Welsh. Work in partnership with Qualifications Wales to ensure parity in the development of Key Stage 4 and Post-16 qualifications . Encourage staff to engage with qualification s reforms consultation s. Advise Qualification s Wales of		s Wales to ensure parity in the development of Key Stage 4 and Post-16 qualification s. Encourage staff to engage with qualification s reforms consultation s. Advise Qualification s Wales of the need to develop a more relevant and modern content for Welsh GCSE within the Welsh qualification s	

		reforms consultations. Advise Qualifications Wales of the need to develop a more relevant and modern content for Welsh GCSE within the Welsh qualifications		Advise Qualifications Wales of the need to develop a more relevant and modern content for Welsh GCSE within the Welsh qualifications		the need to develop a more relevant and modern content for Welsh GCSE within the Welsh qualifications		
Group Manager School Support CSC Outcome 3,4 and 5 sub-group		Group Manager School Support Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		Group Manager School Support CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group

Target 4.4	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									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Analyse uptake data of blended/remote learning and the courses on offer Evaluate blended/remote learning Consider use of digital technology to increase the qualification offer through the medium of Welsh.		Analyse uptake data. Promote and celebrate good practice Explore working with agencies to promote blended learning to deliver subjects with lower numbers. Explore delivering Welsh second language as a subject via blended / remote learning where there's low		Analyse uptake data. Evaluate blended/remote learning. Explore schools working together to support blended/remote learning with subjects that have a low uptake Promote and celebrate good practice		Analyse uptake data. Evaluate blended/remote learning. Support schools working together to provide blended/remote learning Promote and celebrate good practice		Analyse uptake data. Evaluate blended/remote learning. Support schools working together to provide blended/remote learning Promote and celebrate good practice	

[illegible]

Target 4.5	Raise awareness of the additional resources which have been created by CSC specifically for Welsh speakers within the first year of the WESP									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Encourage school staff to engage with CSC Hwb Communities and to join Welsh networks Publish Welsh Special bulletin which includes reference to resources available to support learning and teaching of Welsh. Promote available resources through various CSC networks, social media, and online communities.		Continue to promote available resources through various CSC networks, social media, and online communities. Continue to develop appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources.		Promote, market, and celebrate appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources. Continue to promote available resources through various CSC networks, social media, and online communities		Promote, market, and celebrate appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources. Continue to promote available resources through various CSC networks, social media, and online communities		Promote, market, and celebrate appropriate resources to meet the needs of Curriculum for Wales for example Llwyfan Llafar Key Stage 4 and secondary Welsh language immersion resources. Continue to promote available resources through various CSC networks, social media, and online communities	

[illegible]

Target 4.6	Work with secondary schools to coordinate the provision of Welsh as a subject in all settings.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Professional discussion with school within the Curriculum Leaders Network Group to highlight each school's current situation with schools delivering Welsh as a subject		Publish a resource to promote uptake of Welsh A-level. Audit the current and potential future provision at Key Stage 4 and Post-16 in Welsh and English-medium schools.		Undertake map and gap exercise Consider use of digital technology/ blended / remote learning to increase qualification offer through the medium of Welsh for example explore e-sgol Promote the resource to increase uptake of Welsh A-level.		Review provision Explore actions from map and gap exercise and create an action plan to support the provision of Welsh and as subject Develop collaboration with the Welsh-medium secondary sector to provide subject specific professional learning particularly in areas of Welsh-medium		Review provision Implement actions from map and gap exercise	

							practitioner shortage			
Page 153 Action holders	Group Manager School Support Teachers		Group Manager School Support Teachers CSC Outcome 3,4 and 5 sub-group		Group Manager School Support Teachers CSC Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		Group Manager School Support Teachers CSC Outcome 3,4 and 5 sub-group		Group Manager School Support Teachers CSC Outcome 3,4 and 5 sub-group	

Outcome 5: More opportunities for learners to use Welsh in different contexts in school	
	Strategic Lead: Michelle Hatcher WESP Co-ordinator: Becca Avci Chair of Outcome 3 Sub-group: Chris Newcombe

Target 5.1	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.									
Year	2022-2023	Update	2023-2024	Update	2024 – 2025	Update	2025-2026	Update	2026-2027	Update
Actions	Undertake an audit on curriculum time allocated to Welsh in all schools as a baseline. Share findings with schools and create targets for future years.		Undertake a review audit curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years. Liaise with schools to explore individual support needed to		Liaise with schools to explore individual support needed to deliver the Welsh language and to increase the amount of time allocated to Welsh Support schools with School development plans (SDPs) to		Undertake a review audit on curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years.		Undertake a review audit on curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years.	

Page 155			deliver the Welsh language and to increase the amount of time allocated to Welsh Analyse data to ensure that target has been met. Welsh Language Development planning to be discussed in school improvement conversations with Improvement Partners.		develop that use of Welsh Undertake a review audit on curriculum time allocated to Welsh in all schools. Share findings with schools and create targets for future years.				
	Action holders	Group Manager School Support Outcome 3,4 and 5 sub-group	Group Manager School Support Teachers CSC Outcome 3,4 and 5 sub-group	Group Manager School Support Teachers CSC Outcome 3,4 and 5 sub-group	Group Manager School Support Teachers Outcome 3,4 and 5 sub-group	Group Manager School Support Teachers Outcome 3,4 and 5 sub-group			

Target 5.2	Map opportunities available with partners and the community									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Discuss best practice of on-line careers event at Brynteg in 2021. Plan for an annual online Careers event for English-Medium secondary schools that shows the importance of the Welsh language in various careers		Annual careers event. Compile learning and socialising opportunities through the medium of Welsh available from partners and the community including libraries, community centres. Following the mapping of opportunities with all partners, a calendar will be created and actioned/shared accordingly.		Undertake audit to identify gaps in areas where more opportunities are needed. Include youth workers and Youth Council to ensure that the voice of young people is at the core of this development Approach organisations and partners to increase opportunities where there are gaps.		Review calendar of opportunities and seek further opportunities for young people to learn and socialise through the medium of Welsh. Approach organisations and partners to increase opportunities where there are gaps. Share with school, further education and promoted on various platforms		Review calendar of opportunities and seek further opportunities for young people to learn and socialise through the medium of Welsh. Share with school, further education and promoted on various platforms	

			Promote, market, and celebrate the careers event Explore possibility of Welsh Art Council grants and share information with schools		Share with schools, further education and promoted on various platforms Promote, market, and celebrate the activities such as Urdd apprenticeships with school staff and sixth-form learners					
Action holders	Group Manager School Support WESP Coordinator Headteachers Teachers	Group Manager School Support WESP Coordinator Urdd Menter Bro Ogwr Mudiad Meithrin Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support WESP Coordinator Urdd Menter Bro Ogwr Mudiad Meithrin Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support WESP Coordinator Urdd Menter Bro Ogwr Mudiad Meithrin Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support WESP Coordinator Urdd Menter Bro Ogwr Mudiad Meithrin Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group			Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		

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Target 5.3	Develop an early engagement model of support for non-maintained settings in targeted areas to enhance children’s early linguistic experiences.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Collate a list of non-maintained settings Undertake an audit of current provision and the settings’ needs as a baseline		Develop an early engagement model of support and set targets for engagement Promote, market, and celebrate our Welsh-medium offer within childcare settings		Roll out the engagement model. 45% of non-maintained settings are engaged with support Promote, market, and celebrate our Welsh-medium offer within childcare settings		60 % of non-maintained settings are engaged with support Share good practice within relevant forum Promote, market, and celebrate our Welsh-medium offer within childcare settings		70 % non-maintained settings are engaged with support Promote, market, and celebrate our Welsh-medium offer within childcare settings	
Action holders	Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 3,4 and 5 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 3,4 and 5 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 3,4 and 5 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 3,4 and 5 sub-group		Early Years and Childcare Manager Family Information Service and Childcare Development Officer Mudiad Meithrin Outcome 3,4 and 5 sub-group	

			Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group

Target 5.4	Professional learning and support for Welsh Language Immersion will be developed as well as resources to support the new curriculum.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Immersion staff to engage with the CSC's network for Welsh Language Immersion teachers focused on sharing practice. Immersion staff to attend training on the methodology of teaching language Promote primary Welsh immersion resources and professional learning		Training offered to all schools on the Immersion resources Immersion staff to engage with the CSC's network for Welsh Language Immersion teachers focused on resources Deliver methodology of teaching language professional learning. Facilitate a network for Welsh		Deliver methodology of teaching language professional learning. Facilitate a network for Welsh Language Immersion teachers Promote, market, and celebrate Welsh immersion resources and professional learning on offer		Deliver methodology of teaching language professional learning. Facilitate a network for Welsh Language Immersion teachers Promote, market, and celebrate Welsh immersion resources and professional learning on offer		Deliver methodology of teaching language professional learning. Facilitate a network for Welsh Language Immersion teachers Promote, market, and celebrate Welsh immersion resources and professional learning on offer	

[illegible]

Target 5.5	CSC to promote, support, challenge and accredit all schools to make progress with the Language Charter and Cymraeg Campus Awards. Evaluate and share best practice.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Snap survey to all Welsh-medium schools to ascertain where they are on their Siarter Iaith journey. Revise targets if needed Implement and develop Siarter Iaith Cymraeg Campus framework Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg		Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their Siarter Iaith		Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their		All Welsh-medium schools to receive the next award Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg		Implement and develop Siarter Iaith Cymraeg Campus framework. Produce resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their	

	Campus. Facilitate networks for Siarter Iaith and Cymraeg Campus leads. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms		Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms		Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms		Campus leads. Encourage and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms		Siarter Iaith Cymraeg Campus journey to do so. Undertake verification visits. Celebrate schools who have received awards and promote on various platforms	
Action holders	CSC Group Manager School Support Promotion, marketing and celebrating sub-group		CSC Group Manager School Support Promotion, marketing and celebrating sub-group		CSC Group Manager School Support Teachers		CSC Group Manager School Support Teachers		CSC Group Manager School Support Teachers	

			Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group	Promotion, marketing and celebrating sub-group

Target 5.6	Increase informal use of Welsh within schools. The local authority and CSC will support English-medium primary and secondary schools to increase provision in Welsh by utilising the Cymraeg Campus Programme.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Undertake an audit on curriculum time allocated to Welsh in all schools as a baseline.		92% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework		96% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework		100% of English-medium schools engaged in Siarter Iaith Cymraeg Campus framework		Continue to implement and develop Siarter Iaith Cymraeg Campus framework.	
	Snap survey to all English-medium schools to ascertain where they are on their Siarter Iaith journey. Revise targets if needed CSC to share termly data with the local authority Continue to implement		Continue to implement and develop Siarter Iaith Cymraeg Campus framework Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at the end of every term		90% of all English-medium primary schools that were engaged in 2022-23 to have received the bronze award Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at		Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at the end of every term		Promote, market, and celebrate Siarter Iaith Cymraeg Campus awards at the end of every term	

	and develop Siarter Iaith Cymraeg Campus framework. Celebrate Siarter Iaith Cymraeg Campus awards at the end of every term Increase the number of schools involved in Urdd activities by 10% Urdd – Offer children and young people opportunities to take part in Welsh language activities in school and outside of school hours.		Increase the number of schools involved in Urdd activities by 20%		the end of every term Increase the number of schools involved in Urdd activities by 30%		Increase the number of schools involved in Urdd activities by 40%		Increase the number of schools involved in Urdd activities by 60% Share resources created on use of incidental Welsh in English medium schools	
Action holders	Group Manager School Support Urdd CSC		Group Manager School Support Urdd CSC		Group Manager School Support Urdd CSC		Group Manager School Support Urdd CSC		Group Manager School Support Urdd CSC	

	Outcome 3,4 and 5 sub-group Group Manager School Support Teachers Promotion, marketing and celebrating sub-group	Outcome 3,4 and 5 sub-group Group Manager School Support Teachers Promotion, marketing and celebrating sub-group	Outcome 3,4 and 5 sub-group Group Manager School Support Teachers Promotion, marketing and celebrating sub-group	Outcome 3,4 and 5 sub-group Group Manager School Support Teachers Promotion, marketing and celebrating sub-group	Outcome 3,4 and 5 sub-group Group Manager School Support Teachers Promotion, marketing and celebrating sub-group

Target 5.7	Encourage the language development and engagement with parents. The local authority will continue to work collaboratively with RhAG as members of the WEF.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Compile a list of the various forums to engage parents and carers Promote, market, and celebrate Welsh language events		Attend Welsh language events to promote language courses and Welsh-medium offer Explore and engage with parents on their language development needs and the best way to support them Explore the possibility of working with Menter Bro Ogwr to provide bespoke courses for parents		Promote and market Welsh language courses and refresher courses on various platforms and share with schools Attend Welsh language events to promote language courses and Welsh-medium offer		Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary Attend Welsh language events to promote language courses and Welsh-medium offer Promote and market Welsh language courses and refresher courses on various platforms		Promote CSC 'Supporting your child to use Welsh language at home' resource: Primary Secondary Attend Welsh language events to promote language courses and Welsh-medium offer Promote and market Welsh language courses and refresher courses on various platforms	

		Collate information regarding Welsh language and refresher classes for parents and promote courses available within all areas of the community				and share with schools		and share with schools	
RhAG Menter Bro Ogwr Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		RhAG Menter Bro Ogwr Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		RhAG Menter Bro Ogwr Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		RhAG Menter Bro Ogwr Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group		RhAG Menter Bro Ogwr Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	

Target 5.8	Consider the support that Ysgol Gyfun Gymraeg Llangynwyd could provide for English-medium schools. Also consider the peer-to-peer support from the Welsh-medium primary schools (for example Bore Coffi).									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Discuss and plan a Bore Coffi Explore support from Menter Bro Ogwr and the Urdd to support schools		A small group of Year 10/11 pupils from Brynteg, Bryntirion and Pencoed Comprehensive Schools hold a half-termly Bore Coffi with a small group of pupils from Llangynwyd to support language development Promote, market, and celebrate the bore coffi and the engagement of all schools		Explore the opportunities available for both secondary and primary schools within cluster meetings and create an action plan Consider the use of funding available from CSC for peer-to-peer support.		Review and implement action plan Promote, market, and celebrate activities from the action plan and the engagement of all schools		Review and implement action plan Promote, market, and celebrate activities from the action plan and the engagement of all schools	

Action holders	Group Manager School Support Teachers Urdd Menter Bro Ogwr Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support Teachers Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support Teachers Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support Teachers Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Group Manager School Support Teachers Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group

Target 5.9	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).									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions			Explore the use of digital learning with CSC area lead for digital learning as an incentive to engage with the Welsh language		Share opportunities available with schools		Review and share opportunities available with schools		Review and share opportunities available with schools	
Action holders			Group Manager School Support CSC Teachers Outcome 3,4 and 5 sub-group		Group Manager School Support CSC Teachers Outcome 3,4 and 5 sub-group		Group Manager School Support CSC Teachers Outcome 3,4 and 5 sub-group		Group Manager School Support CSC Teachers Outcome 3,4 and 5 sub-group	

Target 5.10	Ensure alignment with the Council's Five-Year Welsh Language Promotion Strategy 2021-2026.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Monitor and review the Council's five- year Welsh Language Promotion Strategy in partnership with the lead officer in the Communications Team. Promote, market, and celebrate a rolling calendar of events to celebrate Welsh language awareness days. Work with external partners to promote Welsh Language	Review undertaken in November 2022	Review in November 2023		Review in November 2024		Review in November 2025 During this period, the five-year promotional strategy will be coming to an end. Therefore, consultation on a new strategy will be conducted. BCBC will collaborate with members of the WEF to ensure that a new plan is aligned to the WESP.		Review in November 2026 Implemented the new plan, building on the work completed in the previous five-year promotional strategy.	

Promote the Welsh-medium schools in the borough via corporate social media channels.

Work with members of the WEF to develop a calendar of events, whereby corporate social media channels can promote Welsh Medium opportunities.

Work with members of the WEF to promote Welsh essential jobs within BCBC.

Action holders

WESP Co-ordinator

WESP Co-ordinator

WESP Co-ordinator

WESP Co-ordinator

WESP Co-ordinator

	Consultation, Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Consultation, Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Consultation, Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Consultation, Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group	Consultation, Engagement and Equalities Manager Outcome 3,4 and 5 sub-group Promotion, marketing and celebrating sub-group

Target 5.11	Provide 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).									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Asynchronous, face-to-face, and bespoke professional learning. Sharing best practice via networks. Continue to develop and promote, market, and celebrate Welsh across the curriculum resource community on CSC website Promote, market, and celebrate resources available		Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr		Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr		Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr		Liaise with CSC to identify and plan support for this year. Continue to develop and promote resources for Welsh across the curriculum community on CSC website Promote, market, and celebrate resources available from partners, namely Menter Bro Ogwr	

[illegible]

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

Strategic Lead: Michelle Hatcher
WESP Co-ordinator: Becca Avci
Chair of Outcome 6 Sub-group: Nicola Williams

Target 6.1	Developments from the Additional Learning Needs (ALN) Strategic Planning Review Board which will conclude its work by April 2023.									
Year	2022-2023	Update	2023-2024	Update	2024 – 2025	Update	2025-2026	Update	2026-2027	Update
Actions	Monitor the developments with regards to Welsh-medium provision.	April 2023	Monitor the implementation of any recommendation with regards to Welsh-medium provision.		Monitor, evaluate and review Welsh-medium provision.		Monitor, evaluate and review Welsh-medium provision.		Monitor, evaluate and review Welsh-medium provision.	
Action holders	Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group	

Target 6.2	Report on the outcome of the Public Notice for the Moderate Learning Difficulties (MLD) Learning Resource Centre (LRC) at Ysgol Cynwyd Sant during the first year of the WESP.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Establish MLD LRC at Ysgol Cynwyd Sant Create a marketing strategy for schools and information for parents. Ensure BCBC's website has up-to-date relevant information.	Cabinet approval to open in autumn term 2022. MLD LRC opened in autumn term 2022.	Monitor progress of children attending MLD LRC Monitor data of children with MLD requiring a place in the LRC Devise a pupil road map to identify the journey from birth to 25 and gaps within the journey. Promote, market, and celebrate the pupil road map with key stakeholders		Monitor progress and numbers Review the road map Implement marketing strategy for schools and information for parents. Ensure BCBC's website has up to date relevant information .		Monitor progress and numbers Share and promote the pupil road map with officers and school to share with parents. Implement marketing strategy for schools and information for parents. Ensure BCBC's website has up to date relevant information.		Monitor progress and numbers Share and promote the pupil road map with BCBC officers and school to share with parents. Implement marketing strategy for schools and information for parents. Ensure BCBC's website has up to date relevant information.	

[illegible]

Target 6.3	The observation and assessment class at Ysgol Gymraeg Bro Ogwr will open in conjunction with the proposal through the School Modernisation Programme.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	School Modernisation to include an observations and assessment class within the new build for Ysgol Gymraeg Bro Ogwr Report the outcome of the statutory process (School Organisation Code, 2018) to Cabinet and seek approval to proceed. Commence the design process		Conclude the design process. Submit a planning application for the replacement school. Undertake a tender process for the construction of the replacement school via the SEWSCAP Framework Agreement Submit the Full Business Case to Welsh Government for approval		Continue with the construction of the replacement school Promote new build and expansion of school on various platforms Monitor numbers/data/pupils with ALN leaving Welsh-medium education Create a marketing strategy for the observation and assessment		Conclude construction Decant the existing school into the replacement school Replacement school opens for pupils Monitor progress and numbers destination annually Monitor numbers/data/pupils with ALN leaving Welsh-medium education		Defects liability period ends Monitor progress and numbers destination annually Monitor numbers/data/pupils with ALN leaving Welsh-medium education Create a marketing strategy for the observation and assessment class for schools and information for parents.	

Page 182	Monitor the progress of Ysgol Gymraeg Bro Ogwr in Outcome 2 sub-group		Appoint the successful bidder to undertake construction		class for schools and information for parents. Ensure BCBC's website has up to date relevant information.		numbers/data/Pupils with ALN leaving Welsh-medium education		Ensure BCBC's website has up to date relevant information.	
	Monitor numbers/data/pupils with ALN leaving Welsh-medium education		Commence construction Monitor numbers/data/pupils with ALN leaving Welsh-medium education.				Promote, market, and celebrate the unit working in partnership with			
Action holders	Schools Programme Manager Group Manager Learner Support Outcome 6 and 7 sub-group		Schools Programme Manager Group Manager Learner Support Outcome 6 and 7 sub-group		Schools Programme Manager Group Manager Learner Support Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group		Schools Programme Manager Group Manager Learner Support Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group		Schools Programme Manager Group Manager Learner Support Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	

Target 6.4	Report on the secondary Welsh-medium MLD provision from the ALN Strategic Planning Review Board.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Review current provision for secondary Welsh-medium MLD		Implement recommendation. Monitor provision-numbers/ data		Monitor provision-numbers/ data Create a marketing strategy for schools and information for parents. Ensure BCBC's website has up- to-date relevant information		Monitor provision-numbers/ data		Monitor provision-numbers/ data	
Action holders	Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group	

Target 6.5	Consider the sufficiency of the Additional Learning Provision (ALP) in Welsh and the size and capability of the workforce which also involves consideration of the Welsh-medium workforce.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	An analysis undertaken during the first year of the WESP of ALN staffing and any gaps identified utilising SWAC data. Audit the number of staff that can deliver their service through the medium of Welsh		Analyse demand, utilising data to develop and plan for ALN provision Promote, market, and celebrate Welsh language refresher courses Promote, market, and celebrate Welsh language courses		Create an ALP menu and compare the offer of Welsh-medium support to English-medium support Monitor succession planning Explore training opportunities for staff that can deliver provisions through the medium of Welsh to build capacity of ALP		Monitor succession planning Explore training opportunities for staff that can deliver provisions through the medium of Welsh to build capacity of ALP Monitor the ALP menu and share with relevant staff and agencies/ partners		Monitor succession planning Explore training opportunities for staff that can deliver provisions through the medium of Welsh to build capacity of ALP Monitor the ALP menu and share with relevant staff and agencies/ partners	
Action holders	Group Manager Learner Support		Group Manager Learner Support		Group Manager Learner Support		Group Manager Learner Support		Group Manager Learner Support	

	Outcome 6 and 7 sub-group	Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	Outcome 6 and 7 sub-group	Outcome 6 and 7 sub-group	Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group

Target 6.6	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Analyse needs through the Access to Education Panel referrals		Analyse needs through referrals to specialist teams and the educational psychology service (EPS) Monitor the referrals to Access to Education Panel		Analyse the Welsh offer in special schools and the PRU Monitor the referrals to Access to Education Panel		Analyse the graduated response Monitor the referrals to Access to Education Panel		Monitor the referrals to Access to Education Panel	
Action holders	Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group	

Target 6.7	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	A strategic overview of workforce linguistic skills across all schools using SWAC data that has been completed using the Language Competency Framework Undertake a skills audit of staff that can deliver specialist provision through the medium of Welsh. Links between special schools and		Links between special schools and Welsh-medium workforce strengthened Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a		Strong links between special schools and Welsh-medium workforce established Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a Special school.		Strong links between special schools and Welsh-medium workforce established Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a Special school.		Strong links between special schools and Welsh-medium workforce established Explore training and experience opportunities following needs identified in the skills audit. Explore secondment opportunities and Welsh speaking staff developing professionally within a Special school.	

	Welsh-medium workforce established.		Special school. Secondmen t using secondary staff to support ALN		Secondmen t using secondary staff to support ALN		Secondmen t using secondary staff to support ALN		Secondmen t using secondary staff to support ALN	
Action holders	Group Manager Learner Support Group Manager School Support Outcome 6 and 7 sub-group		Group Manager Learner Support Group Manager School Support Outcome 6 and 7 sub-group		Group Manager Learner Support Group Manager School Support Outcome 6 and 7 sub-group		Group Manager Learner Support Group Manager School Support Outcome 6 and 7 sub-group		Group Manager Learner Support Group Manager School Support Outcome 6 and 7 sub-group	

Target 6.8	Recruit and develop specialist staff to meet the growth and change in provision which will include early years and childcare.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Human Resources to look at recruitment procedures Explore courses that are provided by Mudiad Meithrin, higher education and further education		Links between special schools and Welsh-medium workforce established with the aim of using special schools' expertise to professionally develop specialist staff Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit		Create a training planner with special schools for Welsh-medium schools and staff to develop professionally and build capacity Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit staff at different stages		Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit staff at different stages Investment in training Update special school's training calendar to using their expertise to professionally develop		Succession planning: Analyse needs data and compare to staffing audit and ALP menu that can be delivered through the medium of Welsh. Plan to recruit staff at different stages Investment in training Update special school's training calendar to using their expertise to professionally develop	

[illegible]

	Outcome 6 and 7 sub-group	Outcome 6 and 7 sub-group	Outcome 6 and 7 sub-group	Outcome 6 and 7 sub-group	Outcome 6 and 7 sub-group

Target 6.9	In collaboration with CSC, curriculum provision and resources will be appropriate for any pupil with ALN in both Welsh-medium and English-medium schools.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	CSC to develop, pilot and publish a Standardised Welsh Reading Test for Years 1-11 in Welsh medium schools. Audit resources available from CSC		CSC to develop, pilot and publish a Standardised Welsh Spelling Test for Years 1-11 in Welsh medium schools Monitor the use of the reading test Promote, market, and celebrate resources available from CSC		Audit specialist teams assessments that are available through the medium of Welsh and identify the gaps in assessments		Explore the possibility supporting the development of assessments with partners / agencies Share resources available from CSC Monitor any new resources that are on the market		Share resources available from CSC Monitor any new resources that are on the market Promote, market, and celebrate resources available from CSC	
Action holders	Group Manager Learner Support CSC Outcome 6 and 7 sub-group		Group Manager Learner Support CSC Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	

Target 6.10	Work in partnership with the Social Services and Wellbeing Directorate and Bridgend College to ensure appropriate additional learning provision (ALP) and essential workforce.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Review current ALN ALP available Post-16 Analyse need using data		Analyse need using data Analyse workforce Monitor, review ALP available Post-16		Create map of learners' journey 0-25 with progression of ALP and opportunities		Promote, market, and celebrate the learners' journey map		Monitor, review ALP available Post-16	
Action holders	Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group, promotion, marketing and celebrating sub-group		Group Manager Learner Support Outcome 6 and 7 sub-group	

Target 6.11	Ensure that parents and carers are fully engaged through the various forums and consultation meetings which are in the local authority.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Promote, market, and celebrate MLD LRC at Ysgol Cynwyd Sant Promote 'Pam dewis addysg Gymraeg?' booklet across all platform and hard copies shared with Early Years Team and Health Audit consultation meetings and forums and promote/advertise in a timely manner		Review SNAP Cymru information on the Council website Ensure appropriate, accurate and timely information is on the Council website. Promote 'Pam dewis addysg Gymraeg?' booklet across all platform and hard copies shared with Early Years Team and Health		Ensure appropriate, accurate and timely information is on the Council website. Promote, market, and celebrate the observation and assessment class at Ysgol Gymraeg Bro Ogwr Promote 'Pam dewis addysg Gymraeg?' booklet across all platform and hard copies shared with Early Years		Ensure appropriate, accurate and timely information is on the Council website. Promote 'Pam dewis addysg Gymraeg?' booklet across all platform and hard copies shared with Early Years Team and Health Advertise /promote consultation meetings and forums in a timely manner		Ensure appropriate, accurate and timely information is on the Council website. Promote 'Pam dewis addysg Gymraeg?' booklet across all platform and hard copies shared with Early Years Team and Health Advertise /promote consultation meetings and forums in a timely manner	

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Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.	
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	
Strategic Lead: WESP Co-ordinator: Chair of Outcome 7 Sub-group:	Michelle Hatcher Becca Avci Nicola Williams

Target 7.1	Regular analysis of data, monitoring and target setting to inform planning.									
Year	2022-2023	Update	2023-2024	Update	2024 – 2025	Update	2025-2026	Update	2026-2027	Update
Actions	Schools to use CSC's professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date.		Analyse SWAC Data (Spring term) Create monitoring collection form for collection of workforce data including Mudiad Meithrin		Analyse SWAC Data (Spring term) Analyse data qualifications audit from Mudiad Meithrin Use monitoring form for collection of workforce data		Analyse SWAC Data (Spring term) Analyse data qualifications audit from Mudiad Meithrin Use monitoring form for collection of workforce data		Analyse SWAC Data (Spring term) Analyse data qualifications audit from Mudiad Meithrin Use monitoring form for collection of workforce data	
	CSC to present the		Analyse data qualification							

	professional learning for Welsh Language Framework to highlight the importance of inputting the correct data at Team Bridgend Analyse SWAC Data (spring term)		s audit from Mudiad Meithrin Use monitoring form for collection of workforce data							
Action holders	Principal Advisor Employee Relations CSC Outcome 6 and 7 sub-group		Principal Advisor Employee Relations Mudiad Meithrin Outcome 6 and 7 sub-group		Principal Advisor Employee Relations Mudiad Meithrin Outcome 6 and 7 sub-group		Principal Advisor Employee Relations Mudiad Meithrin Outcome 6 and 7 sub-group		Principal Advisor Employee Relations Mudiad Meithrin Outcome 6 and 7 sub-group	

Target 7.2	Establish training and apprenticeship as part of the sub-group, using the relevant data, a detailed plan in relation to upskilling staff will be written.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Create an audit and data collection (Welsh for Adults) Utilise the Welsh Competency Framework to establish skills baseline- CSC Promote, market, and celebrate the Cynllun Ysgolion Cam wrth Gam apprenticeship placements at Cylch Meithrin and the Cynllun Clebran.		Ensure CSC Teaching Assistant Learning Pathway (TALP) training offers LSOs effective training for all levels. Audit of partners offers of training and apprentices hips Create a road map of opportunities and education career for staff. Use the data from the Welsh Competency Framework		Evaluate all training offers against baseline. Impact and affect (trends) Create a plan in relation to upskilling staff Monitor, promote and celebrate training and apprentices hips opportunities that arise from the audit		Monitor, promote, market, and celebrate training and apprentices hips opportunities that arise from the audit		Monitor, promote, market, and celebrate training and apprentices hips opportunities that arise from the audit	

[illegible]

Target 7.3	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Create exit interview questionnaire Share interview questionnaire		Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Identify reasons for leaving and put a plan in place to reduce the number of leavers by 1%. Monitor		Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Monitor and evaluate trends Amend and enhance plan to reflect the		Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Monitor and evaluate trends Evaluate current plan and reduce		Schools to use CSC professional learning on how to assess their Welsh language ability using the Welsh language competency framework for SWAC data to be up to date. CSC to provide Welsh sabbatical data Monitor and evaluate trends Evaluate the plan and reduce	

	e with headteacher s		and evaluate trends		current year's data on reasons for leaving Reduce leavers by 1%		leavers by 1%.		leavers by 1%	
Action holders	Principal Advisor Employee Relations Headteachers CSC		Principal Advisor Employee Relations Headteachers CSC Outcome 6 and 7 sub- group		Principal Advisor Employee Relations Headteachers CSC Outcome 6 and 7 sub- group		Principal Advisor Employee Relations Headteachers CSC Outcome 6 and 7 sub- group		Principal Advisor Employee Relations Headteachers CSC Outcome 6 and 7 sub- group	

Target 7.4	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. NQTs to attend CSC's Aspire programme and induction Promote the free Welsh language professional learning provided by		Review current offer of support through professional learning to determine needs. Create a road map of opportunities available Analyse the Language Framework data as a baseline for improvement. Deliver asynchronous, face-to-face, and bespoke Welsh Language Development		Consider bespoke training/support individual schools e.g. post Estyn inspections Re-establish SLA for Hwb training schools to share good practice Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competenc		Monitor impact of support through SWAC/Welsh competency framework Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. Promote the free Welsh language professional learning provided by		Deliver asynchronous, face-to-face, and bespoke Welsh Language Development professional learning linked to the Welsh Language Competency Framework. Promote the free Welsh language professional learning provided by Learn Welsh.	

	Learn Welsh.		professional learning linked to the Welsh Language Competency Framework. Promote the free Welsh language professional learning provided by Learn Welsh.		y Framework. Promote the free Welsh language professional learning provided by Learn Welsh. Promote the roadmap		Learn Welsh.			
Action holders	CSC Headteachers Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	CSC Headteachers Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	CSC Headteachers Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	CSC Headteachers Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	CSC Headteachers Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	Principal Advisor Employee Relations CSC Headteachers Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group	CSC Outcome 6 and 7 sub-group Promotion, marketing and celebrating sub-group			

Target 7.5	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH qualification following the Aspiring Headteacher course	No applicants from Welsh-medium schools for the Aspiring Headteacher programme for the last two years.	Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH		Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH		Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH		Middle level management training for Welsh leaders Monitor the number of Welsh-medium applicants on the national leadership programmes including destination reports for NPQH candidates. CSC to speak with Headteachers and improvement partners Monitor success rate of NPQH	

Target 7.6	Work in partnership 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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions			Link in with Higher Education representative and Headteachers with the aim of schools working in partnership with ITE Collect the routes into teaching available and promote		Strong links with higher education established. Two Welsh-medium schools are placement school Work with external partners to promote initiatives on routes into teaching and share any relevant information with schools and various platforms. Evaluate initiatives and routes into teaching		Three Welsh-medium schools are placement schools for ITE Explore developing a new route to QTS for Welsh medium applicants Strong links with higher education established. Promote routes into teaching		Four Welsh-medium schools are placement schools for ITE Promote routes into teaching	

					and plan a way forward						
Page 206	Action holders		Higher Education CSC Headteachers Outcome 6 and 7 sub-group		Higher Education CSC Headteachers Outcome 6 and 7 sub-group		Higher Education CSC Headteachers Outcome 6 and 7 sub-group		Higher Education CSC Headteachers Outcome 6 and 7 sub-group		

Target 7.7	Professional learning and support to newly qualified teachers (NQT) teachers will be provided									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year		NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data		NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data		NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data		NQTs to attend CSC Aspire programme Internal mentors to attend CSC training and support NQTs throughout the year Monitor data	
Action holders	CSC Headteachers		CSC Headteachers Outcome 6 and 7 sub-group		CSC Headteachers Outcome 6 and 7 sub-group		CSC Headteachers Outcome 6 and 7 sub-group		CSC Headteachers Outcome 6 and 7 sub-group	

Target 7.8	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.									
Year	2022-2023	Update	2023-2024	Update	2024-2025	Update	2025-2026	Update	2026-2027	Update
Actions	CSC to present the professional learning for Welsh Language Framework to highlight the importance of inputting the correct data at Team Bridgend. Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning. Provide post sabbatical support for		CSC to provide uptake information of sabbatical course – names and schools so that staff can be encouraged to continue to develop their Welsh language skills and be made aware of vacancies. Provide post sabbatical support for practitioners to include networking opportunities , leadership of Welsh professional learning		CSC to provide uptake information of sabbatical course – names and schools so that staff can be encouraged to continue to develop their Welsh language skills and be made aware of vacancies. Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning.		Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning. Provide post sabbatical support for practitioners to include networking opportunities , leadership of Welsh professional learning along with bespoke support from CSC Development Officer.		Promote effective use of Welsh Language Competency Framework to assess skills and plan appropriate professional learning. Provide post sabbatical support for practitioners to include networking opportunities , leadership of Welsh professional learning along with bespoke support from CSC Development Officer.	

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ANNUAL REVIEW REPORT WELSH IN EDUCATION STRATEGIC PLAN 2022-2023

Name of Local Authority
Bridgend County Borough Council

Author:	Group Manager (Learner Support)/WESP co-ordinator
Approver:	Corporate Director Education and Family Support
Date	24 July 2023

KEY ACHIEVEMENTS / HIGHLIGHTS

- The Welsh in Education Forum (WEF) has been strengthened. Membership of the WEF has been reviewed and terms of reference adopted. Five sub-groups for the seven outcomes have been established, with chairs from the WEF appointed and terms of reference adopted for each sub-group.
- Late immersion provision has been established. The local authority has utilised the grant from Welsh Government and have employed one teacher and one Learning Support Officer (LSO). The model that has been introduced is one whereby the staff travel between schools to deliver late immersion provision.
- Provision for pupils with additional learning needs (ALN) has increased. A Welsh-medium learning resource centre (LRC) for pupils with moderate learning difficulties (MLD) opened in autumn 2022 at Ysgol Gynradd Gymraeg Cynwyd Sant with a capacity of 15 pupils.
- To promote and celebrate Bridgend's Welsh-medium education journey, a video has been developed with partners and will be launched in autumn 2023.

OVERALL PLAN SUMMARY

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.

In 2021, Bridgend's Welsh-medium schools had 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.

The number of Reception age places would only increase once the new schools are open.

Rating: **Amber**

FOREWARD LOOK MILESTONES

Our key priorities for the coming year are:

- Determine the future Welsh-medium investment priorities for the nine-year rolling programme.
- Progress the Welsh-medium school and childcare schemes as per their programmes, for delivery in future years.
- Conclude the options appraisal in respect of secondary provision.
- Further develop the late immersion provision.

There are further key actions within the five-year WESP for 2023-2024 which include:

- Develop the local authority's website with the aim that parent/carers can easily navigate up-to-date information regarding Welsh-medium education.
- Strengthen the transition process from early years childcare to Welsh-medium education.
- Improve retention rates for Post-16.
- Explore the use of blended learning and digital learning alongside promoting of the benefits of studying Welsh.
- Provide opportunities for learners to use the Welsh language in informal situations by working with partners to map and create further opportunities.
- Increase the amount of Welsh used in English-medium schools and ensure schools move along the Siarter Iaith Cymraeg Campus continuum.
- Establish a Welsh-medium observation and assessment class.
- Strengthen partnerships between Welsh-medium schools and special schools with the aim of offering secondment opportunities to build capacity within our workforce; and
- Create a plan to upskill the Welsh-medium workforce and working with partners to promote and create opportunities for professional development.

The golden thread throughout the five-year WESP (2022-2027) is our commitment to promote, market and celebrate progress, opportunities, and our dedication to increase our Welsh-medium offer across a variety of platforms using a dedicated sub-group to drive this forward. Activities and actions align with the Welsh Language Strategy (2021-2026).

Outcome 1**Outcome 1****More nursery children/ three-year olds receive their education through the medium of Welsh****KEY ANNUAL DATA**

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.

Within Bridgend provision is outlined in the table below.

Day Nurseries	21
Sessional Childcare Providers	7
Flying Start	12
Childminders	46
Cylch Meithrin	6 (7 including Flying Start's Blaenllynfi site)
Out of school providers	15
Total	108

There have been some closures of provisions across the county, most notably in childminding. This is a national issue, and the sector of childcare that was perhaps most affected by COVID-19. The childcare team are working with colleagues in the Professional Association of Childcare and Early Years (PACEY) and Welsh Government to enhance the initiatives for childminders, and particularly those delivering in the medium of Welsh.

The local authority's childcare team continues to work with Mudiad Meithrin to increase the number of Cylchoedd Meithrin across the county borough. There has been a closure of a Cylch Meithrin in the centre of Bridgend and both partners are working together to help restore provision here and increase in other areas in the local authority.

Total Number of pupils as at PLASC

Year Groups	Welsh-medium schools	English-medium schools	% of pupils in Welsh-medium schools	Total number of pupils
2021-2022				
N1	19	258	6.86	277
N2	131	1295	9.19	1426
2022-2023				
N1	17	244	6.51	261

N2	123	1296	8.67	1419

- The projection for the number and percentage of three-year-olds receiving their education through the medium of Welsh for 2022-2023 was 150 pupils and 9.58%.
- In 2022-2023, 123 children and 8.67% attended nursery classes in Welsh-medium schools. A further 23 children and 9% received their education through the medium of Welsh in funded non-maintained Early Years settings.
- In summer term 2023 for Flying Start, ten children attended Cylch Meithrin Sgêr, five attended Cylch Meithrin Plant Bach, one attended Cylch Meithrin Cynwyd Sant, one attended Cylch Meithrin Gwdihw and three attended Cylch Meithrin Pencoed. This represents 4.8% of all children accessing Flying Start Childcare in the summer term.

Cylchoedd Meithrin (Mudiad Meithrin)

Transition data: Cylchoedd Meithrin to Welsh-medium Schools 2021-2022					2020-2021
Name	Number transferred to school	Number transferred to Welsh-medium schools	Number transferred to English-medium schools	% Transferred to Welsh-medium education	% Transferred to Welsh-medium education
Cynwyd Sant	13	13	0	100.00%	100.00%
Dechrau'n Deg Lon y Parc	8	4	4	50.00%	75.00%
Gwdihw	15	4	11	26.67%	12.50%*
Pencoed	34	11	23	32.35%	44.83%
Plant Bach Sarn	30	19	11	63.33%	60.00%
Y Diwlith	17	16	1	94.12%	91.67%
Y Sgêr	14	12	2	85.71%	68.75%

- In 2022-2023, the local authority funded 20 Flying Start childcare places compared to 10 places in 2021-2022.
- There are currently 13 children accessing Welsh-medium childcare provision in the original Flying Start areas, which represents approximately 4% of the total number of children accessing the childcare provision. The percentage in the phase two expansion areas is higher at 7%, which represents seven children.
- As part of the childcare entitlement in Flying Start, parents are offered the choice of Welsh and English-medium childcare provision. The team provides links to the 'Why Choose Welsh-medium education?' booklet when childcare options are discussed. There are Welsh and English-medium childcare provision available in all current Flying Start areas, and places are purchased on demand.
- 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.

OUTCOME SUMMARY

- The plan to increase the number of Welsh-medium Flying Start childcare places for the current expansion areas and for subsequent phases, includes implementing the model that has been developed in one of the existing Flying Start settings in Bridgend. The two new Flying Start childcare settings in Ogmore Vale and Nantymoel will offer both Welsh and English-medium sessions.
- The childcare team accesses free training through Camau and will work in collaboration with Mudiad Meithrin and Croesi'r Bont officers to develop the Welsh-medium offer. This will enable parents to choose Welsh or English-medium provision at the same setting, which we hope, through partnership working with Welsh-medium primary headteachers, will increase the number of children who transition to Welsh-medium primary schools. This model has been submitted to Welsh Government and agreed as part of the expansion plan.
- As referenced previously, our Flying Start childcare team at Brackla has partnered with Camau and Mudiad Meithrin to develop a model that has enabled them to deliver their afternoon sessions through the medium of Welsh.
- The webpage on the local authority's website is currently being updated. The admissions team within the Education and Family Support Directorate are aware of the schools available. Information on Welsh-medium nursery education is available to all parents and carers on the local authority's website detailing school admission arrangements and advice on schooling available.
- The 'Why choose Welsh-medium education?' booklet and posters are in the process of being distributed. Information on the booklets has been shared with Flying Start Health Visitors. There is now Family Information Service Officer in post. However, there was an unforeseen delay in the start date of this officer which has impacted on activities planned. The booklet has been uploaded to the local authority's website. There has been a restructure within Mudiad Meithrin Bridgend now comes under the Mid and West Wales region. The focus in the first instance will be to build relationships and to share information to further strengthen collaboration.

- The childcare team undertook a parental consultation and are looking into setting up forums during summer 2023.
- Cymraeg i Blant is one of Mudiad Meithrin's schemes which supports parents to choose childcare and Welsh-medium education. This is mainly done by providing free baby support groups for parents in Bridgend.
- The Cymraeg i Blant local officer provides information, support, and resources to parents in Bridgend when choosing the bilingual journey for their child.
- Cymraeg i Blant sponsor the maternity folder, the scan card and the personal record of a child's health and share resources with the new parents when leaving hospital. This arrangement is in place with Cwm Taf Health Board. Cymraeg i Blant are in constant contact with the Midwives and Health Visitor teams in terms of what messages should be shared with new families.
- A series of termly groups such as baby massage, baby yoga, story, sing and sign sessions were held in Maesteg, Y Sarn, Bridgend Town, Pyle and Bettws.

Cymraeg i Blant group numbers in Bridgend between 2022-23		
Story, Song and Signing	Number of groups	65
	Number of parents	548
Massage	Number of groups	90
	Number of parents	754
Sensory Groups	Number of groups	3
	Number of parents	25

- In addition, events such as fun mornings and sensory groups were held jointly with Menter Bro Ogwr throughout 2022-2023.
- All partners of the Welsh in Education Forum (WEF) have access to the shared Welsh events calendar which the local authority's Communication Team also accesses to promote activities on social media platforms.
- The Childcare Adequacy Assessment action plan details the plans over the next five years. The annual review is in progress and stakeholder focus groups and questionnaires will help us to better understand the demand for Welsh-medium childcare and the barriers to access. We will continue to monitor the numbers and percentage of children accessing Early Years childcare through the medium of Welsh and take action to satisfy parental demand.
- The local authority provides free home-to-school transport for non-statutory nursery aged pupils who live 1.5 miles or more away from their nearest suitable school (including Welsh-medium schools). Furthermore, the local authority supports free home-to-school transport to the nearest Welsh-medium primary schools and to the Welsh-medium secondary school, where

the distance is more than two miles (primary) and three miles (secondary) respectively. The local authority also supports Post-16 learners attend their nearest Welsh-medium sixth form with free home-to-school transport, where the distance, is greater than three miles.

The members of the WEF work proactively to support the WESP. Each member of the WEF works as part of the sub-group for Outcome One. As part of the work of this sub-group an annual development plan has been created, and activities have been developed with partners. The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) system.

The actions outlined in the sub-group development plan are as follows:

- The booklet 'Why choose Welsh-medium education?' has been published with 10k copies printed. A poster has also been created with QR codes taking the reader to an electronic copy. Hundreds of booklets have been distributed to schools, Flying Start centres, private nurseries, libraries, local community centres, and other community hubs. The booklet has been shared with partners and is regularly promoted by the Communications team across different platforms. Mudiad Meithrin has arranged for Cymraeg i Blant to design and deliver training for health visitors and midwife teams to promote Welsh-medium education from a young age.
- In July 2023, Cymraeg i Blant held craft activities in Y Nyth at Gŵyl Ogi Ogi Ogwr.
- Ysgol Gymraeg Bro Ogwr is in the design stage and there will be 90 spaces for three-year olds.
- Ysgol Y Ferch o'r Sgêr will increase in capacity to 60 spaces for three-year olds.
- Ysgol Gymraeg Bro Ogwr's new build is in the planning stage and will have 90 spaces for three-year olds.
- Plans for the seedling school in Porthcawl are progressing which will give an additional 30 spaces for three-year olds.
- Two childcare hubs have been purposefully designed and built to a very high standard. The setting in Bettws was handed over to the local authority in November 2022 and Blackmill was handed over in March 2023. There have been challenges in identifying a suitable provider which has necessitated high-level liaison with colleagues in Mudiad Meithrin, Welsh Government and the local authority to improve the level of incentive on offer. The opportunity to operate from the Bettws hub will be going out to a tender, with a much-improved financial offer, in the autumn term to secure a Welsh-medium provider. At the time of writing, a suitable provider has expressed a firm interest. The same options have been explored in relation to the Blackmill setting, but due to its location the set up and succeed team at Mudiad Meithrin has advised that it is currently unviable, even with the improved financial incentives on offer. With the agreement of Welsh Government, the local authority is currently exploring the possibility of utilising the building as a late-immersion centre for primary-aged Welsh medium learners.

- All partners have promoted Welsh-medium education by sharing Mudiad Meithrin's videos. All Welsh-medium primary schools have uploaded the videos to their websites and shared on their communication platforms.
- All partners have been active in sharing information such as dewis.cymru and Learn Welsh courses. It is positive to see a large uptake of Welsh lessons this year.

Cwrs Blasau = 44

Cwrs Mynediad = 144

Cwrs Sylfaen = 56

Cwrs Canolradd = 52

Cwrs Uwch = 71

Total = **367**

- In June 2023, the WEF gave formal recommendation that the local authority pursue catchment areas for Welsh-medium schools. To progress this, it is proposed that a report will be presented to Cabinet during autumn 2023 to recommend that the local authority progresses a public consultation on this matter. Following consideration of the outcome of the consultation, if Cabinet is minded, to approve the implementation of Welsh-medium school catchment areas, the earliest this could take place would be for the 2026-2027 school admission round.

IMPLEMENTATION AND MONITORING

The implementation and monitoring of the WESP is undertaken in the following ways:

- The WESP five-year plan was presented to Cabinet/Corporate Management Board (CCMB) on 13 December 2022.
- A WESP report will be reported to CCMB on 30 August 2023 following its first year of implementation.
- A WESP Cabinet report will be reported to Cabinet on 19 September 2023 following its first year of implementation.
- The WESP five-year plan was presented to Scrutiny on 1 December 2022.
- WESP is reported to the Education and Family Support Directorate (EFSD) monthly senior management team (SMT), which involves the Director/Head of Service and Group Managers.
- The WESP is contained within Education and Family Support (EFS) Strategic Business Plan (2023-2026). This is monitored and reported on a quarterly basis.
- The Welsh in Education Forum (WEF) chaired by Group Manager (Learner Support) receives updates from the chairs of the sub-groups who have been approved by WEF. The WESP co-ordinator presents on the work of the sub-groups.
- Group Manager (Learner Support) and the WESP Co-ordinator regularly meet to discuss and plan the implementation and monitoring of the WESP.

• Group Manager (Learner Support) and the WESP Co-ordinator meet with Welsh Government throughout the course of a year. • The WESP co-ordinator meets with chairs of sub-groups prior to a sub-group meeting. • Workshops have taken place to write the five-year WESP and the sub-group development plan. • Each sub-group has developed an annual development plan taken from the five-year WESP which has focussed the work of the sub-group. • During the termly sub-group meeting, the sub-group development plan is updated and then each action is RAYG rated. • The Bridgend Association Secondary Headteachers (BASH) and the Primary Federation discuss the work of the WESP and have representatives who sit on the WEF. • Team Bridgend which is attended by local authority officers within the Education and Family Support Directorate and across the Council and headteachers receive WESP updates.
OUTCOME LEVEL RISKS
• Both newly build childcare hubs remain unoccupied. • Mudiad Meithrin has restructured their teams. The Mid and West-Wales region is now supporting Bridgend. • Some pupils from Cylchoedd Meithrin do not transfer to Welsh-medium education. This is significantly higher for some Cylchoedd Meithrin than others.
ASSURANCE / MITIGATION ACTION
• Securing improved financial packages and regular, ongoing liaison with potential suitable Welsh-medium providers. Potential interim change of use of the Blackmill childcare setting • It is foreseen that it will take time to build relationships with the new Mudiad Meithrin region, but this change should not be detrimental to the WESP. • Mudiad Meithrin to support Cylchoedd Meithrin to better understand the destinations of leavers and to explore with parents the reasons why they did or did not choose Welsh-medium primary education.

Outcome 2

Outcome 2

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

KEY ANNUAL DATA

Total Number of pupils in Reception Class (Welsh-medium) - PLASC Data				
Year	Welsh-medium schools	English-medium schools	% of pupils in Welsh-medium schools	Total number of pupils
2021-2022	133	1398	8.69	1531
2022-2023 (Provisional data)	135	1356	9.05	1491

- The proposed target outlined in the WESP is for 140 and 8.94% of five-year olds to receive their education through the medium of Welsh. In 2022-2023, 9.05% of five-year olds were in Welsh-medium education which is higher than the proposed target.
- In 2021-2022, 133 five-year olds received their education through the medium of Welsh, compared to 2022-2023, where there were 135 pupils.
- There is also an increase in the percentage between 2021-2022 and 2022-2023.

PLASC 2022-2023

The number and percentage of Black, Asian and minority ethnic background learners who are taught through the medium of Welsh

	White - British		Black, Asian and Minority Ethnic		Gypsy		Travellers		Total
	No.	%	No.	%	No.	%	No.	%	
Ysgol Gynradd Gymraeg Cynwyd Sant	271	97.13	8	2.87	0	0.00	0	0.00	279
Ysgol Gyfun Gymraeg Llangynwyd	700	97.77	16	2.23	0	0.00	0	0.00	716
Ysgol Gymraeg Bro Ogwr	376	97.66	9	2.34	0	0.00	0	0.00	385
Ysgol Gynradd Gymraeg Calon y Cymoedd	207	99.52	1	0.48	0	0.00	0	0.00	208
Ysgol Y Ferch o'r Sgêr	86	96.63	3	3.37	0	0.00	0	0.00	89
Grand Total	1640	97.79	37	2.21	0	0.00	0	0.00	1677

OUTCOME SUMMARY

- The consultation has concluded for Porthcawl seedling school and childcare provision.
- Cabinet approval has been received to proceed with the schemes.
- Planning has been submitted for Ysgol Gymraeg Bro Ogwr mobile classroom and is expected to be fitted in February 2024.
- The replacement of Ysgol Y Ferch o'r Sgêr and Ysgol Gymraeg Bro Ogwr will transition to the nine-year programme (these schemes are currently in design).
- The priorities identified in the WESP will also transition to the nine-year programme.
- We are in the process of reviewing our school organisation proposals and will endeavour to ensure that we deliver on the WESP targets which is a priority of the local authority.
- The local authority is reviewing the pupil place requirement to serve new housing development proposed in the Replacement Local Development Plan (LDP).
- Opportunities to increase Welsh-medium provision in English-medium schools or schools looking to transition to a different category will be reviewed as part of the school organisation proposals to inform the nine-year rolling programme.
- One teacher and one Learning Support Officer (LSO) has been appointed to the late immersion provision. The model we have had in place since November 2022 is for the staff to travel between schools and to support within the mainstream class and to withdraw from class for late immersion sessions. The WESP Coordinator line manages the staff and has visited late immersion centres within the Central South Consortium and is working in conjunction with Central South's Consortium's late immersion network to further develop the provision. Currently, 10 pupils being supported with two having successfully returned to mainstream.

Schools supported by the late immersion provision	Numbers of pupils supported by the late immersion provision
Ysgol Gynradd Gymraeg Cynwyd Sant	2

Ysgol Gynradd Gymraeg Calon y Cymoedd	6
Ysgol Gyfun Gymraeg Llangynwyd	2

- The WESP Coordinator is in regular contact with the headteachers and have worked in partnership with members to create an action plan for the late immersion provision.

Feedback has been received from pupils, staff and parents which will continue to be used to inform how we provide late immersion provision.

The feedback is as follows:

- During summer term 2023, the late immersion teacher undertook a pupil voice activity. Pupils reported that overall, they enjoyed the themes of the units of work, the investigative activities, treasure hunts, working on the Chromebooks and the emojis used to designate duties for the session. They all favoured visual resources and kinaesthetic activities. One pupil reported that the work can be challenging. Two pupils reported that they would like more creative activities. One pupil asked for more free time in the session and one pupil asked for a designated classroom.
- Staff reported that the pupils enjoyed the sessions although when English is taught in the morning, it is difficult to immerse the pupils in the language for an afternoon. Increased progress in Welsh language skills was noted since beginning the provision and the pupils are becoming more confident when speaking with staff although the pupils are slower to start a conversation in the Welsh language with their peers.
- £3700 has been spent on teaching and learning resources which has ensured that there are a variety of high quality and interactive resources to support the teaching of the late immersion teaching programme.
- Since April 2023 to July 2023, pupils have made on average 23.5% progress when re-assessed using the Cardiff's late immersion assessment. One pupil made 34.8% progress.
- Group Manager (Learner Support) and the WESP Coordinator has had an initial meeting with the Regional Welsh-medium Education Promotion Champion and will meet again in autumn term 2023. The steps taken to engage with families from Black, Asian, and Minority Ethnic backgrounds about opportunities to access Welsh-medium education will be a priority for the second year of the WESP and written into the sub-group development plans.

The members of the WEF work proactively to support the WESP. Each member of the WEF works as part of the sub-group for Outcome Two. As part of the work of this sub-group an annual development plan has been created, and activities have

been developed with partners. The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) system.

The actions outlined in the sub-group development plan are as follows:

- Late immersion support visits from Central South Consortium to support the delivery of the late immersion programme have been held.
- There have been valuable late immersion network meetings which have supported the development of the late immersion provision. The network covers strategic themes such as policy writing, sharing of good practice and resources.
- Immersion resources have been created and shared by Central South Consortium with Welsh-medium schools along with linked professional development opportunities. The primary schools have received the 'Pecyn Trochi' boxes and were grateful of the additional information.
- The WESP Coordinator and a representative from Central South Consortium joined the Welsh-medium cluster meeting to present resources and professional development opportunities available.
- The WESP Coordinator has attended Welsh Government's regional late immersion network which also shares a strategic overview to the provision by inviting guest speakers, sharing of other local authority's practice, and networking of officers. This has supported the local authority to approach other local authorities to work together on elements of the late immersion provision.
- Members of the Outcome Two sub-group have revised the format and information on the website. The website team are working on the recommendations to the 'Welsh-medium education' webpage on the local authority's website which will now include information on late immersion, 'Why choose Welsh-medium education?' booklet, links to the Welsh-medium schools' websites as well as the other information already included in the area.
- Ysgol Y Ferch o'r Sgêr will increase its capacity to 420, plus nursery (that is, 60 places for Reception aged pupils) and will receive a new build. Cabinet approval was received in June 2023 to progress the design through Stage 2 of the design process, The scheme will be funded through revenue (that is, Mutual Investment Model) Client engagement meetings are underway.
- Ysgol Gymraeg Bro Ogwr will increase its Pupil Admission Number (PAN) to 75 from 54. The school will move to a new site and will be provided with a purpose-built school and the design of the building is underway. In the interim, a temporary additional classroom will be installed in March 2024 until they move to their new site.
- A seedling school provision for the Porthcawl area is in the design stage following Cabinet approval in June 2023.
- Site options appraisals are being progressed for Ysgol Gyfun Gymraeg Llangynwyd.
- The area reviews for Porthcawl and the south-east area of Bridgend have been concluded and will inform the nine-year rolling programme.

- A sub-group for promotion, marketing and celebrating was established and have worked in partnership to promote Welsh-medium education. A promotion video has been developed and is currently being approved. The video encapsulates Bridgend's Welsh-medium journey and will be launched in autumn 2023.
- The local authority and Welsh-medium schools were in attendance at Gŵyl Ogi Ogi Ogwr to promote Welsh-medium education in Bridgend. This was a good opportunity to share information on late immersion.
- Central South Consortium has shared their 'supporting your child to use the Welsh language at home' resources with partners and Welsh-medium schools.
- Grant opportunities have been maximised by securing funding for a temporary mobile classroom for Ysgol Gymraeg Bro Ogwr and the Welsh-medium Porthcawl seedling school.

IMPLEMENTATION AND MONITORING

The implementation and monitoring of the WESP is undertaken in the following ways:

- The WESP five-year plan was presented to Cabinet/Corporate Management Board (CCMB) on 13 December 2022.
- A WESP report will be reported to CCMB on 30 August 2023 following its first year of implementation.
- A WESP Cabinet report will be reported to Cabinet on 19 September 2023 following its first year of implementation.
- The WESP five-year plan was presented to Scrutiny on 1 December 2022.
- WESP is reported to the Education and Family Support Directorate (EFSD) monthly senior management team (SMT) which involves the Director/Head of Service and Group Managers.
- The WESP is contained within Education and Family Support (EFS) Strategic Business Plan 2023-2026. This is monitored and reported on a quarterly basis.
- The Welsh in Education Forum (WEF) chaired by Group Manager (Learner Support) receives updates from the chairs of the sub-groups who have been approved by WEF. The WESP co-ordinator presents on the work of the sub-groups.
- Group Manager (Learner Support) and the WESP Co-ordinator regularly meet to discuss and plan the implementation and monitoring of the WESP.
- Group Manager (Learner Support) and the WESP Co-ordinator meet with Welsh Government throughout the course of a year.
- The WESP co-ordinator meets with chairs of sub-groups prior to a sub-group meeting.
- Workshops have taken place to write the five-year WESP and the sub-group development plan.

• Each sub-group has developed an annual development plan taken from the five-year WESP which has focussed the work of the sub-group. • During the termly sub-group meeting, the sub-group development plan is updated and then each action is RAYG rated. • The Bridgend Association Secondary Headteachers (BASH) and the Primary Federation discuss the work of the WESP and have representatives who sit on the WEF. • Team Bridgend which is attended by local authority officers within the Education and Family Support Directorate and across the Council and headteachers receive WESP updates.
OUTCOME LEVEL RISKS
• Funding, objections to statutory proposals and land availability. • Some of the proposals are generated around the Replacement Local Development Plan (LDP) and there will be a reliance on housing developers bringing forward their sites in a timely fashion to align with the targets in the WESP. • Sustainability of late immersion provision depends on the continuity of Welsh Government grant funding. Without the continuation of this funding, the offer of our provision would be currently unsustainable. • After an evaluation of current model of staff travelling between schools to deliver late immersion provision, a base for the late immersion would be preferred.
ASSURANCE / MITIGATION ACTION
• Ensure that the buildings are designed and are aligned to Welsh Government cost and size standards. Site abnormalities and constraints are identified early and are detailed in Welsh Government business cases. • Work with Finance, Strategic Asset Management and Infrastructure Team, and planning colleagues to support the identification of match funding opportunities for example, section 106 and capital receipts). • Consider council owned sites for school developments in the first instance. • Ensure robust consultation processes and meaningful stakeholder engagement. • Funding from Welsh Government for provision of late immersion after the three-year grant has passed. • Short-term and long-term (based within one of the new-build schools) options for a base for the late immersion is being considered.

Outcome 3

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

KEY ANNUAL DATA

Number of pupils Welsh-medium pupils transferring from one stage to another		
PLASC 2022	PLASC 2023	Difference
Nursery 2 131	Reception 135	+ 4 pupils
Year 2 119	Year 3 120	+ 1 pupil
Year 6 156	Year 7 147	-9 pupils
Year 9 120	Year 10 118	- 2 pupils

- From 2021-2022, there was an increase from 131 in Nursery 2 class to 135 in Reception class in 2022-2023.
- In 2021-2022, in Year 2, there were 7.49% of pupils in Welsh-medium education. In Year 3, this increased to 7.51% in 2022-2023.
- In 2021-2022, there were 156 pupils in Year 6. The following year in Year 7, 147 pupils transferred to Ysgol Gyfun Gymraeg Llangynwyd within Bridgend.
- In 2021-2022, 6.89% of Year 11 learners were in Welsh-medium education which increased to 8.26% for Year 12 the following year.
- The projected number in the WESP for Year 7 in 2022-2023 is 141. The actual number of pupils in Year 7 in 2022-2023 is 147 which is an increase of six pupils.

OUTCOME SUMMARY

- In 2022-2023, 94% of pupils transitioned from Welsh-medium primary schools in Year 6 to the Ysgol Gyfun Gymraeg Llangynwyd in Bridgend.
- Given the high percentage of pupils progressing from primary to secondary Welsh-medium education, the data is not considered to be of concern but will be closely monitored.
- The extremely positive inspection at Ysgol Gyfun Gymraeg Llangynwyd and the close working relationships between the cluster schools ensures that

there is strong collaborative working, effective communication, strong continuum of learning and a developing shared understanding of progression.

- The local authority has supported schools to produce transition arrangements and provided a suggested template for a transition plan. All schools in Bridgend have produced a transition plan detailing arrangements for transition between primary and secondary schools.
- The networking offer has developed in the local authority with networks for curriculum leaders and primary deputy headteachers in place. Cluster working is a strength in Bridgend. Transition is an important focus of this work.
- Secondary schools communicate with feeder schools with regards to presentations, transition days and activities. Most schools have created a web page or Google-site solely for transition information, good examples of these sites include welcome videos and tours. Welsh is included in the Language, Literacy and Communication themed days.
- Where the local authority transports pupils to Welsh-medium schools in other local authorities, this will continue until pupils end their current phase of education (primary or secondary).

The members of the WEF work proactively to support the WESP. Each member of the WEF works as part of the sub-group for Outcome Three, Four and Five. As part of the work of this sub-group an annual development plan has been created, and activities have been developed with partners. The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) system.

The actions outlined in the sub-group development plan are as follows:

- A task and finish group as part of the sub-group to monitor pupil numbers at transition stages was held. The data noted in 'key data' was analysed within the data analysis activity. It is pleasing to note that the number of pupils from Nursery 2 in 2021-2022 has increased by four pupils and that an additional pupil joined Welsh-medium education from Year 2 to Year 3 in the same period. 94% of pupils attending Welsh-medium primary schools transferred to the Welsh-medium secondary school within Bridgend.
- Central South Consortium has held primary and secondary networking sessions and Bridgend schools attended the networks. Two schools have attended Central South Consortium's Siarter Iaith network meetings and seven have attended the Siarter Iaith Cymraeg Campus network meetings. Professional development sessions have also been facilitated and the schools that are not currently engaged were invited to attend. One school has since engaged in Siarter Iaith Cymraeg Campus since September 2022.
- Central South Consortium has shared Siarter Iaith Cymraeg Campus data and facilitated an awards ceremony for all the schools who have received

awards since March 2020. It was a pleasure for the Group Manager (Learner Support) and the WESP Coordinator to watch the schools receive their awards. A total of 19 Bridgend schools were invited to the ceremony. Following the award ceremony, a three-page article was published to celebrate schools' achievements which has been shared in Yr Hogwr, Bridgend and the communication forum in the Education and Family Support Directorate's Monday Mailshot and social media platforms.

- Since September 2022, nine English-medium primary schools have the received bronze award, one English-medium secondary has received the silver award and one English-medium primary school received the gold award. Improvement partners encourage schools to engage with Siarter Iaith Cymraeg Campus in meetings.
- In autumn term 2023, Central South Consortium will present at Team Bridgend to raise awareness of the Language Competency Framework, strategically planning Welsh language professional learning for practitioners and the importance of engaging with the Siarter Iaith Cymraeg Campus framework.
- Central South Consortium share 'snippets of success' and the information captured is celebrated on social media by the Communication team every half term.
- Schools use #ClodCymraeg to celebrate their achievements and activities related to Welsh on social media posts which is then be retweeted by the Communication Team.
- The Urdd has presented its apprenticeship courses offered at Team Bridgend and has also presented at the Deputy Headteacher Network meeting sharing the extra-curricular activities it offers and 'Chwarae yn Gymraeg'. Following the presentation, 10 primary schools have taken part in 'Chwarae yn Gymraeg'.
- Dysgu Cymraeg/Learn Welsh have shared their offer of Welsh courses available with schools and on other platforms. A total of 367 students have completed the courses below:

Blasu = 44
 Mynediad = 144
 Sylfaen = 56
 Canolradd = 52
 Uwch = 71
Total = 367

- The sub-group from promotion, marketing and celebrating created a shared calendar for Welsh language themed events and activities. The calendar has been shared with all partners and Welsh-medium schools. All partners are encouraged to upload events to the calendar for the Communication team and partners to promote Welsh activities on social media platforms.
- Central South Consortium has developed, piloted, and published a standardised reading test for pupils from Years 1 to 11. Linked professional development is available regularly throughout the school year.
- Central South Consortium has also facilitated 'No More Marking' which is a comparative judgement programme for Welsh-medium schools. One Welsh-medium primary school from the local authority attended the professional development sessions.

- Central South Consortium facilitated 'Cwis Llyfrau' as the Welsh Book Council did not facilitate 'Darllen Dros Gymru' this year. This event was marketed in the local authority network meetings. One English-medium primary school entered but was not able to proceed with the competition.
- Throughout the year, Central South Consortium offered asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning.

IMPLEMENTATION AND MONITORING

The implementation and monitoring of the WESP is undertaken in the following ways:

- The WESP five-year plan was taken to Cabinet/Corporate Management Board (CCMB) on 13 December 2022.
- A WESP report will be reported to CCMB on 30 August 2023 following its first year of implementation.
- A WESP Cabinet report will be reported to Cabinet on 19 September 2023 following its first year of implementation.
- The WESP five-year plan was presented to Scrutiny on 1 December 2022.
- WESP is reported to the Education and Family Support Directorate (EFSD) monthly senior management team (SMT) which involves the Director/Head of Service and Group Managers.
- The WESP is contained within Education and Family Support (EFS) Strategic Business Plan 2023-2026. This is monitored and reported on a quarterly basis.
- The Welsh in Education Forum (WEF) chaired by Group Manager (Learner Support) receives updates from the chairs of the sub-groups who have been approved by WEF. The WESP co-ordinator presents on the work of the sub-groups.
- Group Manager (Learner Support) and the WESP Co-ordinator regularly meet to discuss and plan the implementation and monitoring of the WESP.
- Group Manager (Learner Support) and the WESP Co-ordinator meet with Welsh Government throughout the course of a year.
- The WESP co-ordinator meets with chairs of sub-groups prior to a sub-group meeting.
- Workshops have taken place to write the five-year WESP and the sub-group development plan.
- Each sub-group has developed an annual development plan taken from the five-year WESP which has focussed the work of the sub-group.
- During the termly sub-group meeting, the sub-group development plan is updated and then each action is RAYG rated.
- The Bridgend Association Secondary Headteachers (BASH) and the Primary Federation discuss the work of the WESP and have representatives who sit on the WEF.

Team Bridgend which is attended by local authority officers within the Education and Family Support Directorate and across the Council and headteachers receive WESP updates.
OUTCOME LEVEL RISK
- The increase in numbers in Year three expected does not happen. - The possibility of pupils in Year 6 in Welsh-medium schools not transitioning to Ysgol Gyfun Gymraeg Llangynwyd for Year 7. - Not all partners use the calendar effectively could restrict the amount of communicating the local authority and partners can undertake. - The uptake of the professional learning to ensure linguistic progression offered by Central South Consortium is low, however the uptake from Dysgu Cymraeg for education professionals is higher.
ASSURANCE / MITIGATION ACTION
- Monitor data closely and understanding pupils' destinations by tracking where pupils have transitioned to. The local authority will work closely with Central South Consortium 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. - In the individual partner calendared meetings for September 2023, the calendar and its importance will be discussed. - Monitor attendance rates of Central South Consortium's Welsh language professional learning opportunities for practitioners. The local authority will support Central South Consortium to promote Welsh language professional learning for practitioners by sharing information regarding professional learning opportunities in network meetings. Central South Consortium to continue to promote Welsh language professional learning through all communication channels and via Improvement Partner meetings with school leaders.

Outcome 4

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

KEY ANNUAL DATA

Total Number of pupils as at PLASC 2021-2022				
Year Groups	Welsh-medium schools	English-medium schools	% of pupils in Welsh-medium schools	Total number of pupils
10	105	1421	6.88	1526
11	101	1492	6.34	1593
12	66	713	8.47	779
13	48	679	6.60	727
Total Number of pupils as at PLASC 2022-2023 (Provisional data)				
Year Groups	Welsh-medium schools	English-medium schools	% of pupils in Welsh-medium schools	Total number of pupils
10	118	1517	7.22	1635
11	108	1523	6.62	1631
12	63	700	8.26	763
13	48	683	6.57	731

- Between Year 10 and Year 11 in 2021-2022 and 2022-2023, there was an increase in three pupils in Welsh-medium education.
- Between Year 11 and Year 12 in 2021-2022 and 2022-2023, there was an increase of 1.92% of learners continuing their education through the medium of Welsh.

Number of learners registered for Welsh GCSE 2022-2023		
GCSE Welsh First Language	108	108 pupils are also registered for GCSE Welsh language literature
GCSE Welsh Second Language	1270	
Not registered for either	86	Many of these pupils are dual registered,

- In the WESP, it noted that in 2020-2021, 99 pupils studied Welsh GCSE first language which increased to 108 in 2022-2023.
- In the WESP, it noted that in 2020-2021, 1189 pupils studied Welsh GCSE second language which increased to 1270 in 2022-2023.

Number and percentage of enrolled learners who are assessed for A Level 2022-23	
A-level Welsh First Language	10
A-level Welsh Second Language	29
Welsh-medium learners at Post-16*	
Number of learners studying through the medium of Welsh at Ysgol Gyfun Gymraeg Llangynwyd	142

*Bridgend College offer students the opportunity to study bilingually however, this data is not currently collected by the College.

- There has been an increase in the number of learners for both first and second language A-level.
- In the WESP, it noted that in 2020-2021, there were nine learners studying first language Welsh A-level which increased to 10 learners in 2022-2023.
- In the WESP, it noted that in 2020-2021, there were 19 learners studying for second language Welsh A-level which has increased to 29 learners in 2022-2023.
- Although there has been an increase in the numbers studying Welsh Post-16, we aim to continue to increase by ensuring that encouraging take up of Welsh language A-level by sharing the benefits of being bilingual.

E-sgol / Blended learning offer			
School partnership	Number of subjects delivered	Subjects delivered	Number of Bridgend learners
Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Llanhari	9	Physics Physical Education Sports Public Services Sociology Health and social care Further Mathematics ICT Product Design	11
Pencoed Comprehensive School and Maesteg Comprehensive School.	1	Welsh AS-level	4

- Three schools are currently delivering subjects through the e-sgol programme within the local authority Ysgol Gyfun Gymraeg Llangynwyd, Pencoed Comprehensive School and Maesteg Comprehensive School.
- An established ten-year blended learning collaboration between Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Llanhari in Rhondda Cynon Taf affords learners the opportunity to study A/S and A-level qualification(s) that they are not able to do in their 'home school'. Between the schools, nine subjects are delivered to 11 learners from Llangynwyd and 24 learners from Llanhari.
- Maesteg Comprehensive School and Pencoed Comprehensive School are delivering Welsh AS-Level to four learners.

OUTCOME SUMMARY

- School Support work closely with schools to encourage the number of learners studying Welsh at Post-16. Two schools have created a partnership namely, Pencoed Comprehensive School and Maesteg Comprehensive School to deliver Welsh A-level. The Digital Lead from School Support has been involved in supporting the set-up of delivery of blended learning along with e-sgol and Ysgol Gyfun Gymraeg Llangynwyd.
- Resources from Coleg Cymraeg Cenedlaethol have been shared with all secondary schools and Central South Consortium have also shared this resource in their bulletins and directly to all headteachers and heads of Welsh. Currently, two schools are interested in exploring the potential of delivering Welsh A-level second language through the e-sgol programme in 2023-2024. The resources have also been shared on the local authority's social media platforms.
- School Support provide advice and support to schools to deliver Welsh as an A-level. School Support and Central South Consortium have shared information on the grants available from Coleg Cenedlaethol Cymru with secondary schools, but it was felt that the small grant would not be enough to cover the costs. Those schools who are interested in delivery Welsh A-level are now considering offering Welsh A-level through e-sgol.
- Ysgol Gyfun Gymraeg Llangynwyd are currently offering nine subjects through blended learning. In 2023-2024, the partnership will offer three further courses as part of the blended learning offer: Drama, Music and Criminology. A total of three schools out of nine schools are providing subjects through e-sgol.
- Two English-medium secondary schools are offering Welsh A-level through the e-sgol. The course is delivered to four learners from Pencoed Comprehensive School and Maesteg Comprehensive School.
- A video has been created by learners studying at Ysgol Gyfun Gymraeg Llangynwyd noting the benefits to prospective learners to promote blended learning and encouraging them to continue their education through the medium of Welsh. This film was shown at the e-sgol conference in July 2023 which was held at the school.
- The local authority's website has a section for Welsh-medium education. As part of the work of the WESP, the webpage is in the process of being re-designed and having a prominent place on the website.
- All Welsh-medium primary schools use their social media and internal communications to promote their school and Welsh-medium education. Open days are held on a regular basis with visits to schools encouraged. The local authority promotes Welsh-medium education on their communication platforms and regularly posts the 'Why choose Welsh-medium education?' booklet on social media platforms. The local authority held a stall at Gŵyl Ogi Ogi Ogwr in July 2023 with Welsh-medium primary school to promote the late immersion provision and Welsh-medium education. An officer from the local authority also attended Ras yr Iaith organised by Menter Bro Ogwr.

- The local authority's Communication Team sent 45 posts relating to Welsh-medium education and learning the Welsh language on social media, resulting in 40,645 impressions, 55 retweets and 147 likes.
- Monitoring of the number of courses offered and uptake through the medium of Welsh is discussed through the Curriculum Leaders Network, where the number of Post-16 learners studying Welsh at A-level are analysed.

The members of the WEF work proactively to support the WESP. Each member of the WEF works as part of the sub-group for Outcome One. As part of the work of this sub-group an annual development plan has been created, and activities have been developed with partners. The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) system.

The actions outlined in the sub-group development plan are as follows:

- Ysgol Gyfun Gymraeg Llangynwyd celebrated their 10-year partnership with Ysgol Gyfun Gymraeg Llanhari by hosting the e-sgol annual conference at Ysgol Gyfun Gymraeg Llangynwyd in July 2023 with guest speakers.
- Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Llanhari have worked closely and effectively to enhance the development of learners continuing in a Welsh-medium school. Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Llanhari, Rhondda Cynon Taf have an existing collaboration to deliver Post-16 subjects as part of their blended learning offer.
- Ysgol Gyfun Gymraeg Llangynwyd enrolled with e-sgol this year to further develop their offer of blended learning. e-sgol have sent officers to visit the school where leaders were able to share good practice. The school has also supported other schools in Bridgend along with the Digital Lead within School Support in sharing their experiences of blended learning.
- An evaluation of the blended learning at Ysgol Gyfun Gymraeg Llangynwyd through a pupil focus group in January 2023 noted that they were happy overall with the provision. Initially, pupils travelled twice a week between schools for the first half term to build relationships. Pupils reported that travel time was burdensome, and the hybrid model is less tiring. From time-to-time, some technical issues arise but overall, the set up works well. Learners prefer having one central camera as a class set up as opposed to joining on individual devices as it is less intimidating and more likely to contribute. Very little drop out from Year 12 to Year 13, but a handful of learners dropped subjects with the partnership during the three-week trial period in September 2022. This was mainly due to it being the fifth subject after the Skills Challenge Certificate (SCC) or as they found the travel too much.
- In May 2023, the same learners reported to continue to prefer travelling one day only a week as it reduces strain and allows them to socialise with peers during lunchtime/break which would usually be missed due to travel. They also reported that the new set up of 'chats' on Teams with teaching staff from Ysgol Gyfun Gymraeg Llanhari has been beneficial.
- An analysis transfer retention and transfer rates has been undertaken for Year 11 to Year 12. 77% of learners responded to a questionnaire sent to Year 11. 72%

plan to return for Year 12. 28% of learners indicated they don't wish to return to Year 12, with all except one has listed Bridgend College as their next step in education. The individual who has listed another sixth form wants to study Computing which Ysgol Gyfun Gymraeg Llangynwyd do not currently offer although this is being explored as part of the blended learning partnership.

- At Ysgol Gyfun Gymraeg Llangynwyd, three pupils this year have completed the childcare course with Welsh-medium placements. For 2023-2024, four pupils have expressed interest in Level 3 Childcare course. The school is currently exploring alternatives to this course for September 2023 due to low retention rate over the last two years.
- Partners have been working closely with Qualifications Wales to discuss the 'Wider Offer / Full Offer' and the current offer of GCSEs. All secondary schools in Bridgend were invited to WJEC meetings in June 2023.
- All schools are regularly encouraged to attend Central South Consortium network meetings. Two schools attended the Siarter Iaith network and seven school attended the Siarter Iaith Cymraeg Campus network.
- Central South Consortium published a 'Welsh Special Bulletin' which included references to resources available to support the learning and teaching of Welsh. This was shared with all schools, and everyone registered for their bulletin.
- Regular discussions are held in networks about delivering Welsh as a subject in secondary schools. Below is a table of the proportion of the timetable that is allocated to teaching Welsh.

Proportion of Welsh on timetable across English-medium schools:	
Year 7:	3.4% - 8%
Year 8:	3.4% - 8%
Year 9:	5.2% - 8%
Year 10:	5.2% - 8%
Year 11:	5.2% - 8%
Proportion of Welsh on timetable at Ysgol Gyfun Gymraeg Llangynwyd:	
Blwyddyn 7:	11.5%
Blwyddyn 8:	11.5%
Blwyddyn 9:	11.5%
Blwyddyn 10:	13.8%
Blwyddyn 11:	13.8%

IMPLEMENTATION AND MONITORING

The implementation and monitoring of the WESP is undertaken in the following ways:

- The WESP five-year plan was taken to Cabinet/Corporate Management Board (CCMB) on 13 December 2022.
- A WESP report will be reported to CCMB on 30 August 2023 following its first year of implementation.
- A WESP Cabinet report will be reported to Cabinet on 19 September 2023 following its first year of implementation.

• The WESP five-year plan was presented to Scrutiny on 1 December 2022. • WESP is reported to the Education and Family Support Directorate (EFSD) monthly senior management team (SMT) which involves the Director/Head of Service and Group Managers. • The WESP is contained within Education and Family Support (EFS) Strategic Business Plan 2023-2026. This is monitored and reported on a quarterly basis. • The Welsh in Education Forum (WEF) chaired by Group Manager (Learner Support) receives updates from the chairs of the sub-groups who have been approved by WEF. The WESP co-ordinator presents on the work of the sub-groups. • Group Manager (Learner Support) and the WESP Co-ordinator regularly meet to discuss and plan the implementation and monitoring of the WESP. • Group Manager (Learner Support) and the WESP Co-ordinator meet with Welsh Government throughout the course of a year. • The WESP co-ordinator meets with chairs of sub-groups prior to a sub-group meeting. • Workshops have taken place to write the five-year WESP and the sub-group development plan. • Each sub-group has developed an annual development plan taken from the five-year WESP which has focussed the work of the sub-group. • During the termly sub-group meeting, the sub-group development plan is updated and then each action is RAYG rated. • The Bridgend Association Secondary Headteachers (BASH) and the Primary Federation discuss the work of the WESP and have representatives who sit on the WEF. • Team Bridgend which is attended by local authority officers within the Education and Family Support Directorate and across the Council and headteachers receive WESP updates.
OUTCOME LEVEL RISKS
• The viability of numbers studying Welsh at Post-16. • Funding to support the running of small classes studying Welsh and through the medium of Welsh at Post-16. • E-sgol do not always provide the support schools are looking for in terms of 'teaching support' this may deter some Welsh teachers who may not be confident teaching online. • Limited uptake of childcare courses at Post-16 through the medium of Welsh which is needed to support the workforce childcare crisis.
ASSURANCE / MITIGATION ACTION

- Continuation to support schools in developing a blended learning approach so that learners are attracted to choose Welsh as a subject as Post-16 without travel constraints.
- Welsh Government could provide a higher level of funding to schools that wish to keep an AS/A2 class so that schools can afford to run the class. For schools with a very low number, discuss the potential of running a class with e-sgol.
- Continuation around discussions of potential Welsh classes with the curriculum leaders.
- Ysgol Gyfun Gymraeg Llangynwyd and Bridgend College are exploring course options that suit the needs of the learners to gain the qualifications needed to work and lead within the childcare sector.

Outcome 5

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

KEY ANNUAL DATA

The tables below show the Siarter Iaith / Siarter Iaith Cymraeg Campus data for 2022-2023.

School Type	Number of Schools	Number who are following the framework
Welsh-medium primary schools	4	4
Welsh-medium secondary schools	1	1
English-medium primary schools	44	42
English-medium secondary schools	8	4
Special schools/PRUs	3	1

School type	Award	2022-2023	Running Total
Welsh-medium primary schools	Bronze	-	-
	Silver	0	4
	Gold	0	0
Welsh-medium secondary schools	Bronze	0	1
	Silver	0	0
	Gold	0	0
English-medium primary schools	Bronze	9	21
	Silver	0	0
	Gold	1	3
English-medium secondary schools	Bronze	0	0
	Silver	1	1
	Gold	0	0
Special schools	Bronze	0	1
	Silver	0	0
	Gold	0	0
Total		11	31

OUTCOME SUMMARY

- To ensure a rich programme of Welsh-medium activities for pupils in both the primary and secondary sector, the local authority work closely with the Urdd and Menter Bro Ogwr. The Urdd presented their offer of 'Chwarae yn Gymraeg' at a primary deputy headteachers network with 10 schools enlisted for the programme. The Urdd deliver 11 clubs in three English-medium schools, delivering sessions to over 150 pupils. Menter Bro Ogwr offer clubs during the term-time and during the school holidays.
- The offer of clubs, events and activities are added to the shared events calendar that the promotion, marketing and celebrating sub-group created.

The local authority's Communication Team has access to the calendar and promotes the events on social media platforms.

- Central South Consortium provides professional learning, support, resources, and networking opportunities for all sectors. During 2022-23, most schools are engaged in the Siarter Iaith / Siarter Iaith Cymraeg Campus framework. Since September 2022, 11 schools have made increased levels of progress with Siarter Iaith Cymraeg Campus awards. Schools have reported the positive impact that the Siarter Iaith/Siarter Iaith Cymraeg Campus framework is having on provision of Welsh language heritage and culture across their schools and increased opportunities for pupils to engage with Welsh in social settings.
- Central South Consortium provides a range of professional learning and programmes for Languages, Literacy and Communication (Welsh) for both Welsh and English-medium schools. This includes programmes for oracy, reading and writing such as Tric a Chlic phonics, Llwyfan Llafar, Voice 21, Reading Reconsidered, Siarad Sionc ac Ysgrifennu Slic and Group Guided Reading. Central South Consortium will launch a new Welsh language patterns continuum for pupils in English-medium schools in September 2023 along with associated professional learning. An officer from Central South Consortium joined a Welsh-medium headteacher cluster in June 2023 which covered immersion activities, professional learning available.

The members of the WEF work proactively to support the WESP. Each member of the WEF works as part of the sub-group for Outcome Three, Four and Five. As part of the work of this sub-group an annual development plan has been created, and activities have been developed with partners. The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) system.

The actions outlined in the sub-group development plan are as follows:

- The sub-group created a questionnaire to capture how Welsh is used informally in English-medium schools. However, there was a limited response of 22% to the questionnaires which could be as a result of a union's Action Short of Strike (ASOS). However, the results show that greetings, instructions and simple phrases, signage, prayers, hymns and songs, Siarter Iaith Cymraeg Campus, Welsh language yard games, Helpwr Heddiw, telephone welcome and close and incidental Welsh is used throughout the school day.
- Another questionnaire was created by the sub-group and sent to all schools to collect data on how many minutes per fortnight was dedicated to formal learning of Welsh in English-medium schools. Again, there was a limited response of 18% to the questionnaires which could be as a result of a union's ASOS. The results of the questionnaire have been shared with Central South Consortium and School Support for them to offer support to schools. The data will be discussed within the autumn sub-group meeting, and we will discuss a

plan on ways to encourage primary schools to increase the amount of time allocated to teaching Welsh.

- The result of the questionnaire is as follows:

Class	Number of formal lessons (range)	Number of minutes to formally learn Welsh (range)
Nursery	0 - 7	70 - 320
Year 1	1 - 8	80 - 320
Year 2	1 - 8	90 - 420
Year 3	2 - 9	120 - 420
Year 4	2 - 10	120 - 420
Year 5	2 - 10	120 - 420
Year 6	2 - 10	120 - 420

Proportion of Welsh on timetable across English-medium schools:	
Year 7:	3.4% - 8%
Year 8:	3.4% - 8%
Year 9:	5.2% - 8%
Year 10:	5.2% - 8%
Year 11:	5.2% - 8%
Proportion of Welsh on timetable at Ysgol Gyfun Gymraeg Llangynwyd:	
Blwyddyn 7:	11.5%
Blwyddyn 8:	11.5%
Blwyddyn 9:	11.5%
Blwyddyn 10:	13.8%
Blwyddyn 11:	13.8%

- An online careers event was held by Brynteg Comprehensive School for Year 10 pupils in English-medium secondary schools to highlight the importance of the Welsh language in various careers and to encourage pupils to study Welsh at Post-16. There were eight guest speakers from a variety of industries with an officer from the local authority also participating.
- The termly late immersion network facilitated by Central South Consortium covers strategic themes such as policy writing, sharing of good practice and resources. The late immersion teacher attends and reported that it supports the development of the late immersion provision.
- Immersion resources created by Central South Consortium has been shared by with Welsh-medium schools along with linked professional development opportunities. All the Welsh-medium primary schools have received the 'Pecyn Trochi' resource box.
- The WESP Coordinator and a representative from Central South Consortium joined the Welsh-medium cluster meeting to present resources and professional development opportunities available. Headteachers were grateful of the additional information.

- The WESP Coordinator attended Welsh Government's regional late immersion network sessions which also shares a strategic overview to the provision by inviting guest speakers, sharing of other local authority's practice, and networking of officers. This has supported the local authority to approach other local authorities to work together on elements of the late immersion provision.
- The late immersion teacher has attended training facilitated by Central South Consortium on the methodology of teaching language.
- Central South Consortium published secondary Welsh language resources and associated professional learning and has shared a link to the digital resource with all secondary schools.
- Central South Consortium has shared Siarter Iaith Cymraeg Campus data on a termly basis within the 'snippets of success' document which is used to celebrate success of the schools who have received awards.
- Central South Consortium has shared Siarter Iaith Cymraeg Campus data and facilitated an awards ceremony for all the schools who have received awards since March 2020. It was a pleasure for the Group Manager (Learner Support) and the WESP Coordinator to watch the schools receive their awards. A total of 19 Bridgend schools were invited to the ceremony. Following the award ceremony, a three-page article was published to celebrate schools' achievements which has been shared in Yr Hogwr, Bridgend, the communication forum in the Education and Family Support Directorate, namely Monday mailshot and social media platforms.
- Central South Consortium has implemented and developed the Siarter Iaith Cymraeg Campus framework, produced resources and case studies to support schools to make progress with Siarter Iaith Cymraeg Campus. It has also facilitated networks for Siarter Iaith and Cymraeg Campus leads as well as undertaken verification visits.
- Improvement Partners and School Support have encouraged and support schools who have not started their Siarter Iaith Cymraeg Campus journey to do so. Those schools have also been invited to introductions to the framework. Since September 2022, one of the secondary schools have engaged in Siarter Iaith Cymraeg Campus.
- Most primary schools in Bridgend joined in the Urdd's national Jambori.
- There has been a rise in second language competitors at the Urdd Eisteddfod with over 300 children and young people from Bridgend competing in 2023's Urdd Eisteddfod.
- The Urdd arranged residential trips and shared this information with schools. It also held a 'Llais leuenctid' for the youth forum across Wales where three young people from Bridgend attended. The Urdd also held a performing arts course where 30 children took part from Bridgend.
- To promote the re-launch of 'Chwarae yn Gymraeg', the Urdd joined the deputy headteachers network and 10 schools have enrolled on the programme.
- The sub-group compiled a list of various fora and platforms that partners offer to parents. This will be shared with schools to add to their websites.
- The sub-group for promotion, marketing and celebrating have created a shared calendar for all partners to upload details of events, activities, and

lessons. Events, clubs, and workshops that have been uploaded to the calendar have been promoted by the Communication Team on the local authority's social media platforms.

- Ysgol Gyfun Gymraeg Llangynwyd has provided support to English-medium primary and secondary schools. Working with Cynffig Comprehensive as part of collaboration project funded by Central South Consortium with the aim for pupils to provide opportunities for learners to use Welsh socially. Both sets of learners that are part of the project went to watch the school's production of Grease. This was celebrated in the Siarter Iaith Cymraeg Campus article published in June 2023. A long-established connection with Llangynwyd Primary School saw Year 10 pupils deliver Welsh themed lessons on Barti Ddu and Seithennyn in the medium of Welsh to pupils in Year 3 to Year 6. Year 10 also delivered lessons to Year 5 in the Welsh-medium primary schools.
- Five secondary schools worked with Huw Williams from Cardiff University to develop a resource for Curriculum for Wales to Dr Richard Price tricentennial. Schools worked together to create resource and was translated into Welsh. A series of lessons was delivered to Year 12 in exploring philosophy and politics which is being used as inspiration for a mural at Ysgol Gyfun Gymraeg Llangynwyd. Huw Williams held sessions for Year 5 and Year 6 pupils at the cluster primary schools.
- Brynteg Comprehensive School offered Eisteddfod support to the cluster primary schools.
- Resources to support the teaching of Welsh second language have been shared with English-medium secondary schools.
- Menter Bro Ogwr created and shared themed celebratory days activity resource packs based on themes such as Dydd Santes Dwynwen which also supports schools in achieving Siarter Iaith status. Menter Bro Ogwr has also attended schools to deliver sessions when requested.
- Menter Bro Ogwr offered free school holidays Welsh-medium play sessions, Bwrlwm. Uptake was low this year and it is exploring how to adapt sessions to increase numbers attending.
- Opportunities to build students' confidence in using the Welsh language outside of school to use in the workplace were offered by volunteering for Menter Bro Ogwr. There are further opportunities to work towards qualifications through the medium of Welsh. Courses are offered to pupils from 14 years old at Ysgol Gyfun Gymraeg Llangynwyd.
- In June 2023, pupils in Years 11 to 13 at Ysgol Gyfun Gymraeg Llangynwyd, undertook a 'Hyder/Rhuglder' course with the aim to boost confidence and to recognise their ability to use Welsh in the workplace.
- The five-year Welsh Language Promotion Strategy was reviewed in November 2022 in partnership with the lead officer in the Communication Team.
- Schools use #ClodCymraeg to celebrate their achievements and activities related to Welsh on social media posts which will then be retweeted.
- The local authority's Communication Team sent 45 posts relating to Welsh-medium education and learning the Welsh language on social media, resulting in 40,645 impressions, 55 retweets and 147 likes.

- Welsh-medium apprenticeships held a presentation at Ysgol Gyfun Gymraeg Llangynwyd for Years 11 to 13 in February 2023. 47 pupils attended sessions with Aspire following the presentation.
- Throughout 2022-2023, Central South Consortium offered asynchronous, face-to-face, and bespoke Welsh across the curriculum professional learning.

IMPLEMENTATION AND MONITORING

The implementation and monitoring of the WESP is undertaken in the following ways:

- The WESP five-year plan was presented to Cabinet/Corporate Management Board (CCMB) on 13 December 2022.
- A WESP report will be reported to CCMB on 30 August 2023 following its first year of implementation.
- A WESP Cabinet report will be reported to Cabinet on 19 September 2023 following its first year of implementation.
- The WESP five-year plan was presented to Scrutiny on 1 December 2022.
- WESP is reported to the Education and Family Support Directorate (EFSD) monthly senior management team (SMT) which involves the Director/Head of Service and Group Managers.
- The WESP is contained within Education and Family Support (EFS) Strategic Business Plan 2023-2026. This is monitored and reported on a quarterly basis.
- The Welsh in Education Forum (WEF) chaired by Group Manager (Learner Support) receives updates from the chairs of the sub-groups who have been approved by WEF. The WESP co-ordinator presents on the work of the sub-groups.
- Group Manager (Learner Support) and the WESP Co-ordinator regularly meet to discuss and plan the implementation and monitoring of the WESP.
- Group Manager (Learner Support) and the WESP Co-ordinator meet with Welsh Government throughout the course of a year.
- The WESP co-ordinator meets with chairs of sub-groups prior to a sub-group meeting.
- Workshops have taken place to write the five-year WESP and the sub-group development plan.
- Each sub-group has developed an annual development plan taken from the five-year WESP which has focussed the work of the sub-group.
- During the termly sub-group meeting, the sub-group development plan is updated and then each action is RAYG rated.
- The Bridgend Association Secondary Headteachers (BASH) and the Primary Federation discuss the work of the WESP and have representatives who sit on the WEF.

Team Bridgend which is attended by local authority officers within the Education and Family Support Directorate and across the Council and headteachers receive WESP updates.
OUTCOME LEVEL RISKS
- School engagement with Siarter Iaith and Siarter Iaith Cymraeg Campus. - Not all partners are using the calendar effectively could restrict the amount of communicating the local authority and partners can undertake.
ASSURANCE / MITIGATION ACTION
- Improvement Partners to discuss engagement and progress with Siarter Iaith and Siarter Iaith Cymraeg Campus. Central South Consortium will invite schools who have not started their Siarter Iaith Cymraeg Campus journey to introductory session in autumn 2023. Promotion of the successes of Siarter Iaith. School Support to encourage all schools to engage with Siarter Iaith / Siarter Iaith Cymraeg Campus frameworks. - In the individual partner welcome meetings held at the beginning of next year, stress the importance of the calendar.

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

KEY ANNUAL DATA

PLASC 2022-2023 ALN data by school sector								
School Type	Total number of pupils		School Action or Early Years Action	School Action Plus or Early Years Action Plus	School Maintained Individual Development Plan	Local Authority Maintained Individual Development Plan	Statemented	TOTAL PUPILS WITH ALN
Welsh-medium primary schools	1013	No.	4	7	28	0	3	41
		%	0.39%	0.69%	2.78%	0	0.30%	4.05%
Welsh-medium secondary school	717	No.	4	9	4	2	0	19
		%	0.56%	1.26%	0.56%	0.28%	0	2.64%
English-medium primary schools	11853	No.	169	290	281	8	41	789
		%	1.42%	2.44%	2.37%	0.06%	0.35%	6.66%
English-medium secondary schools	9109	No.	221	119	270	12	75	697
		%	2.43%	1.31%	2.96	0.13%	0.82%	7.65%
Special Schools	428	No.	10	93	42	93	190	428
		%	2.34%	21.72%	9.81%	21.72%	44.39%	100%
• The local authority has three Welsh-medium learning resources centres (LRCs) across two Welsh-medium primary schools and Ysgol Gyfun Gymraeg Llangynwyd. • The moderate learning difficulties (MLD) LRC is located at Ysgol Gynradd Gymraeg Cynwyd Sant and has a capacity for 15 spaces, eight spaces are currently occupied. • The autistic spectrum disorder (ASD) LRC is located at Ysgol Gynradd Gymraeg Calon y Cymoedd. The LRC has a capacity for eight pupils, six spaces are currently occupied.								

- The secondary ASD LRC is located at Ysgol Gyfun Gymraeg Llangynwyd and has a capacity for twelve spaces, four spaces are currently occupied.

OUTCOME SUMMARY

The members of the WEF work proactively to support the WESP. Each member of the WEF works as part of the sub-group for Outcome Six and Seven. As part of the work of this sub-group an annual development plan has been created, and activities have been developed with partners. The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) system.

The actions outlined in the sub-group development plan are as follows:

- The ALN Strategic Planning Provision Review Board continues to meet. This is included in the Education and Family Support Directorate Business Plan and is reported on a quarterly basis.
- A Welsh-medium learning resource centre (LRC) for pupils with moderate learning difficulties (MLD) opened at Ysgol Gynradd Gymraeg Cynwyd Sant in November 2022. There are currently eight pupils in the LRC with capacity for 15 pupils.
- In-line with the statutory process, consultation meetings were held to open the Welsh-medium MLD LRC.
- A sub-group of the ALN Strategic Planning Provision Review Board is currently reviewing the provision for secondary Welsh-medium MLD.
- An ALN Welsh-medium marketing strategy has been drafted which notes the information to be shared with schools and prospective parents.
- A review of the ALN webpage on the local authority's website has been undertaken and the changes are in the process of being updated. The changes have made the information that was already on the webpage clearer with the format more streamlined which gives the reader an easily navigated webpage. The webpage is monitored and kept under review.
- The School Modernisation Team have included an observation and assessment class in their design for Ysgol Gymraeg Bro Ogwr which will create eight spaces for pupils.
- The Access to Education Panel analyses the need for specialist provision for pupils. Agendas and panel notes are circulated prior to every panel. The panel meets six times a year, with extraordinary decisions able to be made outside of panel if required.
- The links between special schools and the Welsh-medium secondary sector is being further developed. This includes Ysgol Gyfun Gymraeg Llangynwyd and Bridgend College.
- Welsh-medium ALN professional development opportunities with partners and other agencies have been explored. Further work on this will be carried out into the second year of the WESP.
- Central South Consortium has developed, piloted, and published a standardised Welsh reading test for Years 1 to 11 in Welsh-medium schools and professional development related to the test is available.

- Work to create a list of Welsh-medium resources that are used within ALN Learner Support is underway and will be continued into the second year of the WESP. This will be shared with the Welsh-medium LRCs and Welsh-medium schools. Further work needs to be undertaken at a national level. It is pleasing to hear about the work of 'Adnodd', established by Welsh Government to ensure a strategic approach to commissioning educational resources.
- A review is underway of the current ALN additional learning provision (ALP) at Post-16.
- A video to market Welsh-medium education which shows the journey children can take from Cymraeg i Blant, Cylchoedd Meithrin, primary and secondary schools. The video refers to the ALN LRCs at both primary and secondary schools. We are exploring the possibility of creating a case study video using parental experiences of the LRCs to market the provision.
- Consultation meetings have been held in-line with the process of opening a Welsh-medium MLD LRC.
- An audit of ALN staff who are not based in schools was undertaken and this has been recorded in Outcome Seven. The high number of staff able to deliver their service in Welsh ensures that pupils and parents have access to Welsh speaking specialist professionals.

IMPLEMENTATION AND MONITORING

The implementation and monitoring of the WESP is undertaken in the following ways:

- The WESP five-year plan was taken to Cabinet/Corporate Management Board (CCMB) on 13 December 2022.
- A WESP report will be reported to CCMB on 30 August 2023 following its first year of implementation.
- A WESP Cabinet report will be reported to Cabinet on 19 September 2023 following its first year of implementation.
- The WESP five-year plan was presented to Scrutiny on 1 December 2022.
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- The WESP is contained within Education and Family Support (EFS) Strategic Business Plan 2023-2026. This is monitored and reported on a quarterly basis.
- The Welsh in Education Forum (WEF), chaired by Group Manager (Learner Support) receives updates from the chairs of the sub-groups who have been approved by WEF. The WESP co-ordinator presents on the work of the sub-groups.
- Group Manager (Learner Support) and the WESP Co-ordinator regularly meet to discuss and plan the implementation and monitoring of the WESP.
- Group Manager (Learner Support) and the WESP Co-ordinator meet with Welsh Government throughout the course of a year.

• The WESP co-ordinator meets with chairs of sub-groups prior to a sub-group meeting. • Workshops have taken place to write the five-year WESP and the sub-group development plan. • Each sub-group has developed an annual development plan taken from the five-year WESP which has focussed the work of the sub-group. • During the termly sub-group meeting, the sub-group development plan is updated and then each action is RAYG rated. • The Bridgend Association Secondary Headteachers (BASH) and the Primary Federation discuss the work of the WESP and have representatives who sit on the WEF. • Team Bridgend which is attended by local authority officers within the Education and Family Support Directorate and across the Council and headteachers receive WESP updates.
OUTCOME LEVEL RISKS
• Financial approval from Cabinet to open any additional resource. • Lack of resources for ALN through the medium of Welsh.
ASSURANCE / MITIGATION ACTION
• Seek to support children and young people in alternative ways to ensure that they can continue their education through the medium of Welsh. • The local authority will support the work of the Adnodd resource.

Outcome 7

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

KEY ANNUAL DATA

Total Number of pupils as at PLASC 2022- 2023 (Provisional Data)

Year Groups	Welsh-medium schools	English-medium schools	% of pupils in Welsh-medium schools	Total number of pupils
N1	17	244	6.51	261
N2	123	1296	8.67	1419
R	135	1356	9.05	1491
1	133	1421	8.56	1554
2	125	1469	7.84	1594
3	120	1477	7.51	1597
4	112	1464	7.11	1576
5	120	1556	7.16	1676
6	128	1570	7.54	1698
7	147	1613	8.35	1760
8	128	1564	7.57	1692
9	105	1509	6.51	1614
10	118	1517	7.22	1635
11	108	1523	6.62	1631
12	63	700	8.26	763
13	48	683	6.57	731
TOTAL	1730	20962	7.62	22692

School Workforce Annual Census (SWAC) Data

Progress of all teachers (including leadership roles) Welsh language ability over time – number moving up (or down) the Welsh Language Competency Framework

		2022						
		No skills	Entry	Foundation	Intermediate	Advanced	Proficiency	No information
		W1	W2	W3	W4	W5	W6	W7
2021	W1	437	7	1	-	-	-	2
	W2	6	335	1	-	-	-	-
	W3	-	4	214	1	-	1	-
	W4	-	1	2	54	-	-	-
	W5	-	-	-	-	39	1	-

	W6	-	-	-	-	-	115	-

- 437 teachers in the local authority were reported as having “no skills” on the Welsh Language Competency Framework in both 2021 and 2022.
- Across the whole local authority, 1194 teachers have the same Welsh language ability reported in both 2021 and 2022.
- 12 teachers have increased their Welsh language ability between 2021 and 2022, with one increasing from W3 (Foundation) to W6 (Proficiency).
- 13 teachers have seen a decrease in their Welsh language ability between 2021 and 2022.

Progress of all Support staff and teaching assistants (includes HLTAs, TAs, ALN support staff and ALN coordinators) Welsh language ability over time – number moving up (or down) the Welsh Language Competency Framework Support staff and teaching assistants (includes HLTAs, TAs, ALN support staff and ALN co-ordinators)

		2022						
		No skills	Entry	Foundation	Intermediate	Advanced	Proficiency	No information
		W1	W2	W3	W4	W5	W6	W7
2021	W1	238	8	-	-	-	-	-
	W2	10	203	3	-	-	-	-
	W3	3	4	118	-	-	-	-
	W4	-	-	2	30	1	-	-
	W5	-	-	-	-	19	1	-
	W6	-	-	-	-	-	58	-
	W7	-	-	-	-	-	-	6

- 238 support staff, including ALN coordinators (ALNCOs) in the local authority were reported as having “no skills” on the Welsh Language Competency Framework in both 2021 and 2022.
- Across the whole local authority, 666 support staff including ALN coordinators have the same Welsh language ability reported in both 2021 and 2022.
- 13 support staff including ALN coordinators have increased their Welsh language ability between 2021 and 2022, with one increasing from W3 (Foundation) to W6 (Proficiency).
- 19 support staff including ALN coordinators have seen a decrease in their Welsh language ability between 2021 and 2022.

Welsh Sabbatical Data 2022-2023	
Welsh in a Year: 1	1

	Foundation /Intermediate level: 3	3	
	Intermediate level: 1	1	
	2023-2024: 2 Foundation /Intermediate level: 2		

- Further data below on the uptake of Welsh language courses from other providers.

OUTCOME SUMMARY

- The local authority’s human resources system does not currently report vacancies and recruitment data easily. However, developments are ongoing regarding the collection of data to improve the information available, to inform the workforce plan in the future.
- We have identified the number of new spaces available as set out in the WESP five-year work plan. A workforce plan for the increase in published admission number (PAN) in existing schools and new schools opening will be written into the sub-group annual development plan for 2023-2024.
- During 2022-2023, an audit of ALN staff was undertaken to determine the number of staff that can deliver their service through the medium Welsh.

ALN Roles in Learner Support	Number of Welsh speaking staff in Learner Support
Specialist Teacher (Visual Impairment)	1
Specialist Teacher (Cognition and Learning)	1
Teacher Moderate Learning Difficulties	1
Special Needs Support Assistants	4
Senior Support Officer	1
Mobility Officer	1
Educational Psychology Service	3

Number of Welsh speaking Additional Learning Needs	Number of Welsh speaking ALN support staff in schools	Number of Welsh speaking staff in LRCs

Coordinators (ALNCOs)		
Proficient: 10 Advanced: 4 Intermediate: 6 Foundation: 38	Proficient: 6 Advanced: 3 Intermediate: 5 Foundation: 18	Proficient: 7

- The SWAC data has identified that out of 60 schools, 10 ALNCOs have identified their level of Welsh competency as proficient and four have identified as being advanced.
- 138 teachers are currently working in Welsh-speaking posts. There are a further 70 Welsh-speaking teachers not working in Welsh-speaking posts. There are 362 teachers teaching Welsh as a subject only.
- Bridgend College have the following number of Welsh speaking staff specialising in the areas below:

Vocational Area	Number of staff
Agriculture	1
Animal Care	2
Art and Design	1
Childcare	2
Commercial	1
ESOL / Education	1
Hair and Beauty	5
HE Care and Childhood Studies	1
HE Partnerships and Schools	1
Health and Social Care	3
Mechanical Engineering	1
Music	1
Painting and Decorating	1
Photography	2
Science and Engineering	2
Skills	5
Tourism and Hospitality	1
TOTAL	31

- Three Welsh-speaking practitioners within Bridgend are undertaking the Aspiring Headteacher professional development. This is the first time Welsh-speaking practitioners have undertaken the professional development in more than three years. School leaders are encouraged to monitor the National Academy of Educational Leadership.

- Central South Consortium and Learn Welsh offer a range of professional development opportunities for staff within schools to improve their Welsh language skills. Opportunities for lessons to be delivered in person, online and at various times of the day. Improvement Partners discuss school developmental needs and signposts schools to access professional development for their staff.
- The SWAC Welsh language data has been analysed and reported in the key data area of this report. We have recognised that some of the SWAC data is inconsistent and therefore have invited Central South Consortium to present at Team Bridgend in autumn 2023, to highlight the importance of using the Welsh Competency Framework to input data for the SWAC collection. Using the framework effectively will ensure that the data collection is an accurate reflection of the staff's Welsh language ability which will enable the local authority to plan effectively for the workforce needed and for professional development. The revised guidance on SWAC data will be shared with all schools.

Central South Consortium: In-person Welsh lessons for school staff (summer term 2023)	
Entry / Mynediad level 1	2
Entry / Mynediad level 2	1
Foundation / Sylfaen	1

Coety Primary School: In-person Welsh lessons for all school staff	
Number of teachers	18
Number of LSOs	6
Number of additional staff:	2 (Office staff)
• LSOs receive a two-hour entry one lesson weekly. • Teachers who are competent in Welsh receive lessons during lunchtime to boost confidence. • Teachers on the entry level or foundation level received one lesson after school every three weeks.	

Welsh Sabbatical Data 2022-2023	
Welsh in a Year:	1
Foundation /Intermediate level:	3
Intermediate level:	1
2023-24:	
Foundation /Intermediate level:	2

- The National Centre for learning Welsh has also provided Welsh language courses for staff across the local authority.

Bridgend	10-hour Taster Course (teachers and headteachers)	120-hour Self Study Courses (Education)	Mainstream – Education*	Total number of learning activities
Bridgend County Borough Council	10	3	2	15
Coety Primary School	1	-	-	1

The members of the WEF work proactively to support the WESP. Each member of the WEF works as part of the sub-group for Outcome Six and Seven. As part of the work of this sub-group an annual development plan has been created, and activities have been developed with partners. The annual development plan has been monitored and evaluated by members of this sub-group. The activities were evaluated three times a year using the Education and Family Support Directorate's red, amber, yellow, and green (RAYG) system.

The actions outlined in the sub-group development plan are as follows:

- Schools have access to the Welsh Competency Framework, but this is not being used consistently across the local authority to accurately reflect staff's Welsh language ability. Central South Consortium's Improvement Partners discuss the framework during school meetings.
- To improve the quality of SWAC data, Central South Consortium will present at Team Bridgend in autumn 2023 to remind headteachers of the importance of the inputting data correctly. The framework will then be reshared with headteachers in the weekly communication bulletin, which is sent out to all schools, namely the Monday mailshot.
- The SWAC data was analysed by members of the sub-group. The findings are recorded in the key data section above.
- The sub-group has identified schools that have a high number of Welsh-speaking staff. This information has been shared with Central South Consortium. Improvement Partners will discuss further professional development courses to increase the amount of Welsh that is used within those schools.
- An audit of Learn Welsh courses and the number of delegates who have attended Welsh language courses in Bridgend has been undertaken and the data is recorded above.
- Central South Consortium has delivered asynchronous, face-to-face, and bespoke Welsh language development professional learning linked to the Welsh Language Competency Framework. Five delegates have undertaken the Welsh sabbatical courses. Some schools have sent more than one member of staff on the courses which shows a strategic determination to develop Welsh within their school.
- Central South Consortium has delivered post-sabbatical support to three members of staff within two schools who undertook the course last year. Headteachers attended a conference in September 2022 to hear about what new skills staff have developed and what they can offer to support Welsh strategically.

Funding to each school to release staff to attend network meetings and allows staff to:

- lead and deliver a project within their own school;
 - present to another school or cluster;
 - attend a day programme of Welsh;
 - work with development officers within Central South Consortium to support them in their role to develop Welsh strategically;
 - have opportunities to practice Welsh in social situations;
 - develop a video to promote the course to headteachers.
- The sub-group for promotion, marketing and celebrating have created a shared calendar for all partners to upload details of events, activities, and lessons. All courses by Learn Welsh have been uploaded to the calendar and the Communication Team has marketed these on the local authority's social media platforms. The Welsh courses are also a regular feature in the staff bulletin.
 - All staff members at Coety Primary School receive lessons in conjunction with Learn Welsh. The LSOs have a two-hour Entry level one lesson on a weekly basis. The teachers who speak Welsh regularly receive lessons over lunchtime to build their confidence. The remaining teachers receive one lesson every three weeks. There are three cohorts Entry level one, Entry level two and Foundation level one. Each cohort receives one lesson after school every three weeks. Courses were also offered to parents of the school. The school has used the Welsh Competency Framework to determine the staff's language acquisition.
 - Ysgol Gyfun Gymraeg Llangynwyd offer Childcare courses and Welsh-medium placements in Cylchoedd Meithrin for learners in partnership with Mudiad Meithrin. Three learners undertook the course this year. Bridgend College offers a bilingual Childcare course with two students undertaking the course bilingually.
 - Mudiad Meithrin has approached nurseries to offer and market the 'Croesi'r Bont – Cynllun Clebran' scheme.
 - An exit interview has been created by Human Resources and has been shared with headteachers. Nine support staff and eight of teachers have left Welsh-medium education a 7% turnover which is lower than the English-medium sector of 8.8% turnover.
 - Newly Qualified Teachers (NQT) have attended Central South Consortium's Aspire programme and induction through the medium of Welsh. 15% of the external verifiers for NQTs are Welsh within the local authority.
 - For the first time in over three years, there are three Welsh-speaking practitioners are undertaking the Aspiring Headteacher programme within the local authority. This will increase schools' ability to plan for succession effectively. Central South Consortium's Improvement Partners regularly discuss professional development with headteachers.
 - Findings from the SWAC analysis activity found that there were some schools within the local authority that had a high number of Welsh speaking staff. This information has been passed to Central South Consortium and School Support to further support these schools to increase the amount of time dedicated to Welsh on the timetable.

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- Team Bridgend which is attended by local authority officers within the Education and Family Support Directorate and across the Council and headteachers receive WESP updates.

OUTCOME LEVEL RISKS

- Inconsistent use of the Welsh Competency Framework with a risk that the data will not truly reflect the ability of the workforce.
- Recruitment issue – not having experienced staff to fill the vacancies arising.

ASSURANCE / MITIGATION ACTION
• Central South Consortium to present at Team Bridgend to highlight the importance of using the Welsh Language Competency Framework. School Support / Human Resources to remind schools to use the framework with new starters and for it to be used annually. • Childcare team, Mudiad Meithrin and Post-16 providers to work closely to facilitate courses to meet the demand of the childcare workforce.

Meeting of:	CABINET
Date of Meeting:	19 SEPTEMBER 2023
Report Title:	WELSH IN EDUCATION STRATEGIC PLAN (2022-2032)
Report Owner / Corporate Director:	CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT
Responsible Officer:	MICHELLE HATCHER GROUP MANAGER LEARNER SUPPORT
Policy Framework and Procedure Rules:	THERE IS NO EFFECT UPON THE POLICY FRAMEWORK OR PROCEDURE RULES.
Executive Summary:	THIS REPORT PROVIDES CABINET WITH AN UPDATE ON THE IMPLEMENTATION OF THE WELSH IN EDUCATION STRATEGIC PLAN (WESP) 2022-2032. THE REPORT PROVIDES BACKGROUND INFORMATION, OUTLINING THE STRATEGIC RESPONSIBILITIES AND PROGRESS TO DATE. THE IMPLEMENTATION OF THE FIRST YEAR OF THE WESP WAS REPORTED TO WELSH GOVERNMENT IN JULY 2023.

1. Purpose of report

- 1.1 The purpose of this report is to update Cabinet on the implementation and the progress of the Welsh in Education Strategic Plan (WESP) 2022-2032.

2. Background

- 2.1 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 (“the Plan”) 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 Plan or previous revised Plan.
-
- 2.2 Cabinet first approved the Bridgend Local Authority Welsh in Education Strategic Plan (WESP) in March 2014, and it was subsequently approved by Welsh Government's Department for Education and Skills (DfES) in June 2014. The plan has been reviewed and updated annually prior to seeking approval from Welsh Government.
 - 2.3 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.
 - 2.4 The Welsh in Education Strategic Plans (Wales) Regulations 2019 ("The 2019 Regulations") make provision for a local authority to prepare a ten-year plan, the first to have effect from 1 September 2022, subject to the Welsh Ministers' approval.
 - 2.5 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.
 - 2.6 In response to the COVID-19 pandemic, amendments were made to the 2019 Regulations, which 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 the 31 January 2022.
 - 2.7 The first ten-year plan commenced on 1 September 2022 and expires on 31 August 2032. Each further plan will commence on 1 September in the year during which the previous ten-year plan will come to an end (that is, 1 September 2032 to 31 August 2042). The Plan 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 plan.
 - 2.8 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.
 - 2.9 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.
 - 2.10 Bridgend County Borough Council (BCBC) WESP (2022-2032) was submitted to Welsh Government by the stipulated deadline of 31 January 2022 (see Appendix 1).
 - 2.11 Following the submission of the WESP, Welsh Government requested that the local authority submit a five-year WESP. The WESP five-year plan was presented to Overview and Scrutiny Committee 1 on 1 December 2022.

- 2.12 BCBC's five-year WESP was submitted to Welsh Government by the stipulated deadline of 16 December 2022 (see Appendix 2).
- 2.13 The WESP Annual Review Report for 2022-2023 was submitted to Welsh Government by the stipulated deadline of 31 July 2023 (see Appendix 3).
- 2.14 Bridgend's Local Government Education Services (LGES) were inspected by Estyn in March 2019. Recommendation 4 of the post-inspection action plan (PIAP) was to strengthen the role of the Welsh in Education Forum (WEF) to ensure timely progress in delivering the priorities identified in the WESP.

3. Current situation/proposal

- 3.1 The Welsh in Education Forum (WEF) has been strengthened. Membership of the WEF has been reviewed and the terms of reference adopted. Five sub-groups for the seven outcomes have been established, with chairs from the WEF appointed and terms of reference adopted for each sub-group (see Appendix 4).
- 3.2 The WESP is monitored and evaluated in the following ways:
 - The WESP is reported, on a monthly basis, to the Education and Family Support Directorate (EFS) Senior Management Team (SMT), which involves the Corporate Director, Head of Service and Group Managers.
 - The WESP is contained within EFS Strategic Business Plan (2023-2026). This is monitored and reported on a quarterly basis.
 - The WEF is chaired by the Group Manager (Learner Support) who receives updates from the chairs of the sub-groups who have been approved by WEF. The WESP Co-ordinator presents on the work of the sub-groups.
 - The Group Manager (Learner Support) and the WESP Co-ordinator regularly meet to discuss and plan the implementation and monitoring of the WESP.
 - The Group Manager (Learner Support) and the WESP Co-ordinator meet with Welsh Government throughout the course of a year.
 - The WESP Co-ordinator meets with chairs of sub-groups prior to a sub-group meeting.
 - Workshops have taken place to write the five-year WESP and the sub-group development plan.
 - Each sub-group has developed an annual development plan taken from the five-year WESP which has focussed the work of the sub-group.
 - During the termly sub-group meeting, the sub-group development plan is updated and then each action is RAYG rated.
- 3.3 Bridgend's Strategic Lead for WESP is the Group Manager (Learner Support). The current postholder is a former senior leader in a local English-medium secondary school. Prior to becoming a deputy headteacher, the postholder was the former Head of a Welsh Department within a secondary school. The WESP Co-ordinator is an experienced senior leader from a Welsh-medium primary school in Cardiff. The WESP Co-ordinator reports to the Group Manager (Learner Support) and was appointed to work with stakeholders and delivery partners to drive forward BCBC's WESP with a view to promoting the Welsh language and supporting Welsh-medium education throughout the county borough. With the combined experience, BCBC is well placed to drive the implementation of the WESP forward.

- 3.4 The golden thread throughout the five-year WESP (2022-2027) is our commitment to promote, market and celebrate progress, opportunities, and our dedication to increase our Welsh-medium offer across a variety of platforms using a dedicated sub-group to drive this forward. Activities and actions align with the Welsh Language Strategy (2021-2026). To promote and celebrate Bridgend's Welsh-medium education journey, a video has been developed with partners and will be launched in autumn 2023. The link to the video is as follows:
<https://tinyurl.com/4yc69b7w>
- 3.5 The booklet 'Why choose Welsh-medium education?' has been published with 10,000 copies printed (see Appendix 5). A poster has also been created with QR codes taking the reader to an electronic copy. Hundreds of booklets have been distributed to schools, Flying Start centres, private nurseries, libraries, local community centres, and other community hubs. The booklet has been shared with partners and is regularly promoted by the Council's Communication and Marketing Team across different platforms. Mudiad Meithrin has arranged for Cymraeg i Blant to design and deliver training for health visitors and midwife teams to promote Welsh-medium education from a young age.
- 3.6 Late immersion provision has been established. Late immersion is where pupils who haven't been through Welsh-medium education are able to access additional support that immerses the newcomers into the Welsh language. The local authority has utilised the late immersion grant from Welsh Government and has employed one teacher and one learning support officer (LSO). The model we have had in place since November 2022 is for the staff to travel between schools and to support within the mainstream class and to withdraw from class for late immersion sessions. The WESP Co-ordinator line-manages the staff and has visited late immersion centres within the Central South Consortium and is working in conjunction with Central South's Consortium's late immersion network to further develop the provision. Currently, 10 pupils are being supported with two having successfully returned to mainstream. £3.7k has been spent on teaching and learning resources which has ensured that there are a variety of high-quality and interactive resources to support the teaching of the late-immersion teaching programme.
- 3.7 Feedback has been received from pupils, staff and parents which will be continued to be used to inform how we provide late immersion provision. Pupils reported that overall, they enjoyed the various aspects of the work and provided feedback on how things could be improved upon. Staff noted increased progress in Welsh language skills since the beginning of provision. The assessment and scheme of work is promoted and endorsed by Central South Consortium. Since April 2023 to July 2023, pupils have made on average 23.5% progress when re-assessed using the late immersion assessment, one pupil made 34.8% progress.
- 3.8 BCBC is keen to provide pupils with additional learning needs (ALN) with support in their language of choice. Provision for pupils with ALN has increased. A Welsh-medium learning resource centre (LRC) for pupils with moderate learning difficulties (MLD) opened in autumn 2022 at Ysgol Gynradd Gymraeg Cynwyd Sant with a capacity of 15 pupils. A sub-group of the ALN Strategic Planning Provision Review Board is currently reviewing the provision for secondary Welsh-medium MLD. The School Modernisation Team have included an observation and assessment class in their design for Ysgol Gymraeg Bro Ogwr which will create a capacity for eight spaces.

- 3.9 The local authority has three Welsh-medium LRCs across two Welsh-medium primary schools and Ysgol Gyfun Gymraeg Llangynwyd. The LRC for pupils with MLD is located at Ysgol Gynradd Gymraeg Cynwyd Sant and has capacity for 15 spaces, 8 spaces are currently occupied. The LRC for pupils with autistic spectrum disorder (ASD) is located at Ysgol Gynradd Gymraeg Calon y Cymoedd. The LRC has capacity for eight pupils, six spaces are currently occupied. The secondary LRC for pupils with ASD is located at Ysgol Gyfun Gymraeg Llangynwyd and has capacity for 12 spaces, 4 spaces are currently occupied.
- 3.10 Ysgol Gyfun Gymraeg Llangynwyd has become the first Welsh-medium secondary school to receive no formal recommendations following an exceptional Estyn inspection which has led to the school being asked to produce two case studies of effective practice to share with others in the sector. The inspection was held in March 2023 and Ysgol Gyfun Gymraeg Llangynwyd now joins only a small group of schools in Wales to have achieved a report of this quality.
- 3.11 The report highlights that the quality of teaching is consistently high across the school while also praising the close and supportive working relationships between pupils and teachers. Another positive was the school's leadership team having very high expectations of staff and pupils. The report noted that this helped to create a strong Welsh language culture throughout the school as a whole. The inspectors were also impressed with the wide range of courses available at Key Stage 4 and in the school's sixth form which provide many opportunities for pupils to take part in cultural and physical activities. The school was also praised for the excellent support it provides for pupils with ALN. The report states that staff know their pupils very well and tailor their provision carefully to ensure that they achieve to the best of their ability.
- 3.12 The school's headteacher was named 'Headteacher of the Year' at the most recent Welsh Teaching Awards and also received the silver award at the Pearson UK Teaching Awards. Estyn inspectors described the headteacher as an "inspiring and modest leader who is very well respected among the staff and wider school community."
- 3.13 A key part of our WESP is the work we are doing to increase the number of pupil places available in Welsh-medium settings in Bridgend. We are aiming to achieve this goal by building excellent 21st century school buildings, investing in our current school stock and developing state-of-the-art Welsh-medium childcare settings.
- 3.14 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 around 8% to between 14% to 18% by 2032 (based on PLASC data of Year 1 learners 2019-2020). 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.
- 3.15 In 2021, Bridgend's Welsh-medium schools had 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. The number of Reception age places would only increase once the new schools are open.

- 3.16 We are aiming to achieve this goal by building excellent 21st century school buildings, investing in our current school stock and developing state-of-the-art Welsh-medium childcare settings. From a school modernisation perspective, the update is as follows:
- The consultation has concluded for Porthcawl Welsh-medium seedling school and childcare provision. Cabinet approval has been received to proceed with the schemes.
 - An application for planning approval has been submitted for Ysgol Gymraeg Bro Ogwr mobile classroom and is expected to be fitted in February 2024.
 - The replacement of Ysgol Y Ferch o'r Sgêr and Ysgol Gymraeg Bro Ogwr will transition to the nine-year programme (these schemes are currently in design). Ysgol Y Ferch o'r Sgêr will increase its capacity to 420, plus nursery (that is, 60 places for Reception aged pupils) and will receive a new build. The scheme will be funded through revenue (that is, via the Mutual Investment Model). Ysgol Gymraeg Bro Ogwr will increase its pupil admission number (PAN) to 75 from 54. The school will move to a new site and will be provided with a purpose-built school
 - The priorities identified in the WESP will also transition to the nine-year programme.
 - We are in the process of reviewing our school organisation proposals and will endeavour to ensure that we deliver on the WESP targets which is a priority of the local authority.
 - The local authority is reviewing the pupil place requirement to serve new housing development proposed in the Replacement Local Development Plan (LDP).
 - Opportunities to increase Welsh-medium provision in English-medium schools or schools looking to transition to a different category will be reviewed as part of the school organisation proposals to inform the nine-year rolling programme.
- 3.17 BCBC's Childcare Team is continuing to work with local partners and providers to maintain and expand the offer of Welsh-medium childcare across the local authority. Two childcare hubs have been purposefully designed and built to a very high standard. The setting in Bettws was handed over to the local authority in November 2022 and Blackmill was handed over in March 2023. There have been challenges in identifying a suitable provider which has necessitated high-level liaison with colleagues in Mudiad Meithrin, Welsh Government and the local authority to improve the level of incentive on offer. The opportunity to operate from the Bettws hub will be going out to tender, in autumn term 2023, to secure a Welsh-medium provider. At the time of writing, a suitable provider has expressed a firm interest. The same options have been explored in relation to the Blackmill setting, but due to its location the 'set up and succeed' team at Mudiad Meithrin has advised that it is currently unviable. With the agreement of Welsh Government, the local authority is currently exploring the possibility of utilising the building as a late-immersion centre for primary-aged Welsh medium learners.

- 3.18 The projection for the number and percentage of three-year-olds receiving their education through the medium of Welsh for 2022-2023 was 150 pupils and 9.58%.
- In 2022-2023, 123 children and 8.67% attended nursery classes in Welsh-medium schools. A further 23 children and 9% received their education through the medium of Welsh in funded non-maintained Early Years settings.
 - In summer term 2023 for Flying Start, 10 children attended Cylch Meithrin Sgêr, five attended Cylch Meithrin Plant Bach, one attended Cylch Meithrin Cynwyd Sant, one attended Cylch Meithrin Gwdihw and three attended Cylch Meithrin Pencoed. This represents 4.8% of all children accessing Flying Start Childcare in the summer term.
 - In 2022-2023, the local authority funded 20 Flying Start childcare places compared to 10 places in 2021-2022.
 - There are currently 13 children accessing Welsh-medium childcare provision in the original Flying Start areas, which represents approximately 4% of the total number of children accessing the childcare provision. The percentage in the phase two expansion areas is higher at 7%, which represents seven children.
- 3.19 The plan to increase the number of Welsh-medium Flying Start childcare places for the current expansion areas and for subsequent phases, includes implementing the model that has been developed in one of the existing Flying Start settings in Bridgend. The two new Flying Start childcare settings in Ogmore Vale and Nantymoel will offer both Welsh and English-medium sessions.
- 3.20 In June 2023, the WEF recommended that the local authority pursue catchment areas for Welsh-medium schools. To progress this, it is proposed that a report will be presented to Cabinet during autumn 2023 to recommend that the local authority progresses a public consultation on this matter. Following consideration of the outcome of the consultation, if Cabinet is minded, to approve the implementation of Welsh-medium school catchment areas, the earliest this could take place would be for the 2026-2027 school admission round.
- 3.21 BCBC continues to work closely with Central South Consortium to ensure Welsh-medium education in Bridgend benefits from regional support. Central South Consortium has held primary and secondary networking sessions and Bridgend schools attended the networks. Two schools have attended Central South Consortium's Siarter Iaith network meetings and seven have attended the Siarter Iaith Cymraeg Campus network meetings. Professional development sessions have also been facilitated and the schools that are not currently engaged were invited to attend. One school has since engaged in Siarter Iaith Cymraeg Campus since September 2022.
- 3.22 Central South Consortium has shared Siarter Iaith Cymraeg Campus data and facilitated an awards ceremony for all the schools who have received awards since March 2020. It was a pleasure for the Group Manager (Learner Support) and the WESP Coordinator to watch the schools receive their awards. A total of 19 Bridgend schools were invited to the ceremony. Following the award ceremony, a three-page article was published to celebrate schools' achievements which has been shared in Yr Hogwr, Bridgend and the communication forum in the Education and Family Support Directorate's Monday Mailshot and social media platforms. Since September 2022, nine English-medium primary schools have received the bronze award, one English-medium secondary has received the silver award and

one English-medium primary school received the gold award. Central South Consortium improvement partners encourage schools to engage with Siarter Iaith Cymraeg Campus in meetings.

3.23 The Council's Communication and Marketing Team promotes and proactively raises awareness of the Welsh language and Welsh Culture. Between 1 April and 31 March 2023, they published 45 posts relating to Welsh-medium education and learning the Welsh language on social media, resulting in 40,645 impressions, 55 retweets and 147 likes. The detail of the promotional activities is documented as part of the reporting process for Bridgend's Welsh Language Strategy. The Council promoted the following events and activities between 1 April and 31 March 2023:

- Construction started Welsh-medium childcare hub Garw Valley.
- Welsh Language Rights Day.
- Shwmae Shwmae.
- Mudiad Meithrin and Cymraeg i Blant.
- Welsh Language Standards Annual Report.
- Welsh Language Strategy / Consultation.
- St David's Day.
- St Dwynwen's Day.
- Clwb Coffi.
- Welsh-Medium playgroup or school.
- Childcare Offer Wales.
- Dydd Miwsig Cymru.
- Recruitment of Welsh-speaking childcare providers.
- Recruitment of Welsh-speaking roles.
- Welsh Language Twitter.
- Clwb Cinio.
- Dylan Thomas Day.
- Welsh campaign run on twitter throughout the month of September.
- Building lit up red to mark Welsh awareness days.
- Dydd Miwsig Cymru.
- Attended the Siarter Cymraeg Awards.
- Celebrated the success of our local Welsh-medium and English-medium schools with the achievements they received from the Siarter Iaith awards.
- Râs yr Iaith (Menter Bro Ogwr).
- Gŵyl Ogi Ogwr (Menter Bro Ogwr).
- Eisteddfod yr Urdd.

3.24 The local authority's website has a section for Welsh-medium education. As part of the work of the WESP, the webpage is in the process of being re-designed and will have a prominent place on the website. All Welsh-medium primary schools use their social media and internal communications to promote their school and Welsh-medium education. Open days are held on a regular basis with visits to schools encouraged. The local authority promotes Welsh-medium education on its communication platforms and regularly posts the 'Why choose Welsh-medium education?' booklet on social media platforms. The local authority held a stall at Gŵyl Ogi Ogi Ogwr in July 2023 with Welsh-medium primary school to promote the

late immersion provision and Welsh-medium education. An officer from the local authority also attended Râs yr Iaith organised by Menter Bro Ogwr.

- 3.25 Central South Consortium and Learn Welsh offer a range of professional development opportunities for staff within schools to improve their Welsh language skills. Opportunities for lessons to be delivered in person, online and at various times of the day. Central South Consortium improvement partners discuss school developmental needs and signposts schools to access professional development for their staff.
- 3.26 Dysgu Cymraeg/Learn Welsh have shared their offer of Welsh courses available with schools and on other platforms. An audit of Learn Welsh courses and the number of delegates who have attended Welsh language courses in Bridgend has been undertaken, with 367 students having completed the courses below:

Blasu	44
Mynediad	144
Sylfaen	56
Canolradd	52
Uwch	71
Total	367

- 3.27 The WEF monitors the numbers of learners studying for assessed qualifications in Welsh. Between Year 10 and Year 11 in 2021-2022 and 2022-2023, there was an increase in three pupils in Welsh-medium education. Between Year 11 and Year 12 in 2021-2022 and 2022-2023, there was an increase of 1.92% of learners continuing their education through the medium of Welsh. In the WESP, it noted that in 2020-2021, 99 pupils studied Welsh GCSE first language which increased to 108 in 2022-2023. It is also noted that in 2020-2021, 1189 pupils studied Welsh GCSE second language which increased to 1270 in 2022-2023.
- 3.28 There has been an increase in the number of learners for both first and second language A-level. In the WESP, it noted that in 2020-2021, there were nine learners studying first language Welsh A level which increased to 10 learners in 2022-2023. In the WESP, it noted that in 2020-2021, there were 19 learners studying for second language Welsh A-level which has increased to 29 learners in 2022-2023. Although there has been an increase in the numbers studying Welsh Post-16, we aim to continue to increase by ensuring that encouraging take up of Welsh language A level by sharing the benefits of being bilingual.
- 3.29 Three schools are currently delivering subjects through the e-sgol programme within the local authority, namely Ysgol Gyfun Gymraeg Llangynwyd, Pencoed Comprehensive School and Maesteg School. An established ten-year blended learning collaboration between Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Llanhari in Rhondda Cynon Taf affords learners the opportunity to study AS and A level qualification(s) that they are not able to do in their 'home school'. Between the schools, nine subjects are delivered to 11 learners from Llangynwyd and 24 learners from Ysgol Llanhari. Monitoring of the number of courses offered and uptake through the medium of Welsh is discussed through the Curriculum Leaders Network, where the number of Post-16 learners studying Welsh at A-level are analysed.

- 3.30 Resources from Coleg Cymraeg Cenedlaethol have been shared with all secondary schools and Central South Consortium have also shared this resource in their bulletins and directly to all headteachers and heads of Welsh. Currently, two schools are interested in exploring the potential of delivering Welsh A-level second language through the e-sgol programme in 2023-2024. The resources have also been shared on the local authority's social media platforms.
- 3.31 Ysgol Gyfun Gymraeg Llangynwyd is currently offering nine subjects through blended learning. In 2023-2024, the partnership will offer three further courses as part of the blended learning offer: Drama, Music, and Criminology. A total of three schools out of nine schools are providing subjects through e-sgol. Two English-medium secondary schools are offering Welsh A-level through the e-sgol. The course is delivered to four learners from Pencoed Comprehensive School and Maesteg School. A video has been created by learners studying at Ysgol Gyfun Gymraeg Llangynwyd noting the benefits to prospective learners to promote blended learning and encouraging them to continue their education through the medium of Welsh. This film was shown at the e-sgol conference in July 2023 which was held at the school.
- 3.32 The most recent School Workforce Annual Census (SWAC) data identified the following:
- 437 teachers in the local authority were reported as having “no skills” on the Welsh Language Competency Framework in both 2021 and 2022.
 - Across the whole local authority, 1194 teachers have the same Welsh language ability as reported in both 2021 and 2022.
 - 12 teachers have increased their Welsh language ability between 2021 and 2022, with one increasing from W3 (Foundation) to W6 (Proficiency).
 - 13 teachers have seen a decrease in their Welsh language ability between 2021 and 2022.
 - 238 support staff, including ALN coordinators (ALNCos) in the local authority were reported as having “no skills” on the Welsh Language Competency Framework in both 2021 and 2022.
 - Across the whole local authority, 666 support staff including ALNCos have the same Welsh language ability as reported in both 2021 and 2022.
 - 13 support staff including ALNCos have increased their Welsh language ability between 2021 and 2022, with one increasing from W3 (Foundation) to W6 (Proficiency).
 - 19 support staff including ALNCos have seen a decrease in their Welsh language ability between 2021 and 2022.
- 3.33 During 2022-2023, an audit of ALN staff was undertaken to determine the number of staff that can deliver their service through the medium of Welsh.

ALN roles in the Learner Support Group	Number of Welsh-speaking staff in the Learner Support Group
Specialist Teacher (Visual Impairment)	1
Specialist Teacher (Cognition and Learning)	1
Teacher Moderate Learning Difficulties	1
Special Needs Support Assistants	4

Senior Support Officer	1
Mobility Officer	1
Educational Psychology Service	3

Number of Welsh speaking Additional Learning Needs Coordinators (ALNCos)	Number of Welsh speaking ALN support staff in schools	Number of Welsh speaking staff in LRCs
Proficient: 10 Advanced: 4 Intermediate: 6 Foundation: 38	Proficient: 6 Advanced: 3 Intermediate: 5 Foundation: 18	Proficient: 7

- 3.34 The SWAC data has identified that out of 60 schools, 10 ALNCos have identified their level of Welsh competency as proficient and four have identified as being advanced. 138 teachers are currently working in Welsh-speaking posts. There are a further 70 Welsh-speaking teachers not working in Welsh-speaking posts. There are 362 teachers teaching Welsh as a subject only.
- 3.35 Three Welsh-speaking practitioners within Bridgend are undertaking the Aspiring Headteacher professional development. This is the first time Welsh speaking practitioners have undertaken the professional development in more than three years. School leaders are encouraged to monitor the National Academy of Educational Leadership.
- 3.36 The sabbatical scheme for Welsh language training offers language courses to primary and secondary school teachers, classroom assistants and lecturers. The aim of the courses, which are funded by Welsh Government, is to increase the number of practitioners who can educate through the medium of Welsh or bilingually.

Welsh Sabbatical Data 2022-2023	
Welsh in a Year: 1	1
Foundation /Intermediate level: 3	3
Intermediate level: 1	1
2023-2024: 2	
Foundation /Intermediate level: 2	

- 3.37 In March 2022, a Post-16 Steering Group was established to facilitate strategic discussions between Bridgend College and BCBC. The promotion of the Welsh language has been determined as one of the main elements of this group's activity moving forward. A key part of the group's discussion involves the promotion of vocational/training opportunities for young people who would like to secure employment in Welsh language settings. This activity is further supported by BCBC's Human Resources (HR) Department by promoting apprenticeships to retain Welsh-medium school leavers within the county borough.
- 3.38 To ensure a rich programme of Welsh-medium activities for pupils in both the primary and secondary sector, the local authority works closely with the Urdd and Menter Bro Ogwr. The Urdd presented their offer of 'Chwarae yn Gymraeg' at a

primary deputy headteachers' network, with 10 schools enlisted for the programme. The Urdd deliver 11 clubs in three English-medium schools, delivering sessions to over 150 pupils. Most primary schools in Bridgend joined in the Urdd's national Jambori. There has been a rise in second language competitors at the Urdd Eisteddfod, with over 300 children and young people from Bridgend competing in the Urdd Eisteddfod 2023. The Urdd Eisteddfod was supported with the Corporate Director Education and Family Support and the Cabinet Member for Education in attendance and the National Eisteddfod 2022 and 2023 was attended by the Group Manager (Learner Support). The Urdd arranged residential trips and shared this information with schools. It also held a 'Llais Ieuenctid' for the youth forum across Wales where three young people from Bridgend attended. The Urdd also held a performing arts course where 30 children took part from Bridgend.

3.39 Menter Bro Ogwr offer clubs during the term-time and during the school holidays. The offer of clubs, events and activities are added to the shared events calendar that the promotion, marketing and celebrating sub-group created. The local authority's Communication and Marketing Team has access to the calendar and promotes the events on social media platforms.

3.40 In 2021, BCBC used the Welsh Government Hwb Infrastructure Grant, to ensure all pupils attending Welsh-medium schools in Bridgend benefit from the individual use of a Chromebook device. 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

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

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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. 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 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.

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).

6. Climate Change Implications

6.1 There are no climate change implications arising from this information report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 The following funding is used to support Welsh-medium education.

Amount of Funding	Source of Funding	Purpose of Funding
£21, 281	Schools' Delegated Budgets	Support Welsh-medium education at Ysgol Gyfun Gymraeg Llangynwyd.
£5,189	Schools' Delegated Budgets	Support Welsh-medium education in the Welsh-medium primary schools.
£89,156	Welsh Government Post-16 grant	Support Welsh-medium education at Ysgol Gyfun Gymraeg Llangynwyd.
£81,992	Schools' Delegated Budgets	Support pupils with ASD attending the LRC at Ysgol Gyfun Gymraeg Llangynwyd.

£92,170	Schools' Delegated Budgets	Support pupils with ASD attending the LRC at Ysgol Gynradd Gymraeg Calon Y Cymoedd.
£65,505	Schools' Delegated Budgets	Support pupils with MLD attending the LRC at Ysgol Cynwyd Sant.
£252,395	Welsh Government Immersion Funding Grant (September 2002 to March 2025).	Support late immersion provision.

- 8.2 Local authorities are expected to work with their regional consortia to demonstrate how the Education Improvement Grant (EIG) administered by Central South Consortium will support the implementation of the WESP.
- 8.3 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. There is no identified finance for the WESP Co-ordinator beyond this period of time. If there is no further funding the local authority would not be in a position to employ a specific WESP Co-ordinator from 31 March 2024 to co-ordinate the implementation of the WESP (2022-2032), which is a statutory function.

9. Recommendation

- 9.1 It is recommended that Cabinet notes the progress made and provides any feedback as necessary.

Background documents

None

Meeting of:	BRIDGEND COUNTY BOROUGH COUNCIL SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
Date of Meeting:	11 April 2024
Report Title:	ANNUAL LOCAL AUTHORITY SCRUTINY REPORT CENTRAL SOUTH CONSORTIUM 2022-2023
Report Owner / Corporate Director:	CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT
Responsible Officer:	SUE ROBERTS GROUP MANAGER – SCHOOL SUPPORT
Policy Framework and Procedure Rules:	There is no impact on the Council’s policy framework or procedure rules.
Executive Summary:	The purpose of the report is to provide an overview of the work of the Central South Consortium, working in partnership with the local authority to raise standards in schools across Bridgend. The report details the work of the consortium for the academic year 2022-2023 and the financial year April 2022 to April 2023. Within the report there is information summarising the school inspections that took place in the academic year 2022-2023, and the progress schools made in a follow up category or enhanced support. There is information on the work of improvement partners, how they are deployed and examples provided of how improvement partners have worked with school leaders, governors and the wider staff team. Section 6 of Appendix 1 records the professional learning provided for schools, and the engagement of practioners at all levels in the different professional learning programmes available, including the range of collaborations that are supported across the region. There is also information on the bespoke support received by schools to support their strategic priorities. Developing the Welsh language continues as a key priority for the Central South Consortium and in supporting the Local Authority Welsh in Education Strategic Plan (WESP)

	for 2022-2032 with information of how support is provided included within the report. Central South Consortium continues to work in partnership with local authorities and other stakeholders to support equity in all schools across the region, with high standards and aspirations for all, to support schools work on areas including attendance, exclusions, looked after children and well-being. As part of Central South Consortium’s business planning process, Bridgend provides Central South Consortium with their priorities and these are built into Central South Consortium’s business plan. An update on progress of Central South Consortium in supporting Bridgend’s priorities is provided as part of the report. The report also provides a summary of the funding of Central South Consortium, including additional grant funding and how this is used.

1. Purpose of report

1.1 The purpose of the report is to:

- provide an overview of the work of Central South Consortium; and to
- update elected members on the contribution of Central South Consortium, working in partnership with the local authority, to raise standards in schools across Bridgend.

1.2 This report attached at **Appendix 1 details the work of the consortium for the academic year 2022-2023 and the financial year 2022-2023.**

2. Background

- ### **2.1**
- Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and Vale of Glamorgan. This covers 381 schools and 32% of school pupils in Wales. It is a growing region with a rapidly changing demographic, encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with approximately 25% of pupils eligible for free school meals.
- ### **2.2**
- The service delivers challenge and support to schools on behalf of the five local authorities within the Central South region, governed through a Joint Committee of Cabinet Members from each local authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.

2.3 Scrutiny Committees in each of the five authorities invite Central South Consortium to report and present on the work of Central South Consortium in supporting schools aligned to the Evaluation, Improvement and Accountability Framework (Welsh Government, 2022). An annual report from the consortium relating to progress in the previous academic year and priorities for the year ahead is provided.

2.4 The core focus of all school improvement activity is providing support, challenge and professional learning to schools to ensure learners across the local authority have the right educational experiences to allow them to make progress and be successful in the next phase of learning or employment.

3. Current situation/proposal

3.1 The Annual Bridgend Local Authority Scrutiny Report for the Central South Consortium for 2022-2023 is attached at **Appendix 1**. The purpose of the report is to provide an overview of the work of the Central South Consortium and to update Members with the contribution of the Central South Consortium, working in partnership with the local authority to raising standards in schools across Bridgend.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 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. 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

5.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the approach to supporting schools. The approach to supporting schools is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long term - The approach to school improvement focuses on meeting the needs of children and young people from the age of 0 to 25.

Prevention - The focus of the school improvement is upon early identification of need and ensuring that there is appropriate learning provision in place to meet individual needs.

Integration - The approach to school improvement addresses the need for a coherent delivery of economic, social, environmental, and cultural outcomes.

Collaboration - A fundamental principle of the approach to school improvement focuses on improving collaboration and creating a unified system.

Involvement - Ensuring that children and young people, parents and carers are at the heart of the system and that needs are discussed in a person-centred way.

6. Climate change implications

6.1 There are no climate change implications arising from this information report.

7. Safeguarding and corporate parent implications

7.1 There are no safeguarding or corporate parent implications arising from this report.

8. Financial Implications

8.1 The cost of Central South Consortium's service to Bridgend County Borough Council was £554,243 for the 2022-2023 financial year. This was met from the Education and Family Support Directorate revenue budget.

9. Recommendations

9.1 The committee is requested to:

- consider the contents of this report; and
- provide feedback.

Background documents

None

Annual Bridgend Local Authority Scrutiny Report Central South Consortium 2022-23

(Presentation in Spring Term 2024)

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1.0 PURPOSE OF THE REPORT

The purpose of the report is to provide an overview of the work of the Central South Consortium (CSC) and to update Members with the contribution of the CSC, working in partnerships with the local authority (LA) to raising standards in schools across Bridgend. This report details the work of the consortium for the academic year September 2022/2023 and the financial year April 2022 to April 2023.

2.0 BACKGROUND

Since 2012, CSC has delivered aspects of school improvement services on behalf of the five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 380 schools, around 32% of Wales's children. It is a growing region with rapidly changing demographic, encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with around 25% claiming free school meals.

The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.

In May 2022, the current business plan was launched for a three-year period and has been developed in conjunction with local authorities to ensure that appropriate local authority priorities are embedded in our work. The business plan is to run from 1st April 2022 to 31st March 2025 following the approval of the Joint committee. Annual amendments are made to integrate changing priorities across the five local authorities. The business plan for 2022/25 has the following areas of priority:

- 1. Curriculum, Teaching & Assessment**
- 2. Leadership**
- 3. Equity & Wellbeing**
- 4. School Improvement**
- 5. Effectiveness and efficiency of Central South Consortium**

For each of the priorities, there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. Our intention remains to support schools to meet the needs of their learners to enable them to make progress. The business plan sets out how CSC aims to deliver these priorities through effective school self-evaluation and improvement

planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'¹.

Drive Teams comprising senior leaders from across the consortium ensured that the operational plans for each priority were implemented and that impact was measured. Half-termly reviews, including an impact review with the Managing Director of CSC, and LA Directors of Education, were held at the end of each term, and ensured that monitoring was robust.

A [report](#) on the progress and impact of the Business Plan 2022 - 23 is presented to the CSC Management Board and Joint Committee.

The consortium Business Plan for April 2022 to March 2025 can be found [here](#).

3.0 OVERVIEW OF PERFORMANCE

3.1 National Data Collections and Published Information

Due to the Covid-19 pandemic, Welsh Government (WG) has cancelled most of the statutory data collections for 2020, 2021 and 2022. The collections suspended include:

- Attendance: Primary 2020, 2021 and 2022 data collections
- Attendance: Secondary 2020, 2021 and 2022 data collections
- National Data Collections (NDC): All 2020 and 2021 data collections, and FP and KS2 for 2022

For 2023 however, the following collections have now been resumed:

- Attendance: Primary data collections
- Attendance: Secondary data collections
- National Data Collections (NDC) : KS3 only

The majority of national publications were suspended from Summer 2020 reporting, but performance measures for Summer 2023 results will be reintroduced during Autumn Term 2023. At the time of publication of this report no performance measures are available for the final 2023 results, with the provisional information only being made available at national level.

National examination results released in August 2023 were brought back to be around halfway between the 2019 and 2022 results. Comparison of the results for CSC in 2023 to Wales results showed that CSC either matched or exceeded the national proportions for GCSE %A*-A, %A*-C and %A*-G. For A Level results, CSC exceeded the national proportions for the three measures of %A*-A, %A*-C and %A*-E, with CSC also being above the national proportions for AS Levels (%A, %A-C, %A-E).

¹ Central South Wales Challenge information can be found [here](#)

3.2 Estyn Inspections

All Estyn inspections were suspended in March 2020²; however, a new pilot framework³ was introduced in early spring term 2022. The new inspection framework no longer provides judgements for inspection areas as available in previous inspection frameworks. However, information on 'Interesting or Innovative Practice Case Studies' is still identified in the new reports, alongside the recording of any statutory and non-statutory follow-up inspection categories.

In Bridgend, between February 2022 and the end of the 2022/23 academic year, 14 schools were inspected, with one school being placed in a statutory follow up category of Special Measures and two schools requiring Estyn Review. From the schools that have been inspected since the resumption of inspections, three schools have been asked to provide case studies on 'interesting or innovative practice' identified as part of the school inspection.

Table 1: Interesting or innovative practice case studies in Bridgend Schools

Date	School	Case study
January 2023	Corneli Primary School	Supporting pupils and families to develop positive financial literacy skills. Read here.
October 2023	Ysgol Gyfun Gymraeg Llangynwyd	Planning for improvement to ensure the best learning experiences for pupils. Read here.
October 2023	Ysgol Gyfun Gymraeg Llangynwyd	The way in which the school ignites a sense of belonging to the school and how this influences the high levels of well-being and attendance. Read here.

In Central South Consortium, 68 schools were inspected between September 2022 and July 2023. Twenty-two schools were placed in Estyn follow-up categories: thirteen in Estyn Review (19.1%), two in significant improvement (2.9%) and seven in special measures (10.3%).

Table 2: Number of schools inspected 2021/22 and 2022/23

	Primary		Secondary		Middle		Special		Pupil Referral Units	
	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23
Bridgend	2	11	0	1	0	0	0	0	0	0

² <https://www.estyn.gov.wales/news/estyn-will-not-inspect-maintained-schools-next-academic-year-statement-meilyr-rowlands-hmci>

³ <https://www.estyn.gov.wales/news/owen-evans-her-majestys-chief-inspectors-speech-17-february-2022>

The Vale of Glamorgan	5	8	2	1	0	0	0	0	0	0
Rhondda Cynon Taf	8	14	0	1	1	2	0	1	0	0
Merthyr Tydfil	1	3	0	0	0	0	0	0	0	1
Cardiff	8	18	2	3	0	0	0	4	1	0
CSC	24	54	4	6	1	2	0	5	1	1

Estyn resumed their monitoring of schools and Pupil Referral Units (PRUs) in a statutory category (special measures or significant improvement) from autumn 2021. During the academic year 2022/23, across CSC, one school was removed from Estyn Review, with a further three schools remaining in a follow-up category from previous academic years. The follow-up categories for these schools are: one in Estyn Review, one in Significant Improvement and one in Special Measures.

Table 3: Progress of schools in a follow up Estyn category in Bridgend 2022/23

School	Estyn Category	Current position
Archbishop McGrath Catholic School	Estyn Review	The school has made sufficient progress and is no longer in Estyn Review (Nov 2022).
Croesty Primary School	Estyn Review	Estyn Review since the publication of their inspection report (February 2023). The school is addressing the recommendations and the progress is regularly monitored through meetings with local authority and CSC.
Nantymoel Primary School	Estyn Review	Estyn Review since the publication of their inspection report (April 2023). The school is addressing the recommendations and the progress is regularly monitored through meetings with local authority and CSC.
Caerau Primary School	Special Measures	Special Measures since the publication of their inspection report (June 2023). The post inspection action plan developed to address the recommendations has been approved. Progress in addressing the recommendations is regularly monitored through meetings with the local authority and CSC.

3.3 Supporting School Development Planning with Performance Data Discussions

The Improvement Partners (IP) support schools through appropriate challenge to identify clear, manageable improvement priorities as a consequence of effective self-evaluation. The IP works with school leaders to review first-hand evidence, ensuring that this is rigorous and accurate. In supporting schools in the review of their self-evaluation cycle, IPs work with school leaders to ensure there is coverage of the three overarching areas as referenced in the new framework for school improvement. These are:

- Vision and Leadership
- Curriculum, Learning, and Teaching
- Wellbeing, Equity, and Inclusion

This approach works in conjunction with school systems and will not generate additional work for school leaders. This is in line with the Welsh Government School Improvement Guidance: A Framework for Evaluation, Improvement and Accountability, where it is the intention that these priorities will, in part, replace target setting.

Each school has a unique set of priorities, based on their own context, self-evaluation including the analysis of performance data, needs and improvement journey, ultimately seeking to improve learner outcomes. Therefore, priorities need to ensure a focus on pupil progress. Furthermore, the IP will also support schools in ensuring that improvement priorities are drawn together in a single, strategic school development plan, helping to reduce workload, streamline schools' strategic planning processes and avoid unnecessary duplication and bureaucracy.

In 2023-24, key common focus areas that have been identified by schools include:

- Oracy, Reading, and Writing including Welsh language skills
- Numeracy
- Digital Competence Skills and learning
- Planning for the development of skills across the curriculum
- Whole School Approach to Mental and Emotional Well-being
- Early Years (Physical Development in Particular)
- Reducing gaps in progress of key groups (EAL, eFSM, MAT learning)
- Attendance and Exclusions
- Engagement and Readiness to Learn
- Dealing with challenging behaviour
- Complex needs and additional learning needs provision
- Independence at age-appropriate levels
- Transition
- Impact of teaching on learning
- Assessment and progression including baseline and mapping pre progression step 1
- Religion, Values and Ethics
- Accuracy of self-evaluation linked to improvement planning
- Leadership Development

- Curriculum Design and Development

3.4 Alps Analysis

Alps value added performance analysis measures progress against national and ALPS client, aspirational benchmarks for each individual student. For 2023, the analysis identified the following key points:

A Level

- There were 1660 entries at A level across the local authority. This is higher than the number of entries in 2019, which was the previous highest number of entries (from the non-covid years).
- Overall, the value added in 2023 was lower than in 2022 as part of the realignment of results to pre-covid levels. It is currently planned that the national results in 2024 will return and be set in line with 2019 results.
- Prior attainment (Centre Determined Grades) was on average slightly higher for the 2023 cohort than for previous cohorts in the years 2020-2022.
- Across the local authority, the following subjects had strong value-added outcomes in 2023, Film Studies, Drama & Theatre Studies, Art (Craft & Photography), Computer Science, Biology, Business Studies, Chemistry, Economics, English Literature, History and Maths (Further).
- In 2023, at A-level, girls made stronger value-added progress than boys overall, although the difference is marginal. The gap is narrower than the previous two years.
- There was little difference between the value added for eFSM and non-eFSM students (for those students where eFSM information was uploaded).

AS Level

- The number of students taking at least one AS level within the local authority was in line with the 2022 figure and is above the average number of AS entries in the years preceding covid.
- Prior attainment (Examinations with advanced information for some subjects) was higher for the 2023 cohort than for cohorts in 2020 and 2021 but lower than the 2022 cohort.
- Nationally the results were midpoint between 2019 and 2022, as move back to pre-pandemic levels for 2024.
- In 2023, value-added outcomes at AS-level ranked in the top 60% of the dataset.
- Girls made stronger value-added progress at AS level than boys.
- The cohort achieved higher grades in 2023 AS examinations than cohorts in 2018 and 2019 (counting 40% towards A Level).
- eFSM students made stronger progress at AS-level than non-eFSM students.

Level 3 Vocational Qualifications

- Nationally, the results in 2023 are down from 2022, but above 2019 in line with national move to return results to pre-pandemic levels in 2024.
- Fewer pupils took vocational qualifications in 2023 than in 2019.
- In 2023 eFSM students made stronger value-added progress than non-eFSM students in 2016 BTEC qualifications (based on a relatively small number of entries). Boys made slightly more VA progress than girls.

Key Stage 4

- KS4 Results were higher nationally in 2023 than in 2018 or 2019. Results were broadly awarded midpoint between 2019 and 2022 in line with national strategy.
- In 2023, as a local authority, value-added outcomes at KS4 matched providers in the top 40% of the National dataset.
- In 2023, Girls made stronger value-added progress at KS4 than boys. Girls' outcomes matched the top 25% of providers in the dataset, boys matched the middle 50% of providers in the dataset.
- In 2023, eFSM students made less value-added progress at KS4 than non-eFSM students. The gap was slightly more than in 2021/22.

3.5 Not in Education, Employment or Training (NEETs)

The latest available "Pupil destinations" figures from Careers Wales, show that over the last couple of years, the percentage of pupils in the CSC region "Known to not to be in Education, Training or Employment" has fluctuated from 1.8% in 2019 and 2020, to 1.5% in 2021 and up to 2.0% in 2022. Similar patterns are seen nationally for this data, and CSC has been slightly below the national figure for five of the last seven academic years.

4.0 SUPPORT AND CHALLENGE

With the significant reform agenda that is in progress across Wales, it is important CSC continues to ensure the support provided by Improvement Partners (IPs) is holistic, efficient, and effective in line with the national principles and guidance from Welsh Government.

4.1 Improvement Partner Deployment

In 2022/23, Bridgend local authority contributed £554,243 (15%) towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for IPs (3.7 FTE) and a Principal Improvement Partner (PIP) (1 FTE).

IPs continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. Many IPs are accredited or are working towards accreditation by Association of Education Advisers (AOEA). They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Improvement partners have continued to commission bespoke support and intervention from the wider support teams within the CSC.

In September 2022, the School improvement guidance: framework for evaluation, improvement and accountability was implemented. This revised national guidance is scheduled to become statutory from September 2024. This guidance sets out the roles and responsibilities for stakeholders in the Welsh education system with regards school improvement and accountability.

4.2 Work Programme of Improvement Partners

During the autumn term, IPs worked together with schools to agree appropriate improvement priorities, construct the school development plan (SDP) and broker support. All IPs gathered authentic first-hand evidence to support the school self-evaluation process in partnership with school leaders. IPs joined school meetings and participated in self-evaluation activities as appropriate. The full schedule of activities is contained in the Framework for School Improvement⁵. These are not a 'tick list' but provided a reminder as to key dates when activity should be completed. IPs built an individual work plan with each school to ensure that these activities were built into the school improvement conversations. There were ongoing themes which were a focus of all visits, these included progress of learners, curriculum, learning and teaching, leadership, well-being, equity and inclusion, effectiveness of self-evaluation and improvement planning.

For example, two particular areas of leadership support are listed below:

Improvement Partner Support for Governance

- Attend at least one Governing Body meeting per year.
- Encourage Governors to attend mandatory trainings as appropriate.
- Promote and support Governing Bodies to use the self-evaluation tool.
- Support for Governors as identified.
- Support the Governing Body Panel Headteachers Performance Management process for review, objective setting and mid-year review where appropriate.

Improvement Partner Support for Self -evaluation in partnership with school leaders

- Partnered learning walks.
- Involved in Listening to learners' activities.
- Support school improvement planning/documentation.
- Partner with school leaders to triangulate and validate reviews of teaching and learning.
- Support Senior/middle leaders/teachers to prepare for Estyn inspections.

Case Study: Primary Improvement Partner working with a school Senior Leadership Team and Governing Body

- The improvement partner worked with headteacher on school planning to ensure priorities and associated success criteria have a positive impact on outcomes for pupils. The school adapted their strategic planning documents to reflect aspects of the regional school development plan toolkit, including the improved use of milestones.
Impact - Sharply focussed school improvement priorities and clear measurable milestones to evaluate progress and impact of improvement priorities.
- The improvement partner brokered support for the school to support a subject leader in the development of the provision and practice for an area of learning following the previous self-evaluation activity. This development was within the school development plan. The IP completed monitoring activity in partnership with the subject leader to monitor the impact on provision and practice following receipt of the support.
Impact - Provision and classroom practice is responsive to pupils' needs and has a positive impact on outcomes for pupils.
- Over the course of the academic year, the improvement partner and headteacher completed listening to learner monitoring activities with pupil books to explore their views and progress in the development of the provision for independent learning. Each time taking note of their responses and acting on them when and where appropriate.
Impact - Provision and classroom practice is responsive to pupils' needs and has a positive impact on outcomes for pupils.
- The improvement partner completed a learning walk with a group of governors supporting governors in the evidence they collected and the questions they asked.
Impact – Governors were better equipped to gather evidence and then ask pertinent questions of the headteacher.
- The improvement partner undertook joint monitoring activities with senior and middle leaders to evaluate the quality of provision and practice in the school and the progress made by pupils.
Impact - Quality assurance of leaders within the school and their effectiveness in the role; Provision and practice is responsive to pupils' needs and has a positive impact on outcomes for pupils.

Case Study: Special School Improvement Partner working with Special Schools/Settings.

- The Improvement Partner worked with the senior leadership team and middle leaders from all areas of the school to support and develop their understanding of their roles within the self-evaluation of the school. Leaders at all levels were mentored and coached on their individual roles within self-evaluation and how these conversations can be shared across departments to develop an holistic picture of strengths and areas for development for the school.

Impact - Sharply focussed school improvement priorities are identified through comprehensive self-evaluation activities and empowerment of middle leaders.

- The Improvement Partner has worked closely with the school's middle leadership team to support the review of the systems for planning and monitoring for the development of skills. The review ensured that the planning for skills allowed pupils to make effective progress, but also ensured appropriate coverage of skills within their new curriculum offer. The work has taken the form of professional discussion, sign posting to good practice and quality assurance of the monitoring processes implemented by the school. The Improvement Partner has also worked with the deputy head to develop professional learning designed to promote collaboration and a culture where staff are able to develop their practice through peer observation and informal 'learning walks'.

Impact – Effective provision developed to support the development of skills and practice shared across the school to develop practitioners.

The Improvement Partner has worked with the setting to identify its curriculum development needs ahead of this academic year. As a result of this work, support was brokered by the improvement partner for the school from the CSC Curriculum and professional learning team who developed a series of bespoke whole staff professional learning days to develop a curriculum offer that meets the mandatory requirements of the Curriculum for Wales but also meets the needs of all learners. The Improvement partner continues to monitor how these developments are planned, delivered and evaluated in partnership with the leadership team.

Impact - Provision and classroom practice is responsive to pupils' needs and has a positive impact on outcomes for pupils.

Case Study: Secondary School Improvement Partner working with Secondary Schools.

- The Improvement Partner has worked over a period of time with a middle leader in a coaching/mentoring role to support their development. The support has included professional discussions, joint monitoring activities, quality assurance of report and planning documents and analysis of data.

Impact -Supports the development of leadership capacity and the effectiveness of middle leaders to carry out effective self-evaluation.

- The Improvement Partner and senior leaders identified an area for development following analysis of school data and self-evaluation evidence. The Improvement Partner brokered bespoke support for the school to address the area identified for improvement. The Improvement Partner worked alongside members of the Curriculum and Professional Learning team to monitor the impact of the support and identify further actions and support.

Impact – Effective provision developed to and significant impact on school data.

4.3 Framework for School Improvement

Support for schools will take the form of core or enhanced support that is provided in a fair way that is inversely proportional to needs of the school. All schools will receive a basic minimum allocation of days and further time will be allocated based on the support needs identified.

This minimum is:

- Primary/Nursery - 7 days
- Special/PRU - 10 days
- Secondary – 10 days
- 3-16/19 - 16 days

Enhanced support schools will receive additional time to reflect the development needs and monitoring requirements. All support will be agreed between the school and IP and shared with the LA when the school improvement priorities are agreed. Specified days might not all be from the same IP but might include work of others more specialists in certain areas. The impact of this support will be monitored half termly and will be shared with LAs in the termly review meetings.

The IP supports schools through appropriate challenge to identify clear, manageable improvement priorities as a consequence of effective self-evaluation. The IP works with school leaders to review first-hand evidence and ensures processes are rigorous and accurate. In supporting schools in the review of their self-evaluation cycle, IPs work with leaders to monitor and evaluate progress against school development plan priorities.

If schools are not demonstrating appropriate rates of progress towards achieving their improvement priorities, this information is discussed with the school, governors, LA and CSC and a decision will then be made as to whether the school may need enhanced monitoring. IPs will then provide a detailed evaluation of progress with a judgement on the rate of progress. If the school, governors, LA, and CSC agree that progress is appropriate, a discussion can then take place about moving the school to enhanced monitoring. The same process exists if a school is making sufficient progress to move from enhanced monitoring to core support.

Key improvement objectives are identified, and regular progress meetings held for all enhanced monitoring schools to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to Directors in termly progress reports.

Each term CSC prepares a detailed report for Directors. This report contains a detailed breakdown of the support provided within the previous term.

5.0 SUPPORT FOR SCHOOLS

5.1 Schools Receiving Enhanced Support

During 2022 -23 academic year 6 schools received enhanced support during the year. There were five schools receiving enhanced support at the beginning of the year with another school identified for enhanced support during the course of the year.

All schools that were in enhanced support, were also in receipt of bespoke support from the CSC Curriculum and Professional Learning team to support the school address areas identified for development. In some cases, a school may be receiving bespoke support for a number of strategic priorities. In this case, where a school is receiving a range of support, it is carefully planned to ensure the school has the capacity to engage effectively with the support provided.

The focus of the support will be carefully considered and will be subject to a range of different factors individual to the school including leadership capacity, systems and processes, expertise across the school and teaching capacity. Support offered to school includes engaging in the professional learning programme, school to school support, Curriculum and Professional Learning team working with the school directly, regional networks and sharing of resources.

Schools who receive enhanced support will have regular progress meetings to review the progress and impact of actions for the development of the agreed improvement priorities. The meetings are attended by school leaders/governors, local authority officers, improvement partner and the principal improvement partner. The meeting agrees a judgement with regard progress against the priorities, next steps and consideration is given to the level and focus of support the school is receiving.

Enhanced Support Case study:

In partnership with the Improvement Partner, a school reviewed their self-evaluation evidence and clear strategic priorities were identified for development reflecting the school, local authority and national priorities.

Writing was identified as a priority and the literacy lead engaged in a CSC professional learning programme for writing. The literacy lead was new to the role and received support from a member of the Curriculum and Professional Learning team to develop their understanding of the role and their effectiveness in carrying out their role across the school including monitoring activities and a range of resources to support the development of writing. As the literacy lead became more confident in their role over time, the support focused on quality assuring the judgements of the literacy lead in their monitoring activities.

For mathematics, the focus was ensuring the appropriate coverage and structured progression of learning in mathematics. Appropriate resources were shared with the numeracy leader to support school planning and for maths. The numeracy leader was provided with opportunities to visit schools where good practice has been identified and joined the regional network where resources and practice were shared.

Support for the development of assessment for learning was programmed later in the school year. The school received two days of bespoke support for all classroom practitioners to support the development. Practitioners were then provided with opportunities to carry out action research using different strategies before a review of effectiveness and the co-construction of a new agreed policy.

As a result of the support, challenge and regular monitoring, all schools make good progress over time against a very challenging context. The schools are well-supported, and schools make strong or better progress against most of the strategic priorities or recommendations over time.

5.2 Intervention Strategy for Schools Causing Concern

The Intervention Strategy for schools has been reviewed, agreed with all Directors and shared with schools. This has led to clear processes for intervention being understood and utilised by the local authorities and forms the basis of enhanced support work for all settings in the region.

Within Bridgend in 2022/23 there were no schools in receipt of a LA Statutory Warning Notice and no schools had received a pre warning notice.

6.0 PROFESSIONAL LEARNING & SUPPORT

Professional learning (PL) is a change process to improve and develop professional knowledge, skills and understanding. PL should focus on changes that impact on learners through a practitioner's own learning, leading to increased understanding, and changes in their behaviours, i.e., policies, provision, and practice.

In line with the [National Professional Learning Entitlement](#), CSC is committed to equity of access to high quality PL for all school leaders, including governors, and practitioners in our region. CSC PL opportunities are guided by the [eight hallmarks for well-led professional learning](#) as defined by the National Academy for Education Leadership Wales (NAEL).

The CSC Curriculum and Professional Learning (C&PL) team continue to provide a comprehensive range of high quality, evidence-informed PL opportunities to all schools in the region to support local, regional, and national improvement priorities.

PL opportunities are continually considered, planned and published. They include:

- Live or synchronous PL – includes events, programmes, networks and conferences – live focused on a specific area;
- On-demand or asynchronous PL– includes assignments and on- demand recordings of PL focused on a specific area;
- Resources – includes guidance documents, toolkits, poster packs, blogs, vlogs, podcasts, etc; and
- Regional collaboration projects – funded opportunities for school practitioners from across the CSC region to collaborate on a particular project focus.

A wide variety of data and intelligence is analysed, and research undertaken to identify and inform PL needs in the region. This includes:

- Analysis of improvement priorities of all schools in the region;
- Analysis of the business plan priorities from the 5 local authorities;
- Welsh Government policy, guidance and relevant grant terms and conditions;
- Regional recommendations from external reports, e.g., Welsh Government, OECD, Estyn, Children's Commissioner, etc;
- Analysis of CSC PL engagement data and PL evaluations;
- Other relevant internal information, e.g., regional reports, SIPLs, all school risk meetings, etc;
- Analysis of other relevant external information, e.g., schools' Estyn reports, etc; and
- Other educational and relevant research.

All CSC PL and support is available at no charge to schools in the region. Most PL opportunities are developed and facilitated in partnership with schools within the regional self-improving system, the Central South Wales Challenge (CSWC). C&PL officers also work in partnership with LAs, other regional consortia and partnerships, Welsh Government (WG) and where appropriate, external consultants in the development and facilitation of PL.

6.1 Central South Wales Challenge

The CSWC is the partnership of all schools and settings across the CSC region working together to develop a self-improving system. The CSWC is evaluated annually to ensure it meets the current and evolving needs of schools and the wider system.

The CSWC includes a number of components that support the self-improving school system. Each component plays a key role in ensuring that all schools and settings in the region can access appropriate PL and support. Schools and settings should engage with the components and PL activities that best support their school improvement priorities. The CSWC components are categorised broadly into two areas, namely 'professional learning collaborations' and 'professional learning opportunities', (see appendix A - CSWC model 2022-2023).

Practitioners and school leaders, including governors, can contribute to the CSWC in key roles to support other schools across the region, working in partnership with the CSC school improvement team to provide professional learning and/or bespoke support to schools across the region.

Practitioners and school leaders, including governors, can contribute to the CSWC in key roles to support other schools across the region, working in partnership with the CSC school improvement team to provide professional learning and/or bespoke support to schools across the region. Roles include lead practitioners (LPs), leadership pathway programme mentors/coaches, cluster convenors, system leaders (SLs) and regional leaders of governance (RLGs).

During 2022-2023 the following CSWC contributors were from Bridgend schools:

- Lead Practitioners = 5
- Leadership pathways programme mentors/coaches = 2
- Cluster convenors = 9
- System Leader = 1
- Regional Leaders of Governance = 0

6.2 Regional Professional Learning Collaborations

All schools in the CSC region receive collaboration funding to support school leaders and practitioners to participate in collaborative school improvement activities, building capacity both within their school, across their cluster and networks, and within the wider system. These collaborative activities must be focused on the curriculum and wider reforms, and the desired outcome of high standards and aspiration aspirations for all.

During 2022-2023, the total collaboration funding to schools in the region was £5.018m. Each school in the region received a £7,000 lump sum plus £300 per FTE teacher. The total collaboration funded for schools in Bridgend was £786,211.

Headteachers in all schools were requested to complete a short multi-choice survey related to collaboration funding activities. This information is used effectively for knowledge, development and evaluation within the region, for example:

- To evaluate the impact of professional learning and support for schools;
- To inform the development of further professional learning opportunities;

- To target bespoke support to individual school, clusters and groups of schools as required;
- To report to Welsh Government, local authorities and CSC governance groups; and
- To inform CSC self-evaluation and business planning.

During autumn 2022, 99% schools in the region submitted the survey. However, the undertaking of the survey in the summer term 2023 was significantly affected by action short of strike (ASOS) and the further non-engagement of headteachers across the region due the ongoing discussions regarding managing workload and bureaucracy. Only 40% (151/380) of headteachers in the region completed the summer term survey, 28/60 (47%) from schools in Bridgend. Therefore, the following information cannot be read as a full or accurate summary of progress of the majority of schools in Bridgend, but only of those 28 schools where headteachers completed the survey.

6.21 Clusters

Supporting collaboration across clusters continues to be a priority. Cluster collaboration is an expectation from Welsh Government and the Curriculum for Wales framework places a strong emphasis on cluster collaborations. Leaders need to create the time and space for staff to work alongside others within their school and with those across cluster schools to develop a shared understanding of progression and to ensure high aspirations for all learners. A wide range of support is provided to enable school leaders and teachers to engage in regular professional dialogue and to identify common priorities for the learners within their locality. This includes bespoke PL and support available to all clusters from the CSC curriculum and PL team to meet their specific improvement needs.

There are 9 clusters in Bridgend, excluding special schools and the pupil referral unit. Clusters are recommended to identify a named convenor, usually a senior leader from a school within the cluster, who receives £1500 to undertake this role. Cluster convenors are required to complete an SLA at the start of the year stating the focus of the cluster work, and an end of year evaluation of the work. They also facilitate the cluster in their collaborative work. During 2022-2023, all clusters in Bridgend identified a cluster convenor.

Of the Bridgend schools who returned the summer term collaboration survey, all who were collaborating with their cluster stated this included work on Curriculum for Wales. Of these, nearly all were focusing on developing a shared understanding of progression to support their curriculum design, planning and development along the 3-16 continuum. A majority were collaborating on the Areas of Learning and Experience (Areas) and teaching, whilst half of Bridgend clusters stated they have further work to do in developing approaches to incorporating the cross-cutting themes across their respective curricula. A very few stated that they needed to further develop relationships and understanding between secondary and primary practitioners in relation to the 3-16 learning continuum.

Across the region, primary colleagues continued to report the challenge of secondary schools not being able to release subject specialists to support cluster working due to their need to prioritise current examination classes. Expertise to support all disciplines, subjects and Areas is available through the CSC curriculum and PL team and/or school-based lead practitioners.

Examples of effective cluster working in Bridgend:

All cluster work links to SDP priorities and work is ongoing in each of the schools. A variety of staff are involved in the different actions and work is disseminated and shared in schools through staff meetings and discussions with senior leaders. External support accessed includes CSC curriculum team and Perform and Grow (emotional health and wellbeing project). Skills, knowledge and confidence are being developed across all identified priorities. The approach to emotional health and wellbeing had a strong focus on staff wellbeing, with schools carrying out action research in their own schools and implementing actions specific to their schools. The cluster working this year has been effective across all actions as there has been strong collaboration and buy in from colleagues. The work undertaken with CSC colleagues has been effective in developing the shared knowledge and supporting colleagues to develop shared progression maps in 2 of the AOEs and RSE.

All schools in the cluster have worked in partnership on curriculum design and developing a shared understanding of progression. They have collaborated on developing a cluster continuum and a focus on high-quality teaching, prioritising professional learning and dialogue involving all staff as key. The CSC curriculum team have supported the cluster in this.

6.2.2 School Improvement Groups (SIGs)

A majority of schools across the region are also collaborating on Curriculum for Wales (CfW) with schools from their sector across local authority areas. These self-facilitating school improvement groups (SIGs) predominately focus on progression, teaching, leadership and well-being.

During 2022-2023, 39 SIGs continued as cross LA school collaborations. Staff from the participating schools worked collaboratively on shared areas of school improvement.

Of the schools who submitted the summer term collaboration survey, 58% of schools in the region stated that they are working within a SIG. This included 12/28 (43%) of schools in Bridgend.

As with clusters, SIGs are required to identify a convenor who receives £1500 to undertake this role. SIG convenors are required to complete an SLA at the start of the year stating the focus of the group's work, and an end of year evaluation of the work. They also facilitate the group in their collaborative work. 4 SIG convenors were from schools in Bridgend.

Table 4: SIG Focus Areas 2022-2023

SIG focus area	No of primary SIGs	No of secondary/ all age school SIGs	Total no of SIGs
Leadership	16	1	17
Teaching	13	3	16
Progression	12	4	16
Expressive Arts	3	0	3
Health & Well-being	5	0	5
Humanities	3	0	3
LLC: English	1	0	1
LLC: Cymraeg	2	0	2
Maths and Numeracy	3	0	3
Science & Technology	3	0	3
CCS: Literacy	3	1	4
CCS: Numeracy	4	1	5
CCS: Digital Competence	1	1	2
Whole school approach to mental health and well-being	12	1	13
Other, e.g. RSE, ALN, Diversity, RVE	10	4	14

Examples of effective SIG working:

Sharing best practice and processes related to ALN reform. Working together to establish and refine documentation and communication with stakeholders. SIG working has focussed on an important area for all schools due to new legislation. It is a small SIG but extremely useful to those involved as the schools represent different local authorities who have all provided different support and information for their schools. Therefore all schools in the group were able to benefit from the support given. The work is linked to current priorities in all schools. Many ALNCos work in isolation within their schools so being able to discuss their role and difficulties with a wider group outside of their cluster / LA is very useful and highly valued. Learners and families are better supported within the new ALN system. ALNCos feel more knowledgeable and supported in their role.

To develop standards in the Learning and Teaching of Welsh Second Language. Both teachers and pupils worked together on this project. The most successful part of the project was the Criw Cymraeg from each school working together. The SIG has five schools that have been committed to working together. The meetings of this small group were well attended, the group worked well together and were happy to share resources with each other. The work was linked to the school's priorities, which for some are still ongoing. All staff disseminated practice back at their own school and the Criw Cymraeg taught other pupils in their school the

Welsh playground games. The schools are using what they have learned to develop provision of Welsh Second Language throughout their schools, particularly the work of the Criw Cymraeg. The Criw Cymraeg were certainly more enthused in their role and aware of their responsibilities. The teachers involved all felt the sharing of practice was worthwhile and helpful.

6.2.3 School Leader and Practitioner Networks

Networks focus on school improvement related to specific or specific roles. These include regional networks that are facilitated by the CSC curriculum and PL team and/or lead practitioners, National Networks, and self-facilitated networks.

Table 5: Participation in networks 2022-2023

	CSC		Bridgend	
	No of delegates	No of schools	No of delegates	No of schools
Regional networks*	1752	325	213	52
National Networks*	220	152	42	33
Self-facilitated networks**	n/a	93	n/a	16

*figures from attendance registers. ** figures from summer term collaboration survey.

CSC provides additional funding to support three focused self-facilitated networks for Welsh medium schools, and special schools and PRUs. During 2022-2023, each of these networks received £30k funding to plan and facilitate PL where their specific needs were not fully met through the CSC PL offer. Most Welsh medium primary schools participated in 'Y Ffed' and all Welsh medium secondary schools participated in 'Gyda'n Gilydd'. All special schools and PRUs participate in their network.

6.3 Regional and Cross-Regional Professional Learning Opportunities

Engagement in professional learning (PL) events, networks, programmes, assignments, and conferences continues remains high, with school leaders and/or practitioners from nearly all schools in the region participating.

Table 6: Engagement in CSC and Cross-regional Professional Learning

	CSC		Bridgend	
Year	No of delegates	% of schools	No of delegates	% of schools
2020-2021	12,117	99.7%	1975	97%
2021-2022	12,190	100%	1840	100%
2022-2023	10,298	99.7%	1634	100%

Summary of evaluations completed by delegates following participation in PL during 2022-2023:

- 94% stated that there would be a change to practice and that the learning would have an impact on pupils in their settings.
- 97% stated that they were confident in the knowledge of the topic following the PL.
- 98% stated that the PL would change their practice, with 95% planning to use what they have learned.
- 75% stated that the PL was linked to their school improvement priorities.
- 94% stated that the PL would impact on learners in their setting.

6.3.1 Bespoke support

Bespoke support is offered to all schools and groups/clusters/SIGs in the region to support priorities that are not fully met by the published PL opportunities. Requests for bespoke support are monitored, tracked and evaluated.

During 2022-2023, CSC received 171 requests for bespoke support. 270 (71%) of schools in the region received bespoke support, either individually, or as part of a group/cluster/SIG. This includes 49 schools in Bridgend. Bespoke support is facilitated by the CSC curriculum and PL team and/or lead practitioners. Two schools from Bridgend provided bespoke support to other school in the region. Schools are funded for providing this school-to-school support. In all bespoke support there is evidence of impact on the provision at either practitioner or leadership level in the receiving school.

6.3.2 Regional and National Funded Collaboration Projects

During 2022-2023, 65 regional funded collaboration projects were available to all CSC schools to focus on local, regional and national priorities. These included projects relating to curriculum, teaching and assessment.

Table 7: Regional Collaboration Projects 2022-2023

CSC				Bridgend			
No of delegates	No of schools	% of schools	Funding to schools	No. delegates	No of schools	% of schools	Funding to schools
607	237	62%	£723,020	101	35	58%	£122,560

During 2022-2023, five national funded projects were available to all schools across the region focused on national priorities. These included projects related to curriculum design, cross-cutting themes, teaching and all Areas of Learning and Experience.

Table 8 - National Funded Projects 2022-2023

CSC				Bridgend			
No of delegates	No of schools	% of schools	Funding to schools	No. delegates	No of schools	% of schools	Funding to schools
48	38	10%	£261,500	8	7	12%	£57,600

6.3.3 School-led professional learning, enquiry, and research; and professional learning for developing practice and reflection.

During 2022-2023, the focus of this area continued to promote enquiry, research and reflective practice as an integral aspect of school improvement. This supports the development of Schools as Learning Organisations (SLO) and builds capacity in the education system.

Regional resources continue to be available to all schools to support the development and embedding of enquiry approaches. Promoting and developing practitioners' experience, knowledge and skills in research and enquiry is also embedded within regional PL programmes, networks and projects, as appropriate to the specific PL opportunity. Funding is provided to support schools' engagement in the WG-led research and enquiry projects.

During 2022-2023, 6 schools from Bridgend were engaged in the National Professional Enquiry Project (NPEP):

- Heronsbridge Special School
- Oldcastle Primary School
- Porthcawl Comprehensive School
- Ysgol Gynradd Gymraeg Calon Y Cymoedd

The schools worked with HEI partners to develop enquiry skills and conduct enquiries by selecting a specific enquiry focus relating to their school improvement priorities. All NPEP enquiries are [published on Hwb](#).

Coety Primary School was part of the Embedding Research & Enquiry in Schools where they worked with HEI partners to share the enquiry model in their school and generate learning around an identified focus area to support the system to understand developing sustainable whole school models to engage with research and enquiry.

The expertise and support from Higher Education Institutions (HEIs) within these projects are valuable to the participating schools. In evaluations, teachers highlighted that HEIs support them with refining research questions, directing them to relevant literature and articles, methodology, data collection and analysis. However, teachers also raised concerns that without enough time that might not be possible, as some schools had not fully embedded their approaches.

During 2022-2023, three school leaders in the region were appointed as regional SLO champions. During 2023/24 the SLO champions will be funded to support participants from the leadership pathway programmes to further develop their schools as learning organisations.

6.4 Professional Pathways

The Professional Pathways suite of PL and support seeks to equip practitioners at all levels, from teaching assistants through to senior leaders and governors across the region with the knowledge, experiences, skills and confidence to be effective in their roles.

6.4.1 Leadership Development

Developing strong and effective school leadership continues as a key priority for CSC and is essential in realising [Our national mission](#).

Leadership Pathway Programmes

A comprehensive programme of leadership development continues to be offered to all school leaders across the region, aligning to Welsh Government's Leadership Development Pathway.



These programmes are national programmes that are coordinated and delivered through the region. All programmes have acquired official endorsement from the National Academy for Educational Leadership (NAEL). Middle Leadership Development and Senior Leader Development Programmes have an accreditation option through ILM. They seek to develop the knowledge, skills, experiences and confidence of school leaders, empowering them to maximise their impact on the progress and well-being of all learners.

Table 9: Engagement in Leadership Pathway Programmes 2022-2023 (CSC)

CSC	Middle leaders	Senior leaders	Aspiring Headteacher	New/Acting Headteachers
No of practitioners	128	59	41	33

No of schools	69	53	40	33

Table 10: Engagement in Leadership Pathway Programmes 2022-2023 (Bridgend)

Bridgend	Middle leaders	Senior leaders	Aspiring Headteacher	New/Acting Headteachers
No of practitioners	15	7	7	5
No of schools	10	6	7	5

All participants in the programmes were supported by an identified mentor/coach. For the middle leadership programme, this is a coach from within their own school. Over 40 headteachers and deputy headteachers from across the region act as coaches to support participants in the other leadership pathway programmes. During 2022-2023, school leaders from two schools in Bridgend undertook this funded role.

Regional networks are established to support middle and senior leaders who are registered on these programmes. Networks for both mentors/coaches and school leaders who facilitate these programmes take place at least termly and ensure consistency in the quality and support for all participants.

The national Experienced Headteacher Programme is aimed at headteachers with five years or more experience in the role to support them to reflect on their leadership journey to date, whilst developing a clear insight into the leadership skills required to create the conditions for change. This programme was due to be piloted during 2020/21 but was postponed due to Covid-19. During 2022-2023 a condensed version of this programme was delivered as a 2-day residential. No headteachers from Bridgend attended. It provided a valuable opportunity for CSC headteachers to engage with colleagues from across Wales. This programme will be evaluated in March 2024 and will inform the future PL offer for experienced headteachers across Wales.

National Professional Qualification for Headship

During 2022-2023, CSC continued to facilitate assessment for the National Professional Qualification for Headship (NPQH). All candidates were supported by a CSC leadership mentor/coach, a serving headteacher within the region. These guide candidates through their leadership standards review and leadership experience task, and act as a valuable sounding board in preparation for their assessment centre interviews.

30 of the 44 candidates from schools across the region met the criteria and were awarded NPQH. One of the four candidates from schools in Bridgend schools met the criteria and were awarded the NPQH.

System Leaders

This programme has been developed by CSC to extend the leadership pathway. Developing system leadership is critical to support schools in curriculum and wider education reform and achieve equity and excellence for all. The CSC System Leader programme is aimed at experienced headteachers who wish to further develop and support other schools and the wider education system.

A total of 14 headteachers have participated in this pilot programme, including one headteacher from a Bridgend school. Upon successful completion of a comprehensive PL programme, the system leaders were made available for deployment across the region to support schools requiring improvement. Improvement Partners work closely with the system leader to plan, monitor and evaluate the impact of this leadership support. In 2022-2023, no system leaders were deployed to support leadership in three Bridgend schools.

A formal evaluation to analyse the impact of this pilot programme will be completed in Spring 2024.

Other Professional Learning and Support for School Leaders

During 2022-2023, CSC continued to provide high-quality support for school leaders, including governors, via a wide variety of PL events, conferences, assignments, programmes, and networking and collaboration opportunities. This includes providing access to the national coaching and mentoring programme delivered by Results Driven Group, as well as the regional programme of coaching and mentoring (see section 6.4.6).

6.4.2 School Governors

Governors are a crucial part of the leadership of schools. They have an essential role in supporting school improvement and promoting the highest standards and aspirations for all learners. To undertake their strategic role in the school effectively, governors need to ensure they have the relevant up-to-date knowledge and skills.

In partnership with Local Authority Governor Support Services, CSC continues to provide a range of high-quality, evidence-informed PL opportunities, and support and guidance for school governors. CSC facilitates the delivery of mandatory PL for governors. All new governors must attend the understanding data, and new to governors sessions. New chairs of governors must also attend the new chair of governors session.

In addition to the mandatory training, CSC also provides PL sessions for governors in relation to key areas. During 2022-2023, 76 regional PL sessions, 1251 governors engaged with these sessions, including governors from 48 (80%) schools in Bridgend.

Topics covered included:

- Enabling Equity & Excellence – 3 sessions
- Curriculum for Wales (CfW) – 6 sessions
- Headteacher Performance Management – 2 sessions
- Introduction to Coaching Skills – 6 sessions
- School as Learning Organisations – 3 sessions

- Developing Welsh in Education – 2 sessions
- Introduction to the Self-Evaluation Toolkit – 4 sessions
- Religion, Values and Ethics (RVE) – 2 sessions
- The School Evaluation, Improvement Accountability Framework – 1 session
- Supporting Schools Through Inspection – 2 sessions
- Well-being – 6 sessions

Bespoke support is also available to governing bodies from the CSC Regional Leaders of Governance (RLG). Requests for bespoke support from an RLG must be discussed with the Headteacher, Chair of Governors and Improvement Partner.

The CSC governor self-evaluation toolkit continues to be available to support governing bodies across the region.

Regional Leaders of Governance (RLGs)

Where governance works well, it strengthens school leadership and creates a culture of high ambition where all children and young people are expected to thrive. The best governing bodies have an in-depth knowledge of their schools and provide insightful challenge and support to help drive school performance and ensure that there is robust financial accountability and oversight. Where governance is ineffective, it is important that governing bodies access high quality support and guidance so that they can develop and improve.

CSC RLGs are highly effective governors with extensive experience from schools within the region. RLGs provide strategic and operational support for schools where governance is identified as an area for improvement.

During 2022-2023, 13 RLGs continued to support school improvement across the region. No RLGs are serving governors from schools in Bridgend.

CSC LA Principal Improvement Partners, in collaboration with the headteacher, the school's Governing Body and the LA, are responsible for identifying and brokering support by an RLG for a school. In 2022-2023, no governing bodies of schools in Bridgend were supported by an RLG.

RLGs also support the facilitation of PL for school governors and other regional school improvement activities related to governors, as appropriate.

A formal evaluation analysing the impact of RLGs will be completed in spring 2024.

6.4.3 Teaching Assistant Learning Pathway (TALP)

CSC continues to offer the three national TALP programmes, providing a learning pathway to support teaching assistants (TAs) throughout their career. This includes TAs who wish to gain Higher Level Teaching Assistant (HTLA) status. Each programme builds on the knowledge, understanding and skills of the TA. All programmes are offered in Welsh and English to all TAs across the region.

During 2022-2023, 139 practitioners engaged in the regional TALP programmes, including 48 TAs from schools in Bridgend. Of the 64 practitioners from across the region who completed

the Aspiring HLTA programme, 50 (78%) were assessed and awarded HLTA status, four of these TAs were from schools in Bridgend.

Bespoke support for TAs was made available to all schools and clusters across the region from summer term 2023. This support is provided by two HLTAs seconded to CSC from schools in the region.

During 2022, CSC launched a TALP online community which is updated regularly with resources to support TAs in their role. To date 92 TAs have joined the community.

Experienced TAs and HLTAs also have the opportunity to become trained HLTA assessors, PL facilitators, and TA coaches, supporting other TAs within their own school and in other schools in the region. There are currently 19 trained assessors, three from schools in Bridgend.

6.4.4 Initial Teacher Education (ITE)

During 2022-2023, 272 schools across the region, including 41 schools in Bridgend, supported student teachers in partnership with five ITE providers to deliver a range of ITE programmes and routes.

Of these schools, 12 are Lead Schools across the partnerships and six have employer status with the Open University (with salaried students). The remainder are placement schools.

The total number of students across Wales awarded Qualified Teacher Status (QTS) in 2023 was 1,054. Of those, 501 graduates were enrolled with Cardiff Metropolitan University.

Between February and June 2023, a presentation on Newly Qualified Teacher (NQT) Induction was given by the cross-regional team to ITE students in all Welsh universities. To bridge the transition into employment, all QTS graduates were invited to sign up to a region for support and communications over the summer period. By August 2023, 319 QTS graduates joined the CSC QTS team increasing from 223 in 2021-22, and 150 in 2020-21. 89 QTS graduates attended a CSC 'Welcome to the region' session in August 2023.

6.4.5 Newly Qualified Teacher Induction

Induction is a statutory requirement for all NQTs in Wales who have gained QTS. Schools have a statutory obligation to provide NQTs with induction support. CSC acts as the Appropriate Body (AB) for all NQTs in the region.

CSC works in partnership with schools in the region to ensure that every NQT in the region has the necessary support during their induction period. NQTs work with induction mentors (IMs), external mentors (EMs), external verifiers (EVs) and the CSC team to undertake induction. CSC, as the AB, leads the necessary verification and administrative processes with regards to induction.

During 2022-2023, there were 570 NQTs in the region. The professional learning offer for induction included:

- National events and programmes, facilitated by regional consortia and other partnerships;
- The CSC NQT Aspire programme, developed and facilitated by the 22 Aspire schools across the region;

- Networking opportunities; and
- Coaching and mentoring PL for IMs, EMs and EVs.

The national induction PL programme was offered between September and December 2022.

Table 11: Engagement in the National Induction PL 2022-2023

CSC			Bridgend		
EVs	IMs/EMs	NQTs	EVs	IMs/EMs	NQTs
100%	81%	94%	100%	90%	77%

The CSC 'Aspire' programme is facilitated by trained tutors in 22 host schools from across the region, including all phases and sectors. Five schools in Bridgend facilitate the Aspire programme:

- Coleg Cymunedol Y Dderwen
- Pencoed Primary School
- Ysgol Gynradd Gymraeg Calon y Cymoedd
- Oldcastle Primary School
- Nottage Primary School

The programme consists of high-quality PL, combining discussion, research, sharing, observation, learning walks and time for reflection. During 2022-2023, 363 NQTs, including supply NQTs (88% of all new NQTs), engaged with the programme, including 43 (83%) NQTs from schools Bridgend.

Over the 5-day programme, between 93-97% of NQTs evaluated that the sessions enhanced their knowledge and were relevant and appropriate for their needs. 85% of NQT profiles that passed assessment in July 2023 specifically referenced regional PL in their evidence and the positive impact the PL had on their practice (an increase from 70% the previous year).

With the exception of the leadership pathway programmes, NQTs can also engage with all other CSC PL opportunities, support and resources.

A number of regional PL and support activities were made available for all IMs, EMs and EVs throughout 2023-23. These included:

- Monthly updates posted in the CSC online community;
- A coaching and mentoring programme – spring 2023;
- LA cluster meetings – 20 attended Bridgend cluster meeting; and
- A 'Mentoring Matters' conference held in 2023 July. 12 Bridgend mentors attended.

All evaluations provided positive feedback and mentors welcomed the continuation of these opportunities to meet and support each other to effectively undertake their role next year.

In July 2023, 325 NQTs passed induction: 316 on contracts and 9 short term supply (STS). These included 57 Welsh Medium and 268 English Medium practitioners, 44 of whom were working in schools in Bridgend. There were no fails processed.

6.4.6 Coaching and Mentoring

CSC continues to embed its strategy for coaching and mentoring. The strategy aims to build a sustainable culture of coaching and mentoring across the region to support school improvement. During 2022-2023, CSC provided a range of opportunities for schools to access PL in coaching and mentoring.

Table 12: Engagement in Coaching and Mentoring PL 2022-2023

CSC			Bridgend		
Regional programme	National Programme	ILM Awards	Regional programme	National Programme	ILM Awards
50	48	17	12	3	1

The regional PL coaching and mentoring programme is aimed at practitioners and school leaders, including governors, who want to develop their knowledge and skills in effective coaching and mentoring. The programme is facilitated regionally by 6 lead practitioners who have attended the national programme.

The national coaching and mentoring programme continues to be facilitated by Results Driven Group. This is a train the trainer programme and participants can then deliver the training to others in their school and clusters across CSC.

Following the national programme, participants continue to have the opportunity to participate in an ILM L3, 5 or 7 Award in Coaching and Mentoring.

Nine clusters in Bridgend now have a trained facilitator in coaching and mentoring PL.

6.5 Professional Learning and Support for Curriculum, Teaching and Assessment

There are wide-ranging [PL opportunities](#) available to all schools focused on curriculum, teaching and assessment. This includes regional, cross-regional and WG-led PL events, programmes, conferences, networks, projects, guidance and resource.

In line with Welsh Government guidance, CSC has defined a school's curriculum as *'everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it'*. Therefore, CSC curriculum PL and support includes:

- 'the what' - curriculum design and progression;
- 'the how' - pedagogy/teaching;
- 'the how do you know' – assessment; and
- underpinned by 'the why' - Our national mission and the four purposes.

As such, support for teaching and assessment is embedded throughout CSC's curriculum PL and support, as well as through dedicated PL opportunities.

Table 13: Engagement in regional PL focused on curriculum, teaching assessment 2022-2023

	CSC			Bridgend		
	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of delegates	5416	1868	573	636	301	96
No of schools	370	324	235	58	52	35
% of schools	97%	85%	62%	97%	87%	58%

Over 80 focused regional curriculum networks were available to all schools across the region. These provide opportunities for practitioners and leaders to reflect, share processes and approaches, and critically self-evaluate and improve practice related to all areas of curriculum reform. These included 24 secondary subject discipline networks active across the CSC region to support the development of the level 2 and level 3 qualifications. 67 practitioners across all secondary schools in Bridgend participated in these networks.

In July 2023, the CSC Curriculum Conference focused on the 'What, How and How Do We Know'. Nearly 200 practitioners from over a third of schools across the region attended this in-person event, including 36 school leaders from 27 (45%) schools in Bridgend. Eight schools and clusters from across the region led high-quality workshops, sharing their practice. The workshops focused on progression, teaching, assessment, cluster working, Welsh and the cross-curricular skills. Ysgol Gyfun Gymraeg Llangynwd led a workshop on 'A shared understanding of progression – working along the 3-16 continuum' and Afon-Y-Felin Primary School led a workshop on 'Welsh as a living language in an English medium primary school'. [Recordings](#) of all sessions are also available to all schools on the CSC website.

CSC has also developed a [CSC Design Thinking Model](#) that provides a scaffold for schools in curriculum design and refinement. Schools and clusters can engage with this model independently or with bespoke support from the CSC team.

Bespoke support for is available to all schools and clusters/groups of schools, tailored to meet the needs of school leaders and practitioners to support school improvement priorities related to curriculum, teaching and assessment. During 2022-2023, CSC received 171 requests for bespoke support related to these areas. 48 were related to schools in Bridgend.

6.5.1 Curriculum for Wales (CFW)

Improvement Partners (IPs) continue to support all schools in school improvement related to curriculum and the wider educational reforms. This includes supporting improvement planning and self-evaluation activities related to CfW, signposting relevant CSC PL opportunities, and brokering bespoke support from the CSC curriculum and PL team.

For all primary schools (all year groups), and special schools, the implementation of CfW commenced in September 2022. Mandatory roll-out for secondary schools and PRUs commences with Year 7 and Year 8 in September 2023. However, secondary schools and PRUs were given the option of rolling out to Year 7 in September 2022. Three of the secondary schools in Bridgend implemented CfW in Year 7 from September 2022.

During 2022-2023, CSC provided detailed reports for each LA related to the school's implementation, PL and support.

Roll-out September 2022

All nursery, primary and all-age schools across have designed, developed and implemented a curriculum considering the CfW framework and the needs of all learners. The curriculum in all these schools will be kept under review and further developed and refined through a range of activities within the school's self-evaluation cycle. All these schools have published their curriculum summaries and nearly all have developed transition plans with their cluster.

Six secondary schools in Bridgend designed, developed, and implemented a curriculum for Year 7 considering the CfW framework and the needs of all learners. They also designed, planned and trialled a curriculum for Year 8, with a view to year-on-year roll-out.

These schools continue to further develop their approaches to curriculum, teaching and assessment as appropriate to their school vision, ensuring they are meeting the needs of their pupils in supporting learner progress.

Roll-out September 2023

During the 2022-2023 academic year, one PRU and three secondary schools in Bridgend designed, developed and trialled a curriculum for Years 7 and 8 for implementation in September 2023. During the summer term of 2023 each of the governing bodies (management committee in the case of the PRU) formally adopted their respective curricula, and curriculum summaries were published.

The PRU and two of the non-roll-out secondary schools stated they were fully compliant with the mandatory elements of CfW for Years 7 and 8, whilst one secondary school acknowledged that they had further work to do in ensuring compliance with all mandatory elements. Two secondary schools stated they have minor work to do in further developing, trialling and finalising transition planning with their cluster. One school was further supported by their improvement partner and the CSC curriculum and PL team to achieve full legal compliance of their curriculum for autumn term 2023.

6.5.2 Literacy / Languages, Literacy and Communications: English

The CSC [professional learning offer](#) for Literacy/LLC: English continues to be strong. It supports schools to provide a curriculum that enables learners to be confident and critical receivers of language, through listening and reading, and effective producers of language, in speech and writing, which they can apply across all areas. 747 delegates from 224 (59%) schools in the region engaged in LLC PL programmes, events, conferences, assignments, and networks. This included 118 delegates from 34 (57%) schools in Bridgend.

Table 14: Engagement in CSC LLC PL opportunities 2022-2023

Bridgend	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	78	40	19
No of schools	28	22	17
% of schools	47%	37%	28%

Bespoke support for Literacy/LLC: English is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 31 schools in Bridgend related to this area.

Whole school approach to oracy and reading

Engagement with the Welsh Government whole school approach to oracy and reading is strong. Networks and online communities provide the vehicle for sharing the national toolkit and effective practice. In 2018 CSC has developed strategic and comprehensive plan to systematically improve provision for oracy. Since 2018 CSC has funded over 200 teachers to engage in professional learning facilitated by Voice 21. This has meant that each cluster has at least one 'oracy champion' to support oracy development. In addition to this currently CSC is funding 28 schools to work towards becoming an accredited centre of excellence with Voice 21. This includes Pencoed, Coychurch and Oldcastle Primary Schools. In line with CSC's ethos of a self-improving system these schools will support and develop oracy across the region.

Support for reading has always been central to the CSC professional learning offer. The PL offer has breadth and depth drawing together the different strands that make for effective reading. It not only targets the teaching of reading from early reading through to text comprehension, but also addresses how building progression into a reading curriculum is vital to develop reading fluency, confidence, and resilience. Central to CSC reading support are a number of PL learning programmes:

- [Effective Teaching of Early Reading Skills](#) - this PL programme supports foundation phase practitioners to strengthen their understanding of how to teach early reading skills in nursery and reception classes.
- [An Introduction to Guided Group Reading](#) - this PL programme focuses on supporting the teaching of guided group reading.
- [Reading Reconsidered](#) - this intensive PL programme comprises three full days of instructional and collaborative sessions to develop rigour, insight and precision in reading. The programme takes practitioners through evidence-informed actionable strategies to develop pedagogy and practice for reading.

- [Developing a Rigorous Reading Curriculum](#) - this PL programme supports practitioners to develop research informed strategies for curriculum planning and the teaching of reading.
- [Words Matter: Supporting the Teaching of Vocabulary](#) - this PL programme includes demonstration of how explicit vocabulary instruction can become part of a repertoire of teaching practice which produces, enhances and accelerates the learning of the lesson.

Table 15: Practitioner Engagement in CSC Oracy and Reading PL Programmes 2022-2023

Synchronous oracy PL	Asynchronous oracy PL	Synchronous reading PL	Asynchronous reading PL
7	5	8	13

N.B. Synchronous PL is live and may be in-person or online. Asynchronous PL is online and on-demand, which may be pre-recorded sessions or assignments.

In evaluations completed by practitioners upon completion of the programmes, the following was stated:

- As a result of engaging with PL focused on LLC, nearly all (97%) participants considered that their knowledge had improved in some way.
- 98% of practitioners intended to use learning from the programme, and over three quarters (79%) of practitioners reported that the learning from the programmes will result in a more fundamental change to practice. (79%).
- Most participants (96%) anticipated the PL would have an impact on learners in their setting, while many participants (79%) felt the PL would have a significant impact on learners in their setting.

6.5.3 Mathematics and Numeracy

During 2022-2023, CSC continued to offer a [wide range of PL](#) for mathematics & numeracy for schools to engage to meet their improvement needs in this area. PL focused on the developing strategies to enhance the teaching of the Area of mathematics and numeracy, and the cross-curricular skill of numeracy, specifically:

- Developing numeracy through the five proficiencies;
- Using manipulatives to support mathematical understanding;
- Teaching strategies to enhance reasoning and problem solving.
- Strengthening numeracy across the curriculum;
- Enhancing whole school strategic development of numeracy; and
- Providing opportunities to share effective practice across the region.

171 delegates from 26.8% (102) schools in the region engaged in PL programmes, events, conferences, assignments, and networks. This included 25 delegates from 15 (25%) schools in Bridgend.

Table 16: Engagement in CSC Mathematics and Numeracy PL opportunities 2022-2023

Bridgend	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	2	23	13
No of schools	2	15	8
% of schools	3.3%	25%	13.3%

In evaluations completed by practitioners upon completion of the PL, the following was stated:

- All delegates reported that PL event improved their knowledge of mathematics and numeracy.
- Many delegates (88%) reported that engagement with mathematics and numeracy PL enhanced their knowledge and skills and agreed that it was appropriate to their needs and skill level.
- Many participants (79%) anticipated the PL would have an impact on learners in their setting, and over half (58%) plan to meet with senior leaders to discuss the professional learning.

Bespoke support for mathematics and numeracy is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 26 schools in Bridgend related to this Area.

A dedicated online community for mathematics and numeracy continues to provide the opportunity for practitioners from across the CSC region to meet and share their practice and to develop their understanding of local, region and national priorities related to mathematics and numeracy.

Cross regional working with the mathematics and numeracy teams from across Wales develops widescale shared understanding of progression and the five proficiencies within mathematics and numeracy and informs the creation of the regional PL offer.

6.5.4 Digital Learning

CSC continues to offer a comprehensive range of [PL opportunities](#) to all schools in enabling learners to be confident users of a range of technologies, from which they can apply and develop digital competence and proficiencies across all Areas.

PL opportunities also supported practitioners to develop the [effective use of technology](#) to enhance learning and teaching.

441 delegates from 143 (37%) schools in the region engaged in digital learning PL programmes, events, conferences, assignments, and networks. This included 59 delegates from 23 (38%) of schools in Bridgend.

Table 17: Engagement in CSC Digital Learning PL opportunities 2022-2023

Bridgend	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	36	23	3
No of schools	16	13	3
% of schools	26.7%	21.7%	5%

In evaluations completed by practitioners upon completion of the PL, the following was stated:

- Many practitioners (88%) intend to share their PL with colleagues, and many (84%) also state their intention to discuss PL with senior leaders in their schools.
- Most participants (93%) reported the PL enhanced their knowledge of the subject matter. Many (86%) reported that the PL was appropriate to needs and skill level, and that it was relevant to their daily role.
- Many practitioners (77%) planned to use what they had learned in their roles and most (93%) reported that the PL would lead to at least some change in their practice.

Bespoke support for digital learning is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 15 schools in Bridgend related to this area.

There are two dedicated PL areas on the CSC website for schools to access a wide variety of high-quality PL opportunities, networks, resources and support in [Digital Competence](#) and [Digital Learning](#).

Leaders and practitioners are encouraged to work together through networks and funded projects, leading to peer-to-peer learning, sharing of best practices, resources, and innovative ideas for incorporating cross-curricular digital skills across the curriculum.

Partnerships with external organisations and industry professionals provide valuable opportunities for real-world application of digital skills and the promotion of the Hwb platform.

CSC actively supports the cross-regional digital learning team who have developed collectively a national resource to further support schools plan for progression in cross-curricular digital skills. This strengthens the regional PL offer and promotion of the Hwb platform.

6.5.5 Cymraeg - Welsh in Education

Developing Welsh continues as a key priority for CSC and is essential in realising [Our national mission: High standards and aspirations for all](#); [Cymraeg 2050: A Million Welsh Speakers](#) and the ambitious individual Local Authority Welsh in Education Strategic Plans (WESP) for 2022-2032.

Since September 2022, high-quality PL and support for Welsh at CSC is provided within 3 areas:

- Welsh Development - Leadership of Welsh to include Welsh ethos, heritage and culture in both Welsh and English Medium schools, and special schools/PRUs. Developing the use of informal Welsh through the Siarter Iaith framework and Welsh across the curriculum in English medium schools.
- Welsh Language Professional Learning – Supporting schools to plan Welsh language PL for practitioners strategically, and to report on practitioner Welsh language competence in the School Workforce Annual Census (SWAC) accurately. Developing the Welsh language skills of all practitioners and providing post-sabbatical support.
- Language, Literacy and Communication (LLC): Cymraeg - PL and support for the teaching and learning of oracy, reading, writing along with curriculum development in Welsh and English medium schools. The cross-curricular skill of literacy (Welsh) in Welsh medium schools.

All Cymraeg PL, support and resources from CSC can be found in this [playlist](#).

Welsh Development

The leadership of Cymraeg is central to the CSC vision which is anchored in the progressive implementation of [Siarter Iaith / Siarter Iaith Cymraeg Campus](#) across all schools. A variety of PL programmes, networks and resources were provided to support schools to implement the [Siarter Iaith Framework](#) in all sectors, including special schools. Collaboration is key and effective practice is recognised and shared. CSC works in partnership with practitioners to enrich the PL opportunities, e.g., creation of [resources](#), sharing schools' practice, etc.

All schools have access to bespoke support to make progress along the Siarter Iaith Framework. Schools work towards progressive bronze, silver and gold awards and there is a clear verification process which is led by CSC officers and/or trained peer verifiers. There are clear [guidelines](#) for the verification process and successes are celebrated in a [Regional Awards Ceremony](#).

A successful [Dragons' Den](#) project was funded with the aim of engaging Criw Cymraeg. An example of the impact of the project can be seen [here](#).

Table 18: Siarter Iaith / Siarter Iaith Cymraeg Campus Awards 2022-2023

	Bronze	Silver	Gold
CSC	47	28	8
Bridgend	7	1	1

During 2022-2023, 257 delegates from 155 (41%) schools in the region engaged in Welsh development PL programmes, events, conferences, assignments, and networks. This included 43 delegates from 27 (45%) schools in Bridgend.

Table 19: Engagement in CSC Welsh development PL opportunities in 2022-2023

Bridgend	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	13	30	9
No of schools	9	22	7
% of schools	15%	36.7%	11.7%

Bespoke support for Welsh development is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 11 (18%) schools in Bridgend related to this area. In addition to this specific bespoke support, CSC provides regular guidance and support for schools to implement and make progress with Siarter Iaith / Siarter Iaith Cymraeg Campus.

The Leadership of Welsh Programme continued to be offered during 2022-2023. It is designed to support senior leaders to develop the Welsh language and culture on a whole school strategic level. 16 schools across the region participated in this programme, two from Bridgend.

In the programme evaluations:

- Most stated that they have a clear pathway for developing the Welsh Language, heritage and culture appropriate to their context.
- Most graded the degree to which the programme extended their skills and knowledge as 5/5.
- Most rated the professional learning as 5/5.
- Most stated that they have a robust understanding to lead Welsh successfully across their school and report that it will impact upon practice and behaviour.

CSC funds a collaboration project between Welsh and English medium schools focused on the development of pupil's oracy skills and use of incidental and informal Welsh. During 2022-2023, 17 schools in the region participated in this project, including four from Bridgend. Nearly all schools that participated in the project stated that it supported their PL positively as practitioners and is beginning to improve pupils' Welsh oracy skills. Many schools report that they plan to continue collaborating beyond this funded project.

Welsh language professional learning

During 2022-2023, CSC continued to provide a [range of Welsh language PL for practitioners](#) in line with the Welsh Language Competency Framework. This included PL programmes, events and assignments.

783 delegates from 186 (49%) schools in the region engaged in Welsh language PL. This included 124 delegates from 39 (65%) schools in Bridgend.

In programme evaluations, most practitioners state that Welsh language PL will improve their Welsh language competence and skills and will change their behaviours and classroom practice.

Table 20: Engagement in CSC Welsh language PL opportunities 2022-2023

Bridgend	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	124	n/a	2
No of schools	39		2
% of schools	65%		3%

Bespoke support for Welsh language PL is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 4 (7%) of schools in Bridgend related to this area.

CSC works in partnership with the Sabbatical Scheme and Welsh Government to recruit practitioners strategically. During 2022-2023, 22 teachers from the CSC region participated in various sabbatical scheme courses, including six from schools in Bridgend. Post sabbatical support is provided by CSC to maximise the impact of practitioners upon their return to school e.g., introduction for headteachers, network meetings, one-to-one sessions, leadership of Welsh programme and collaboration opportunities.

Nearly all practitioners state that the sabbatical scheme has significantly developed their Welsh language competence along with their pedagogical knowledge of effective language teaching.

Languages, Literacy and Communication (LLC): Cymraeg

CSC PL intends to ensure that all learners in English medium schools develop their language skills with a view to speaking Welsh with confidence on completing statutory education. For Welsh medium schools, the intention is to support schools with the provision of Welsh literacy, ensuring that all learners develop their listening, reading, speaking, and writing skills in Welsh to access the breadth of a school's curriculum, and develop communication skills that enable them to adapt and thrive in a modern Wales.

- 39 practitioners from 26 English medium schools in the region engaged in LLC: Cymraeg PL for English medium schools. This included 3 practitioners from 2 schools in Bridgend. Additionally, 18 schools requested bespoke support.
- 85 practitioners from 31 Welsh medium schools in the region engaged in LLC: Cymraeg PL for Welsh medium schools. This included 11 practitioners from 3 schools in Bridgend. Additionally, 5 schools requested bespoke support.
- 11 practitioners from 3 schools in the region engaged in LLC: Cymraeg PL for dual language schools.

The [CSC Continuum of Welsh Language Patterns](#) has been developed in accordance with CfW guidance and offers schools a linguistic foundation for designing their school level curriculum for Welsh in English medium schools. This continuum is a series of progressive and developmental language patterns. It has been divided into Progression Steps 1 to 3 in line with the Curriculum for Wales. Language patterns develop within each progression step as well as from one step to the next.

The continuum was piloted with six schools across the region during 2022-2023. Afon-Y-Felin and Pencoed Primary Schools participated in this pilot. Feedback on the continuum was very positive, for example:

“ We found it so easy to use. The hyperlinks are genius, and the appendices are so useful for both staff and pupil knowledge. It's going to make teaching & learning Welsh more accessible and improve teacher confidence. Diolch yn fawr”.

“ Although we only used the document for a short period of time towards the end of the year, all staff in PS2 and PS3 were very positive about it and expressed relief, to see a layout and structure that worked for everyday classroom practise with more scaffold for not only children but staff too. A very positive initial response”.

From September 2023, the continuum will be available to support all schools in the region and beyond.

Network meetings for practitioners operate at a regional and cross regional level, designed in partnership with school-based lead practitioners where appropriate. In addition, CSC facilitates support for each local authority's immersion centre through termly network meetings.

Funded regional collaboration projects enabled schools to engage with co-construction of PL, which in turn forms part of the asynchronous offer to all schools in the region. A range of schools from CSC, including Maes yr Haul Primary School, collaborated to produce exemplified support and guidance for the teaching of Welsh in an English medium school. Participating schools, indicated that they developed an improved understanding of effective curriculum design for pedagogy and language learning. Schools also fed back that the project impacted positively on both standards and engagement, for example:

“The children have developed a much greater passion for learning Welsh, our culture and our country. The children use Welsh naturally around the school and enjoy listening to Welsh music artists. The whole school environment has become passionate about and promotes the development of the Welsh language”.

“Confidence of teachers has grown in using the games and any barriers to playing the yard games have been removed, opportunities to play the games are regularly provided. Noticeable enjoyment of children engaging with the Welsh language through games. Criw Cymraeg enjoyed giving responsibility for the project and then seeing the positive impact on their peers' enjoyment and Welsh language skills”.

6.5.6 Other Curriculum Areas

During 2022-2023, PL and bespoke support continued to be available from CSC to schools in all other areas of the curriculum, including:

- Expressive arts
- Humanities
- Health and well-being
- Science and technology
- Relationships and sexuality education
- Religion, values, and ethics
- Careers and work-related experiences

6.5.7 Qualifications and Post-16 Education

Secondary schools are supported to develop their curriculum for current GCSE/level 2 and A-Level/level 3 qualifications through regional networks. Many networks are facilitated by Lead practitioners from across the region and encourage the sharing of practice. Bespoke support is also available to all schools in the region where qualifications improvement priorities are not fully met by the available networks. Qualifications reform updates, opportunities for school participation and consultation communications from Qualifications Wales and WJEC were shared to all schools and cascaded through network conversations. CSC area leads and representatives from schools across the region participated in stakeholder groups to support the development of the new Made-For-Wales GCSEs. This work will continue into the next academic year as specifications are developed. In collaboration with WJEC, CSC will support ongoing PL requirements for leaders and practitioners for the revised specifications.

PL and bespoke support continued to be available to all schools with sixth forms across the region. During 2022-2023, CSC PL focused on a culture of enquiry and collaboration to drive self-improvement in post-16 settings. Key areas included curriculum offer, self-evaluation, transition, retention, well-being, and learner progress.

Table 21: Engagement in Post-16 PL 2022-2023

Bridgend	Regional PL Post 16	Regional PL Welsh Bacc.	Regional funded collaboration projects	National PL/Projects Post-16
No of practitioners	11	12	5	1
No of schools	5	6	5	1

Through the funded project work, collaborating schools reported successful improvements in relation to the implementation of VESPA (Vision, Effort, Systems, Practice, Attitude) approaches to improve self-regulation and metacognition strategies and support learner progress and attainment. Bilingual resources were also developed via the project work to support all schools across Wales accessing the VESPA platform. Planning for learner well-being has been supported through the inclusion of the Mental Health UK Bloom project.

The [Post-16 leaders network](#) continues to be well-attended and supports schools' broader awareness of national and regional priorities in the sector. Schools are encouraged to share approaches and effective practice during the sessions. 51 delegates from 19 schools in the region engaged in this network. This included 10 delegates from five schools in Bridgend.

The [Welsh Baccalaureate/Skills Challenge Certificate network](#) meetings were available for all qualification levels. 27 delegates from 13 schools in the region engaged in this network. This included 12 delegates from six schools in Bridgend. WJEC regional support officers attended CSC meetings to share updates and resources, and support qualification reform. Bespoke support was available in this area through the appointed CSC Welsh Baccalaureate/Skills Challenge Certificate lead practitioner.

The [Post-16 Education: Newly Qualified Teacher Module](#) (NQT) has been created cross regionally as an optional module for the National NQT induction programme. The module highlights how post-16 education differs from other phases of education, the key priorities for this phase of education and the importance of effective transition (post-16 and post-18) to support learner aspiration and destinations. This is hosted on the Welsh Consortia website.

CSC takes a lead role in the cross-regional PL programme. The [National Post-16 Leadership Development Programme](#) attracts aspiring, new and established post-16 leaders from across Wales, where 12 CSC school leaders have enrolled for 2023-24 to date. A joint [Post-16 PL programme](#) has also been developed to reflect national priorities and collaboration across Wales which will begin in the 2023-24 academic year.

7.0 Equity and Vulnerable Learners

Central South Consortium continues to work in partnership with local authorities and other stakeholders to support equity in all schools across the region, with high standards and aspirations for all. A key driver to this work is the fostering of effective partnership with key stakeholders across the local authorities to support schools work on areas including attendance, exclusions, looked after children and well-being.

CSC has also worked effectively with the Implementation Lead for the Cwm Taf Morgannwg Health Board on supporting schools in their work on the 'Framework on embedding a whole-school approach to emotional and mental wellbeing'. CSC have also delivered professional learning sessions for governors to support the understanding of the requirements for the schools in adopting the statutory framework. 6 governors from Bridgend attended these sessions.

CSC has facilitated PL sessions focused on equity and vulnerable learners. This included within the professional pathway's programmes, including Aspiring Headteacher and Aspiring Higher Level Teaching Assistant Development programmes.

The Lead for Well-being and Vulnerable Groups continues to provide bespoke support to individual schools and clusters focused on equity and vulnerable learners.

The Lead for Well-being and Vulnerable Groups continues to provide bespoke support to individual schools and clusters focused on equity and vulnerable learners.

CSC receives PDG Grant funding for the following areas:

- Looked after Children aged 3- 15
- PDG Adviser
- Consortia Led Funding

Previously, CSC has provided regional PL opportunities specifically aimed to support Looked After Children. However, since 2022, this funding has been allocated to the individual LAs to provide bespoke professional learning for schools focusing specifically on the needs of that LA. This ensures local knowledge of the needs of schools in LAs is provided and removes any duplication of support.

7.1 Enabling Equity and Excellence

The CSC 'Enabling Equity and Excellence' document aims to promote thought and discussion amongst a school community, to ask pertinent questions as to how equitable the organisation is, and how effective it is in transforming policy into practice to ensure excellence for all learners.

All schools must ask:

- Do we know every learner well?
- How do we know about them?
- What experiences, knowledge and skills do they bring?

Over 70% of school in the region have reported engagement with the document to support their school improvement.

During 2022-2023, CSC led a collaboration project involving 11 schools from across the five local authorities focusing on an element of enabling equity and excellence linked to their school improvement priorities. The Bridge Alternative Provision and Coety Primary School participated in this structured programme which included face-to-face PL sessions, intersessional tasks and some peer reviews. The pilot supported schools to manage change according to their individual contexts, draw on the expertise and support of CSC and the LAs, and learn from the experiences of other schools in the mission to achieve equity and excellence for all learners. The work of the pilot group was also instrumental in supporting and informing the work of CSC in supporting equity in schools and driving transformational change across the organisation.

7.2 Pupil Development Grant (PDG)

April 2022 – March 2023, the PDG was allocated to schools at a rate of £1,150 per learner to support:

- Learners who are eligible for free school meals (e-FSM) and who are educated in maintained schools.
- Eligible learners aged 3 and 4 years old educated in maintained schools.
- Eligible learners who are singly registered in pupil referral units (PRUs) and education other than at school (EOTAS).
- Eligible learners in early years settings where the Foundation Phase is delivered.
- Looked after children, and former looked after children who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15.

The allocations were based on Pupil Level Annual School Census (PLASC) 2021.

All schools continue to be supported by their Improvement Partner (IP) to ensure that the PDG plan/strategy is appropriate and meets the bespoke needs of their eFSM learners and in accordance with the eight focus areas stated in the Welsh Government Guidance:

- High quality learning and teaching - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners.

- Community schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.
- Early childhood education and care, developing the long-term vision to ensure equity and quality for our youngest learners wherever they access education or care which supports their learning and development.
- The health and well-being of children and young people - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being.
- Developing high aspirations through strong relationships - aligned to the role of the Careers Service, the Youth Engagement and Progression Framework, the Young Person's Guarantee, and the Seren Network.
- The Curriculum for Wales and qualifications - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.
- Leadership - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools.
- Post-16 progression- through forging strong partnerships with further education institutions, work-based learning providers and other post-16 providers.

Summary of the analysis PDG plans/strategies of schools in Bridgend for 2022/23 (not including schools who do not engage with their IP due to action short of strike.

- Most schools (94%) have an appropriate PDG plan / strategy that meets the needs of eFSM learners across the school. In a minority of schools (6%), the plans are deemed as developing.
- The PDG plan has resulted in change in practice or provision in many schools (88%). The grant has not result in any changes in practice of provision in a few schools (12%).
- PDG funding has been effective in improving learner well-being in most of the schools in Bridgend (92%). In very few schools in Bridgend (8%), this aspect is developing.
- In many of the schools (76%), the PDG funding has been effective in improving achievement of eFSM pupils. In a minority of schools (24%), this aspect is developing.
- In many of the schools (80%), their self-evaluation and MER activities support vulnerable learner progress. In a few schools (20%) this aspect is developing.
- In a many of the schools (84%), the teaching and learning of vulnerable pupils is effective. In a minority of schools (16%) this area is developing.
- Many schools (72%) are effective in being poverty aware. A minority of schools (28%) are developing this area.
- Many schools (78%) are effective in addressing the attendance and exclusion needs of eFSM pupils. In a minority (22%) of schools, this aspect is developing.

Strong practice noted included:

- Effective use of Family Liaison Officers to work with targeted families;
- Graduated systems in place when attendance is below average;
- Bespoke programmes and intervention to avoid excluding vulnerable groups;
- Careful monitoring of pupil attendance; and
- Staff accessing professional learning.

CSC continues to work with the LA leads for looked after children (LAC), including the virtual headteachers and the LAC Coordinators, to support the planning and evaluation of the PDG LAC grant. Looked After Children in Education (LACE) meetings have taken place regularly. In response to feedback from cluster leads, amendments have been made to LAC cluster plans and evaluations.

CSC facilitated LA cluster leads meetings within each LA to identify PL needs. As part of the quality assurance processes the CSC Lead ensured that all cluster plans had been received and approved. This process will continue in 2023-24.

7.3 Raising the Attainment of Disadvantaged Youngsters (RADY)

A significant number of disadvantaged learners in the region are not realising their potential outcomes. In 2021/22, following discussions with the local authority, CSC engaged Challenging Education to facilitate the RADY Programme in targeted schools. Coleg Cymunedol Y Dderwen and Ysgol Maesteg have participated in this programme.

RADY is a support programme for schools to mitigate the impact of poverty and disadvantage for identified learners through an equity approach. The principles of RADY support the regional approach to achieving equity as set out in CSC's Enabling Equity and Excellence document, and links to the Equity and Well-being priority area of CSC's business plan. The RADY programme has also supported Bridgend's improvement priority, 'to ensure all vulnerable children and young people receive the right support and are able to maximise their potential in schools in Bridgend'.

RADY is a long-term school improvement strategy. It facilitates cultural change, a hearts and minds approach. It focuses on supporting schools to become equitable in all aspects of the education they provide, ensuring that those learners who need it most get the extra support required to succeed.

RADY consists of a range of strategies which focus on disadvantage and disadvantaged pupils in schools. These start with what Challenging Education term the 'uplift', a mechanism for raising the targets, and subsequently the aspirations, set for pupils from disadvantaged backgrounds. This catalyst is applied at the start of a phase of education, supporting long-term strategies to ensure the 'extra' makes life-changing differences to these pupils.

After applying the catalyst, schools on their RADY journey integrate the RADY principles as a 'golden thread' through their school development plan. This is to ensure that equity is embedded in all aspects of school life, ensuring every member of staff has an understanding and commitment to an equitable approach.

All participating schools have received visits from RADY consultants. The consultants work with senior leaders in each school to develop the conditions required for effective cultural, policy and practice change to affect equitable provision and outcomes for all learners.

All schools in the RADY programme also have access to an online suite of practical resources, 'Thinking Differently'. These resources on the areas of pedagogy, metacognition, and family and community engagement aimed specifically at eFSM learners. These resources are also available to all schools across the authority.

To date, impact has been recognised in the participating schools where the school leadership is strong and stable. In these schools, leaders have demonstrated the vision, drive, commitment, and capacity to engage purposefully with RADY, and enact the RADY principles to provide equitable experiences for disadvantaged learners. It is reported that as a result, the culture and ethos of the school has been affected powerfully by the RADY programme.

8.0 CSC CONTRIBUTION TO SUPPORTING LA PRIORITIES (APRIL 2023 – OCTOBER 2023)

As part of CSC's business planning process, Bridgend provides CSC with their priorities in the Spring Term 2022, and these were built into CSC's business plan for 2022/23. As agreed by CSC's Joint Committee, CSC provide an update on progress supporting Bridgend's priorities on a twice-yearly basis.

[See Appendix B for a detailed evaluation of the progress that has been made as well as an update on how CSC are supporting Bridgend's priorities].

9.0 VALUE FOR MONEY

The consortium's funding is made up of two principal sources:

- Core Local Authority funding with individual Local Authority contributions.
- Dedicated funding for schools and school improvement activities routed through consortia by Welsh Government. Major Welsh Government grants, such as the Regional Consortia School Improvement grant (RCSIG), are administered by consortia and delegated to schools via Local Authorities. Consortia retain elements of the grants (amounts set in the terms and conditions of each grant) on a regional basis to support local and national school improvement priorities.

9.1 Efficient Use of Core Contributions

In line with the legal agreement between the five local authorities making up Central South Consortium, Local Authorities commission CSC to provide a school improvement service predominantly funding Improvement Partners to work with schools.

In 2022-23, the consortium received £3,624,875 contributions from the five Local Authorities across the region. The funding was used to support the core function of school improvement. The budget provided to CSC by Bridgend represents 0.4 % of Bridgend's total education budget in 2022/23 and 2.4 % of the budget retained by the LA.

During 2022/23 Bridgend contributed £554,243 core funding to CSC. This core funding is determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee. In 2022/23, Bridgend contributed 15% of CSC's core budget.

For every £1 of core budget received from Local Authorities, 71 pence is spent on front line delivery.

To realise our joint ambitions for the region's learners, the core funding provided by LAs is used to provide:

- Principal Improvement Partners (LA)
- Improvement Partners
- Business Intelligence Unit (BIU)
- Information Management
- Communications Team
- Governor Support
- Finance Team
- Outdoor Education
- SACRE (Standing Advisory Councils for Religious Education)
- Project Management

Summaries of the work provided in the areas listed above to support Bridgend and Bridgend schools, can be found [here](#).

9.2 Local Authority Annex

During the 2022-23 financial year, the Bridgend LA Annex Total Budget of £19,265 was used for the following priorities:

Support the implementation of the local authority's post-inspection action plan and its three strategic education priorities (i.e. safety, wellbeing and literacy)

- The local authority makes effective progress in meeting its strategic priorities as identified in the Education & Family Support Directorate's business plan. Progress is subject to regular monitoring of impact.
- Schools review the literacy progress of learners using a range of evidence and have identified appropriate areas for literacy priorities within their strategic plans.
- Bespoke support has been brokered for schools as identified through their self-evaluation and monitoring processes.
- Schools access professional learning to support their improvement planning.
- The progress and impact of the literacy strategic priorities are monitored regularly with levels of support refined appropriately.
- A safeguarding Board has been established within the directorate to support safeguarding activity including a programme of review of policies.
- Safeguarding audits and reviews held with all schools to identify issues and focus for support.
- Schools have been supported in their self-evaluation and strategic planning processes to identify appropriate pupil and staff wellbeing priorities for development that are monitored for impact regularly.
- The whole school approach to emotional and mental wellbeing is being developed as appropriate within schools and in line with the Welsh Government Framework.

Support the implementation of the Expressive Arts area of Curriculum for Wales in alignment with the National Music Plan. Offer targeted training to school-based staff.

- Training programmes for practitioners were developed and delivered to support the teaching of expressive arts.
- A 'new expressive arts experience' programme for all year 3 pupils in the local authority was piloted with positive feedback.
- A recruitment exercise took place to increase capacity within the team to deliver on the musical instrument 'First experiences' programme.
- New instruments were purchased and asset tracked to support the delivery of the music programmes.

For the 2023-24 financial year, the Bridgend LA Annex Total Budget of £14,916 is targeted for the following priorities:

LA Priority from SER/PIAP 2023 - 2024

To support the implementation of the Education and Family Support Directorate's Strategic Plan 2023-2026 with a focus on Themes 5, 6 and 7.

- Co-ordination of the Team Bridgend networking groups to support the development of distributed leadership.
- Support communication between local authority, schools and Central South Consortium (for example, professional learning offer).
- Support the sharing of effective practice across the local authority and region.

Outcome Measure

The local authority makes effective progress in meeting its strategic priorities (as identified in the Education and Family Support Directorate Strategic Plan 2023-2026).

9.3 Added Value: Grant Funding

LAs fund the core budget for CSC and this represents less than 4% of the total budget available to CSC in 2022-2023. Additional funding is received from Welsh Government via specific grant funding streams. With the launch of the national strategy, 'Education for Wales: Our National Mission', WG streamlined the grant funding processes. During 2022-2023, only three grants were received by consortia: Regional Consortia School Improvement Grant (RCSIG), Pupil Development Grant (PDG), and Siarter Iaith.

CSC adds value to the school improvement service commissioned by LAs by using elements of the above grants to fund CSC's delivery strategy of the Central South Wales Challenge as well as commission work and support packages for schools across the region. These funds are allocated according to the needs of individual schools, LAs, the region and nationally (as outlined in section 6.0 above) and are provided by the curriculum and professional learning team.

In 2022-23, the following funding was received:

Table 22: WG Grant Funding

Grant	Total	Delegated to LAs/schools	Centrally retained
	£	£	£
RCSIG	48,891	43,687	5,204
Siarter Iaith	43,484	43,174	310
PDG	78	0	78
Total	92,453	86,861	5,592

Elements of the above grants were used to commission work and support packages for schools across the region. These funds were allocated according to the needs of individual schools, LAs, the region and nationally. Initiatives have been split below across the key enabling objectives included in the WG 'Education in Wales: Our National Mission' report:

Table 23: Expenditure of the Regional Consortia School Improvement Grant by LA in 2022-23

Table 23: Expenditure of the Regional Consortia School Improvement Grant by LHA 2021-23							
Cost Category	Outturn 2022-23		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			36.59	15.29	14.83	6.33	26.96
Curriculum & assessment	0		0	0	0	0	0
Developing a high- quality education profession	38,301		12,917	4,827	5,914	4,829	9,815
Leadership	172		27	36	39	22	48
Strong and inclusive schools committed to excellence equity & wellbeing	43,174		19,795	5,889	3,350	2,071	12,069
Supporting a self- improving system	5,214		1,784	826	788	344	1,471
Total	86,861		24,524	11,578	10,090	7,266	23,403
% spend received			39.75	13.33	11.62	8.37	26.94

Bespoke Support Budget

In addition to the above funding, CSC has also developed a process for supporting vulnerable schools which are identified within the financial year. IPs are able to coordinate support for schools that are most in need, examples of support may include a Regional Leader for Governance or a System Leader for a specific number of days, supply cover to release staff for professional learning or funding for a lead practitioner.

During 2022/2023 a budget of just over £145k was available to support schools across the region. Schools within Bridgend LA received £2,200 of the available budgets representing 1.5% of the total budget available.

The impact of the activities funded by this budget is evaluated by the school and the individual Improvement Partner, and, where appropriate, included within local authority information reports.

Case Study: Bespoke Support Funding Example

School A

All foundation phase staff engaged with regional professional learning to develop their knowledge and understanding of effective outdoor learning in the foundation phase. The school foundation phase lead received in school support from the CSC foundation phase lead to support their leadership role and develop an improvement plan for the school on effective learning environments and outdoor learning. The school also received support from an enhanced lead practitioner to monitor improvements and ensure the planned progress and impact was achieved.

Impact

- *Professional learning for all staff provided a shared understanding and guidance materials shared with all staff supported their ongoing developments.*
- *School leaders have a clear vision for improvement and a purposeful plan to achieve this.*
- *A consistent and progressive approach was developed across the foundation phase and was consistently monitored.*
- *A more effective learning provision across the foundation phase enabled learner engagement and pupil independence to be developed.*

Curriculum Reform and Development

CSC supports schools in all areas of curriculum reform with the aim of realising our National Mission of ‘strong and inclusive schools committed to excellence equity and wellbeing’. This includes working with the other regional consortia and partnerships, local authorities, external agencies, and schools to develop national and regional events, programmes, support and guidance for practitioners and school, leaders, including governors.

The PL opportunities are wide ranging and comprehensive, with Curriculum for Wales embedded throughout. The CSC team provide and broker specialist bespoke support to clusters, groups of schools and individual schools to meet their specific improvement needs.

9.4 Collaborative Advantage

This can be defined as the additional benefits of working as a region when compared to working at either local authority or individual school level. By working collectively, schools have been able to build capacity within the system by training staff and sharing practice.

The [Central South Wales Challenge](#) (CSWC) is a partnership of all schools in the region working together to develop a self-improving system. This is based on improvement being driven for schools by schools. It provides delivery structures and networks through which most regional professional learning opportunities are offered.

Collaborative working underpins the CSWC. Cluster working has formed a significant workstream for all area this year in line with the requirements of the Curriculum for Wales. This has facilitated collaborations between schools and built significant capacity within those clusters that have engaged. There are multiple examples of where lead practitioners

have been used effectively to support the system and provide additional capacity. In nearly all cases, projects have led to improvements for at least the practitioners/schools involved, and in the best cases, offered resource to the region overall.

However, significant budgetary pressures and capacity of schools are becoming an increasing barrier to collaborative working.

Specific details regarding the engagement of Bridgend schools with the CSWC can be found in section 6.0.

9.5 Additional Examples of Value for Money

In addition to how CSC provides evidence of the efficient use of resources as well as how added value and collaborative advantage are supported, CSC is also able to provide evidence of value for money in several other areas.

Equity

CSC provides a universal service to all schools which includes:

- A named Improvement Partner who monitors and reviews the progress of each individual school against their agreed evidence-based improvement criteria.
- All schools will be identified as needing core or enhance support. Enhanced support offers additional monitoring and review for schools that have specific challenges.
- IPs broker and monitor any additional support ensuring that all schools have the right support to address their needs as well and prevent any potential issues from impacting on learners.
- Support for governors to carry out HT performance management in line with national guidance.
- Governors have access to all mandatory training, and this is supported by additional training and support. The role of Governors across CSC has been enhanced with the reestablishment of the Governors Steering Group on our governance structure and the establishment of Regional Leaders of Governance.
- Additional support and training is provided to IPs to ensure they can reach the internationally recognised AOEA standards, demonstrating that our staff have the skills, knowledge, and experience to support schools.
- In addition, where further support is required (either identified by CSC, the LA or Estyn, a tiered package of further improvement challenge and monitoring will be provided depending on the level of concern registered. This additional intervention will be focused on schools in most need of support irrespective of in which authority they reside.
- IPs coordinate and broker the support going into schools ensuring that it is appropriate to need and that it is addressing a key school/departmental priority.
- School progress is monitored termly in all schools and half termly in schools with additional concerns.

Economy

The national model of regional working was published in 2015 and recommended CSC receive £5.4m to fund the school improvement serviced on behalf of the five LAs. In 2022/23 CSC budget was £3.6m

CSC have worked to ensure that costs are minimised without reducing the quality of service provided. Over the period since the inception of CSC, further efficiency savings have been identified, enabling core contributions to CSC to be reduced without affecting the quality of service provided.

All curriculum & professional learning areas can offer assurance of their financial spend and a clear rationale for decisions. These spends are carefully monitored through CSC area operational plans and robust financial processes. All area leads carefully manage their resources to balance the needs of the system, to be as strategic and proactive as possible whilst ensuring the ability to be agile to respond to PL and support needs as they arise.

Some recurrent bespoke support has been shaped into programmes demonstrating that evaluation is being used to shape future work and best manage human resource to create greater economy.

There are many examples where regional collaboration projects have offered highly effective professional learning and provided learning and resource for the system suggesting effective spend of resource to provide greater economy.

However, significant budgetary pressures may become a barrier to delivery of a comprehensive offer and funding for regional collaborative activities.

Sustainability

The definition of sustainable is something that can be continued or a practice that can be maintained over time once the resource from CSC (whether financial or leadership) is removed. CSC has developed a sustainable strategy for collaboration in the Central South Wales Challenge (CSWC).

There is a significant amount of high-quality PL and support at the point of delivery, both in intensive and less intensive forms. All areas can detail strong examples of intensive forms of PL and support that have developed capacity of practitioners and groups of practitioners within a school or cluster. In the bespoke support, coaching or mentoring ensures that action is taken as a result of the professional learning, though this is either less developed in the less intensive forms or less known about. When practitioners are supported to apply their learning, the feedback is consistently positive.

Leadership is often the main development need and relies upon middle leaders operating in a wider learning organisation for changes to be realised. To ensure sustainability, a further focus on the development of knowledge and skills of middle leaders is required to lead change following their engagement in PL and support.

Efficiency

As a region, CSC is able to take advantage of economies of scale and can therefore provide a full and comprehensive professional learning offer across all areas of school improvement. In addition, CSC is provided with Welsh Government grant funding to ensure full coverage of support across all AoLEs within the new curriculum.

The [website](#) developed by CSC ensures schools have access to resources and a comprehensive professional learning offer in one site. This is complemented by the [website](#) specifically for Curriculum for Wales which can be accessed from the main CSC website.

A comprehensive communication strategy is also in place to ensure schools receive timely and appropriate communications aligned to need.

A strength of the PL offered to schools is the wide range of PL and support opportunities - programmes, projects, networks and bespoke support - available to all practitioners and school leaders across the region. In addition, the breadth of topics on offer receives positive feedback. Practitioners report that they value the range and breadth of PL that they can engage with which implies efficiency in terms of scope and scale. A summary of the support provided to the region can also be found in the [professional learning compendium](#).

All CSC areas can clearly articulate their approach to PL, and why they have selected each aspect they have included in the offer. Strong examples of CSC self-evaluation shaping the PL offer are evident. In nearly all areas, there is clear thought about how the PL is designed to be taken to scale, either by a practitioner within a school or regionally.

Effectiveness

Within the 2022-23 Annual Financial Year Report, CSC provided evidence to support the achievement of outcomes and the impact of the work. During recent LA inspections of LAs, Estyn reported that

“The local authority has established strong working relationships with principal improvement partners from the regional consortium and there are robust processes for the support and challenge to schools causing concern.”

“...improvement partners provide a sound evaluation of progress based on first-hand evidence of provision and leadership in these schools...”

In addition, during 2022/23 there were 278 priorities within schools in Bridgend LA. By the end of the academic year 273 priorities were deemed to be on track with 5 not on track.

The CSC professional learning opportunities available to all schools across the region is comprehensive and is consistently of good quality according to the National Academy for Educational Leadership (NAEL) hallmarks for professional learning. This demonstrates that the component parts of the PL offer are effective.

Evaluation from a wide variety of feedback confirms strongly that the PL opportunities provide significant school improvement opportunities through a structured and comprehensive approach. Many PL resources developed by the team across all areas well received by schools and used to good effect, promoting efficient sharing of learning. There is more evidence of impact in the more intensive programmes of PL and bespoke support than in some of the less intensive PL opportunities (e.g. one-off events etc.). This is attributable to the proportional approach to support and evaluation in each activity. Overall, the quality of the cluster bespoke support is reported to have a significant impact on curriculum development.

CSC offers high quality PL and support, however, for this to effect school improvement, the conditions of the school need to allow this learning to be implemented by practitioners. Also, where appropriate, the learning taken to scale across departments, phases and the whole school. There is an appetite from practitioners for less intensive episodes of PL which are more time efficient to engage with but may lack depth of knowledge and skill development. This does not align to the indicators of effective professional learning.

Quality

All CSC school improvement colleagues have a depth of knowledge and expertise which is supplemented with extensive professional learning to ensure the highest quality of support to schools.

In addition, all IPs are working towards an internationally recognised AoEA standard demonstrating that CSC staff have the skills, knowledge, and experience to support schools.

To ensure the ongoing quality of this service, a comprehensive professional learning offer is in place to ensure school improvement professionals are well trained (as well as experienced) and able to support schools across the region. This is supported by an extensive quality assurance programme which feeds into the performance development or probation arrangements for individual IPs.

All PL and support is of high quality according to the NAEL hallmarks. All areas are able to demonstrate how the PL and support in their area aligns to the professional standards for teaching and leadership. Also, how the PL and support promotes and enables schools to develop as learning organisations. Academic research, coupled with organisational experience and expertise, underpins all decisions, aligned to national policy in their plans. Learning from activities is shared with practitioners who are interested and engaged in the focus areas.

The Bridgend IP Team (primary and secondary IPs) meet regularly in a school setting to share effective practice that has been identified in the school, to enhance the understanding of how different schools in the local authority are approaching educational reform and meeting the needs of their learners. The meetings also provide opportunities to share information and strategies to support the local authority education priorities.

Added Value

Curriculum areas enact their work as part of a longer-term strategic plan which may span multiple years as part of a coherent theory of change. For any new or innovative activity that has been developed, leads can explain how these fit within their vision and priorities for improvement. In the majority of cases there are clear examples of new strategies being used to accelerate school improvement.

However, the pressures to demonstrate significant impact on school improvement within one year can influence the planned activities. One year is often not enough time of a measure of value if work is sitting in a longer-term strategic plan.

10.0 SHARING OF PRACTICE

Sharing of practice

Consortium Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyl
Joint Education Service

Estyn Inspection Reports	
No. of inspections: Sept 2022 - Sept 2023	12
No. of inspections: Sept 2021 - Sept 2022	2
No. of Estyn good practice case studies: Sept 2022 - Sept 2023	3

★ Leadership	
No. of participants engaged in MLDP (Middle Leaders Development Programme)	21
No. of participants engaged in SLDP (Senior Leaders Development Programme)	7
No. of participants engaged in Aspiring Headteacher Programme	12
No. of participants engaged in New and Acting Headteacher	5
No. of system leaders available from deployment from within Bridgend LA	1
No. of Governors engaged in Governor training (at least 1 event)	116
Total number of Governors in Bridgend LA	763

✍ Professional Learning - Sept 2022 - Aug 2023						
No. of schools engaged with PL	Proportion of schools engaged with PL	No. of practitioners engaged with PL	No. of schools engaged with regional networks	Proportion of schools engaged with regional networks	No of practitioners engaged with regional networks	No of Lead Practitioners
60	100%	1634	52	87%	312	7

📊 General Context Data	
No. of schools in Bridgend LA (January PLASC 2023 & EOTAS 2023)	60
No. of teachers in Bridgend LA (January PLASC 2023)	1360
No. of clusters within Bridgend LA	10

🤝 Collaborations	
No of schools engaged in funded collaboration projects (inc. Regional and National)	37
No of practitioners engaged in funded collaboration projects (inc. Regional and National)	109

👥 Curriculum, Teaching & Assessment PL and Support					
	Regional PL (excl. networks)	Regional Networks	Regional Funded Projects	National Networks / Camau Project	Bespoke Support Requests
Practitioners	636	301	96	42	
No of schools	58	52	35	33	49
% of schools	96.7%	86.7%	58.3%	55%	81.7

📋 Sharing Practice - Sept 2022 - Sept 2023	
No. of Bridgend schools with at least one Snippet of Success	34
No. of times Bridgend schools featured in Snippets of Success - our half termly celebration of news and success stories from schools in CSC	56
No. of podcasts produced:	
• Data and Information Literacy Project	
• Disciplinary Literacy	2

💬 Coaching & Mentoring	
No. of facilitators trained (RDG)	3
No. of teaching staff trained in coaching & mentoring (Lead Practitioner)	15

11.0 CONCLUSIONS

CSC has developed a framework for self-evaluation based upon the guidance provided by Estyn on the Inspection of Local Authorities.

As a result of extensive self-evaluation activity, strengths and areas of development are identified. From this analysis, a series of focus areas are identified for inclusion within the planning for 2023-24.

Self-evaluation activity has continued across the organisation to ensure any areas of development identified because of evaluation activity, is incorporated into the planning cycles.

11.1 Leadership and Safeguarding within CSC as an organisation.

Strengths include:

- Leaders / Managers have established a clear vision involving all stakeholders over time, which encompasses partnership working.
- Local Authority strategic priorities embedded into the CSC Business Plan.
- Strong strategic partnerships with stakeholders.
- Leaders incorporate feedback to improve quality of provision and processes.
- Effective induction programme results in staff being well placed to work effectively with schools.
- High expectations to engage in Professional Learning developed to support individual and regional priorities.
- Transparent robust financial management (as confirmed by Audit Wales).
- Maximisation of grant funding to schools / Regional formula for distribution of grant funding to schools.

Areas to develop include:

- Further developing professional relationships with elected members / officers in local authorities.
- Embedding the evaluation framework.
- Continue to rationalise the reporting to stakeholders to ensure information shared is effective in meeting their needs.
- Embedding risk management processes.
- Promotion of equality diversity & inclusion.
- Continue to develop processes to support staff wellbeing & healthy cultures.
- Embedding working practices and quality assurance programmes.
- Evaluation, outcome and impact of internal Professional Learning and Performance Development.
- Safer recruitment practices.

11.2 Professional Learning

Strengths include:

- A wide variety of quality professional learning opportunities aligned to local, regional and national needs and along all milestones of the professional pathway from newly qualified teacher to experienced headteacher.
- Equity of access to high-quality professional learning for all practitioners and school leaders, including governors.
- Bespoke support available for all schools in the region to supplement the professional learning programme and meet the needs of school strategic and developmental priorities.
- Robust quality assurance of professional learning and bespoke support.
- The Enabling Equity and Excellence document provides supports the regional approach with strong positive feedback from school leaders (75% in survey), reporting the document has increased their understanding of equity and excellence in the school and that it was being used to support school improvement conversations.
- Work with Higher Education Institution partners ensures learning from the wider system adds academic rigour to systems and processes, including the Enabling Equity and Excellence approach.
- Since April 2022, over 98% of schools in the region have engaged in the professional learning programme for curriculum including the wider reforms.
- Curriculum for Wales bespoke support for schools, clusters and individual drop-in sessions offers a menu of options of support for schools to support their curriculum development.
- The evaluation of professional learning is strong, with 95% of delegates already using or planning to use the learning in their current role.
- Evaluations from all leadership programmes demonstrates the positive impact on developing the leadership skills of participants and the impact on learners through the practical leadership experience tasks undertaken.
- Engagement with Welsh language development professional learning has increased by 20% on the previous year.
- Since April 2022, 101 schools have progressed on the level achieved for Siarter Iaith and Siarter Iaith Cymraeg Campus awards, an increase of 15% from the previous year. Since April 2020 there has been 301 bronze, silver or gold awards awarded to schools across the region.
- CSC provides strong support to local authorities as a key partner in delivering Welsh in Education Strategic Plan (WESP) targets.

Areas to develop include:

- Analysing the volume of professional learning available for schools and ensuring effective communication of the CSC offer.
- Ensuring coherence of the professional learning offer in curriculum design, teaching and assessment to ensure it continues to meet the needs of all schools.

- Developing the cluster convenor role within to further support the 3 – 16 curriculum and developing a shared understanding of progression.
- Improving participation of delegates in the evaluation of professional learning programmes and events.
- Redeveloping professional learning programme and support for Teaching Assistants across the region.
- Further development of higher-level Welsh language professional learning (gloywi iaith).
- Ensure professional learning opportunities are available to support all elements of the Enabling Equity and Excellence document.
- Further develop professional learning and support for leadership beyond the national pathway programmes.
- Develop and implement a tiered approach to governor professional learning that builds on knowledge, experiences and skills.
- Further develop the regional approach for coaching and mentoring.
- Continue to develop the reporting on the outcomes of professional learning in school improvement.

11.3 Support for School Improvement

Strengths include:

- The range and depth of skills, expertise and knowledge of CSC team.
- Improvement partners develop strong relationships with schools to support and challenge, in partnership with local authorities.
- First-hand evidence gathering is aligned with school monitoring and self-evaluation processes.
- Strong systems and processes to monitor ‘schools causing concern’ through the enhanced strategy.
- Sharing of school level intelligence and information with local authority partners identifying significant risks, concerns by exception and agreeing actions for challenge and support as appropriate.
- An agile and bespoke approach is used to support the needs of individual schools.
- CSC have a clear regional approach for equity and excellence.
- Nearly all schools have engaged in collaborations and/or professional learning for the Curriculum for Wales.
- CSC staff engagement with schools supported schools’ readiness and implementation of the Curriculum for Wales.
- Quality of the Central South Wales Challenge strategy supports a self-improving system across the region.

Areas to develop include:

- Continue to evaluate and refine reporting arrangements.
- Continued roll-out of the agreed EEE implementation plan.
- Continue to support schools to develop effective cluster working arrangements.
- Follow up aspects arising from quality assurance processes.
- Widen the profile of CPAG to reduce the impact of poverty across more schools.
- Further embed Welsh as part of school improvement conversations.

12.0 NEXT STEPS

As a result of all self-evaluation activity across the organisation the following areas were identified for inclusion within the Business Plan for 2023/24:

12.1 Leadership and Safeguarding within CSC as an organisation

- Further develop professional relationships with elected members / officers in local authorities.
- Embed the CSC evaluation framework.
- Rationalisation of reporting to ensure it meets the needs of stakeholders.
- Embedding risk management processes.
- Promotion of equality diversity & inclusion.
- Staff wellbeing & healthy cultures.
- Embedding working practices and quality assurance programmes.
- Evaluate the outcome and impact of internal professional learning and performance development programmes.
- Further develop safe recruitment practices.

12.2 Professional Learning

- Analyse the volume of professional learning available for schools and ensure effective communication of the offer.
- Ensure coherence of professional learning for curriculum design, teaching and assessment and that it meets the needs of all schools.
- Develop the cluster convenor role to further support the 3 – 16 curriculum and developing a shared understanding of progression.
- Improve participation of delegates in evaluation of professional learning programmes and events.
- Redevelop professional learning and support for Teaching Assistants across the region.
- Further development of higher-level Welsh language professional learning (gloywi iaith).
- Ensure professional learning opportunities are available to support all elements of the Enabling Equity and Excellence document.

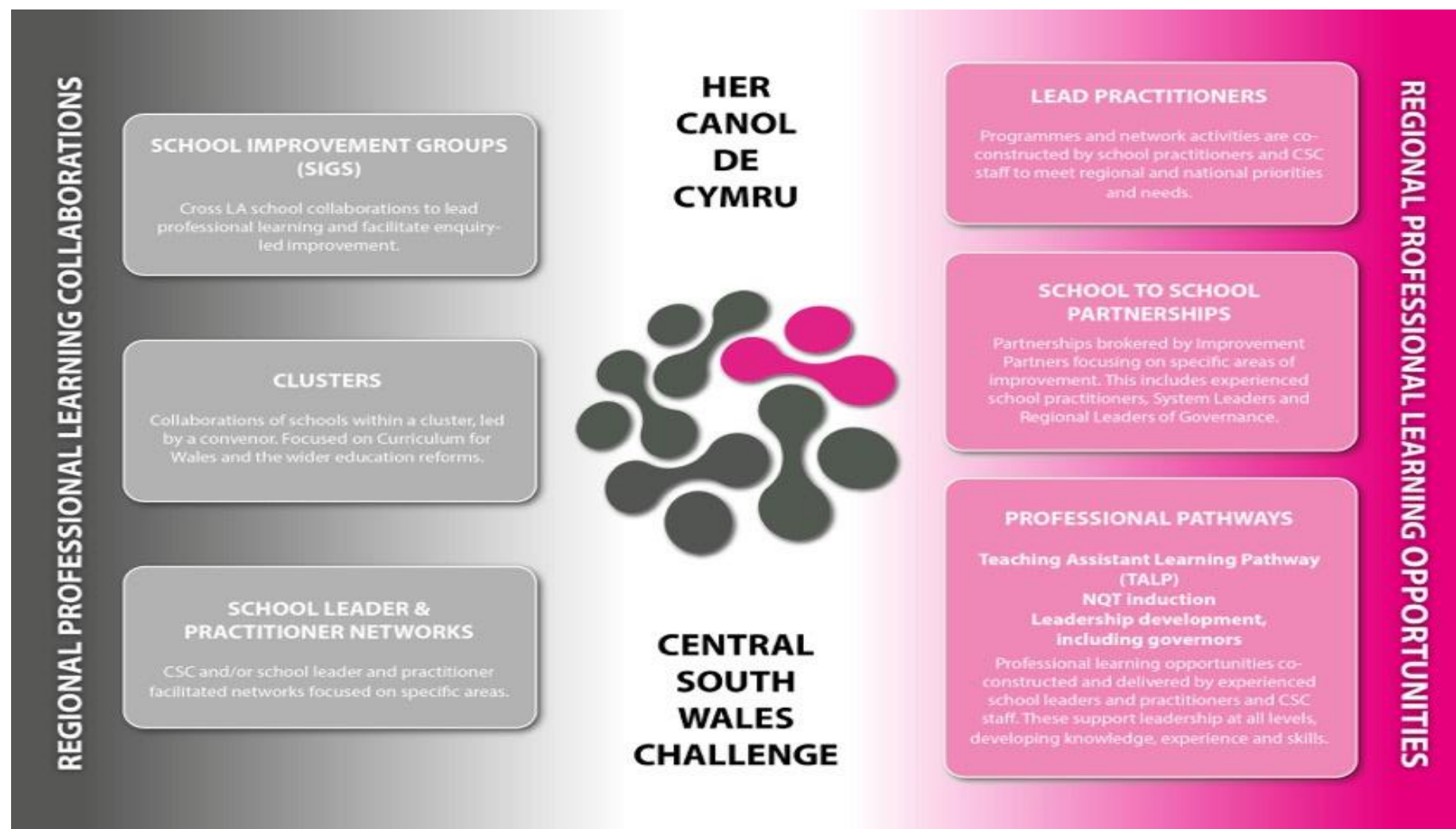
- Further develop professional learning and support for leadership beyond the national pathway programmes.
- Develop and implement a tiered approach to Governor professional learning that builds on knowledge, experiences, and skills.
- Further develop the regional approach for coaching and mentoring.
- Continue to develop reporting on the outcomes of professional learning in school improvement.

12.3 Support for School Improvement

- Continue to evaluate and refine reporting arrangements.
- Continued roll-out of the agreed EEE implementation plan.
- Continue to support schools to develop effective cluster working arrangements.
- Follow up aspects arising from quality assurance processes.
- Widen the profile of CPAG to reduce the impact of poverty across more schools.
- Further embed Welsh as part of school improvement conversations.

Appendix A

Central South Wales Challenge 2022-2023



Appendix B
Bridgend Strategic Priorities 2023-24 CSC Progress Updates

	Area	Expected Outcomes (as provided by the LA)	Delivery requirements (Proposed by the LA)	Evaluation of Progress of CSC activity to support LA Priorities (April 2023 – October 2023) Extracts taken from CSC operational plans following impact review meetings in October 2023	Next Steps
T1	Pupil and staff wellbeing: <u>To support the wellbeing of pupils and staff in all schools across the local authority.</u>	Pupil attendance rates improve. Staff absence rates decrease. Our ability to recruit and retain staff, especially in targeted areas, improves.	Ensure wellbeing remains a high priority for all staff, promote work-life balance and reduce external pressures on staff.	Regular regional meetings continue to take place involving LA Attendance, Exclusion and Well-being leads with the CSC Lead for Well-being and Vulnerable Groups. Strong focus on sharing common challenges and identifying common solutions. CSC lead for Well-being and Vulnerable Groups taking an active role in the Bridgend task and finish group looking at attendance. This has led to the development of a attendance campaign in Bridgend LA.	Discuss the way forward with Lead Director and LAs.
			Provide effective professional learning for all school-based staff to support them in their professional development.	Strong progress has been made in the development of professional learning and networking opportunities to develop the Health & Well-being curriculum. Bespoke support is available to schools on request. A comprehensive offer informed by partnership working with schools and wider	Continue to support schools as required and develop ongoing PL opportunities in response to emerging needs.

			stakeholders, is available to support schools to develop their curriculum in all areas. All PL is evaluated using the Kirkpatrick model which informs future planning. Nearly all schools completing an evaluation report that it will develop their practice/behaviour.	
		Promote the Raising Attainment for Disadvantaged Youngsters (RADY) Programme and share practice.	PDG funding not approved by directors; as a result, RADY work will not take place this financial year. Thinking Differently resources continue to be available for schools, staff (school / CSC / Bridgend LA officers).	Discuss the way forward with Lead Director and LAs. Gather impact of RADY programme in targeted schools during autumn term.
		Support an effective whole-school support model for emotional and mental wellbeing.	Regular regional meetings continue to take place involving LA Attendance, Exclusion and well-being leads with the CSC Lead for Well-being and Vulnerable Groups. Strong focus on sharing common challenges and identifying common solutions. CSC Lead for Well-being and Vulnerable Groups taking an active role in the Bridgend task and finish group looking at	

			attendance. This has led to the development of an attendance campaign in Bridgend LA. Regional professional learning event held for governors on the Whole School Approach; two governors from Bridgend in attendance.	
		Work in partnership with the local authority to support senior leader recruitment and safe recruitment practice.	CSC framework for improvement will be published in early Autumn term.	
		Monitor the progress and impact of school wellbeing strategic priorities through review of evidence.	Regular regional meetings continue to take place involving LA Attendance, Exclusion and Well-being Leads with the CSC Lead for Well-being and Vulnerable Groups. Strong focus on sharing common challenges and identifying common solutions. Improvement Partners continue to have a regular focus on well-being, attendance and exclusions, regularly supported by LA Principal Improvement Partner for Bridgend. Regional professional learning event held for governors on the Whole School Approach; two governors from Bridgend in attendance.	Examples of appreciate inquiry / good practice to be identified and shared.

			Work in partnership with school senior leaders to support their wellbeing.	Where appropriate, Improvement Partners have held discussions with senior leaders.	
			Signpost support for staff or pupils as appropriate.	Regular regional meetings continue to take place involving LA Attendance, Exclusion and Well-being Leads with the CSC Lead for Well-being and Vulnerable Groups. Strong focus on sharing common challenges and identifying common solutions. Improvement Partners continue to have a regular focus on well-being, attendance and exclusions, regularly supported by LA Principal Improvement Partner for Bridgend.	
T2	Support for pupil behaviour, attendance and exclusions: <u>The development of effective strategies and practice to support pupil behaviour, attendance</u>	Reduction pupil (fixed-term and permanent) exclusions.	Continue to provide a high-quality professional learning programme for all school-based staff.	Regular regional meetings continue to take place involving LA Attendance, Exclusion and well-being Leads with the CSC Lead for Well-being and Vulnerable Groups. Strong focus on sharing common challenges and identifying common solutions. Improvement Partners continue to have a regular focus on well-being, attendance and exclusions, regularly supported by LA Principal Improvement Partner for Bridgend.	
		An improvement in pupil attendance. An enhanced strategy to support parents and families is established			
			Monitor the behaviour of pupils in partnership with school leaders through the	During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.	

	and exclusions across all schools in the local authority.		agreed joint monitoring activities.		
			Monitor the progress and impact of school strategic objectives on behaviour and attendance if appropriate through review of evidence.	During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.	
			Share effective practice or professional learning as identified.	Regular regional meetings continue to take place involving LA Attendance, Exclusion and well-being Leads with the CSC Lead for Well-being and Vulnerable Groups. Strong focus on sharing common challenges and identifying common solutions. Improvement Partners continue to have a regular focus on well-being, attendance and exclusions, regularly supported by LA Principal Improvement Partner for Bridgend.	
T3	Support for vulnerable children and young people:	All schools have an equity plan in place, Swifter support is provided when schools have exhausted all options.	Sharing of best practice in schools (for example, social worker at Brynteg School and family engagement staff at Maesteg School) as appropriate.	An appreciative inquiry has been undertaken during the summer term linked to the Whole School Approach for Mental Health and Well-being. Findings collated in a report and disseminated via school and LA.	CSC Lead for Well-being and Vulnerable Groups will work with LAs to identify practice worth sharing.

<u>To ensure all vulnerable children and young people receive the right support and are able to maximise their potential in schools in Bridgend.</u>	Support for parents of vulnerable children is improved. Support workers are linked to a cluster and based in a school.	Develop participation of vulnerable learners.	Key messages regarding equity project shared by Managing Director with all staff during CSC Professional Learning and Development programme. As a result, all staff have a developing understanding of the importance and expectations of this work. Session on Equity, Pupil Development Grant (PDG) and Poverty disseminated to all school facing staff during the CSC professional learning and development week. Comprehensive bank of resources shared with all school facing staff to support their engagement with schools. Session delivered on Equity and Excellence as part of the Governor Accreditation Programme to many improvement partners. Consequently, staff are increasingly engaging with the fundamentals of Equity and Excellence. Ongoing discussions with stakeholders across the organisations to amend programmes and to highlight how Equity and Excellence can be embedded in all professional learning programmes.	Continue to develop this work as part of the Equity and excellence project brief.

				Principal Improvement Partner for Bridgend contributing to a Headteacher session on the requirements of the PDG; this has resulted in raising awareness of headteachers of requirements.	
			Promote the Raising Attainment for Disadvantaged Youngsters (RADY) Programme and share effective practice.	PDG funding approved by directors; as a result, support for RADY work will continue with four schools receiving support. Thinking Differently resources continue to be available for schools, staff (school / CSC / Bridgend LA officers).	Discuss the way forward with Lead Director and LAs.
			In partnership with school leaders monitor the progress and standards of vulnerable learners.	Findings of discussions between Improvement Partners and schools on the use and impact of the Pupil Development Grant (PDG) collated for 2022-23. Regional PDG evaluation presented to Welsh Government with a visit to a CSC school to exemplify effective practice. One LA report developed and disseminated with others in draft format. Professional learning sessions delivered for all CSC school facing staff on terms of conditions and expectations of PDG grant for 2023-24. Comprehensive bank of resources also shared to support engagement and	Finalise and disseminate LA PDG impact reports. Continue to support the effective use of PDG in schools - Improvement Partners and Lead for Well-being and Vulnerable Groups.

				discussions between Improvement Partners and schools. Bespoke support ongoing by the CSC Lead for Well-being and Vulnerable Groups with six schools across the region, including Brynteg Comprehensive. Key messages about the PDG and Poverty shared at the Aspiring Headteachers Conference in July 2023. Attendance from five Bridgend Schools: Ysgol Gyfun Gymraeg Llangynwyd, Ysgol y Ferch o'r Sger, Brynteg School, Heronsbridge Special School and Faldau Primary. Ongoing discussions held between Improvement Partners and school leaders on progress of vulnerable leaders. Evaluation of progress shared with Bridgend LA in September 2023.	
			Monitor the progress and impact of school strategic objectives for vulnerable children and young people if appropriate through review of evidence.	During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.	

T4	Support for pupils with ALN:	An effective local authority ALN Strategy, bespoke to Bridgend, which has been co-constructed, clearly communicated and understood by all, is in place.	Work with schools to implement the local authority vision for ALN, ALN strategy and ALN behaviour strategy as appropriate to individual schools.		
	<u>To ensure all pupils with ALN receive the right support and are able to maximise their potential in schools in Bridgend.</u>	Clear evaluative processes are present in all schools.	Further share effective practice across schools.		
	<u>All schools in the local authority successfully implement the Welsh Government ALN reforms.</u>	A quality assurance protocol of ALN practice in schools is established.	In partnership with school leaders monitor the progress and standards of pupils with ALN as appropriate.	During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.	
		An improvement in the recruitment and retention of school ALNCo.	Monitor the progress and impact of school strategic objectives for pupils with ALN if appropriate and the development of the provision through review of evidence.	During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.	
T5		Seamless process of transition between childhood and adulthood.			
		All schools and the local authority have a	Continue to support the successful implementation	A comprehensive offer is available to all schools to support the development of	

Curriculum for Wales & assessment: <u>All schools in the local authority successfully implement the Curriculum for Wales and develop a shared understanding of progression across the continuum.</u>	uniform, shared understanding of progression.	of the Curriculum for Wales in all Bridgend schools.	curriculum, teaching and assessment . Bespoke support is available to schools, clusters and groups of schools to develop a shared understanding of progression.	
		Further develop cluster collaboration.	Bespoke support is available to all clusters and groups of schools across the authority. Cluster convenors receive funding to support the development of the cluster priorities. All schools across the region receive collaboration funding to work together on identified priorities.	
		Provide more opportunities for schools and local authorities to share effective practice.	Schools to share effective practice through cluster and regional networks as practice identified.	
		Provide high-quality professional learning for all staff.	A comprehensive offer is available to all schools to support the development of curriculum, teaching and assessment . Bespoke support is available to schools, clusters and groups of schools to develop a shared understanding of progression.	
		Ensure pupils are prepared for new qualifications	CSC teams support the development of Made for Wales GCSEs. The information is shared via regional networks. CSC works closely with Qualifications Wales and WJEC to support	

				qualifications reform and regularly communicate updates to all schools through the CSC school bulletin.	
			Ensure school curriculum includes local and Welsh history and culture and Black, Asian and minority ethnic history and culture.	PL, support and guidance is available to all schools in relation to diversity in the curriculum.	
			Implement the Evaluation, Improvement and Accountability Framework.	CSC Framework for improvement will be published in early Autumn Term.	
			Support the establishment of 'Areas of learning and experience' working groups to support high-quality teaching and learning for the delivery of the curriculum.	CSC regional networks provide opportunities for practitioners within Bridgend to network with colleagues from across the region. 44 Bridgend schools engaged in regional network opportunities between April – October 2023. CSC funded collaboration projects support practitioners to focus on the development of PL and guidance for specific priority areas. The outcome of the projects is shared with schools across the region.	
			Monitor the progress and impact of school strategic objectives for curriculum for Wales and assessment	During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.	

			through review of evidence.		
T6	High-quality teaching & learning: All pupils receive high quality teaching that improves outcomes for all pupils.	Develop and adopt 'The Bridgend Way' (a document that outlines the principles, priorities, and expectations of effective pedagogy in Bridgend schools) across all settings and service areas.	Continue to share effective practice.	Schools sharing practice is integral to CSC PL and networking opportunities	
			Continue to provide high-quality professional learning opportunities.	Regional PL and networking opportunities are summarised in the recent PL compendium publication	
			Support increased collaboration involving Areas of Learning and Experience (AoLE) Leads.	CSC regional networks provide opportunities for practitioners within Bridgend to network with colleagues from across the region. CSC funded collaboration projects support practitioners to focus on the development of PL and guidance for specific priority areas. The outcome of the projects is shared with schools across the region.	
			Support the development of more effective support mechanisms for new/acting headteachers/deputy headteachers.	Senior leaders continue to be supported by an allocated leadership coach in SLDP and New and Acting programmes.	
			Provide a development programme for learning support staff at all levels.	Senior leaders continue to be supported by an allocated leadership coach in SLDP and New and Acting programmes.	

			Provide high-quality support for self-evaluation and school development planning.	Autumn term discussions with senior leaders will focus on effectiveness of self-evaluation processes and will highlight potential support needs (curriculum and PL team).	
			Support a clear approach to the development of teaching and learning to focus on (for example, differentiation and independence) to avoid overload and 'noise' in the system.	CSC PL, support and guidance for teaching is available to all schools. The Great Teaching Toolkit provides both a synthesis of evidence from authoritative studies, and the findings of this evidence, that teachers can relate to their own experience.	
			Monitor the progress and impact of school strategic objectives for curriculum for Wales and assessment through review of evidence.	Improvement Partners are planning initial Autumn term workstream with Headteachers as highlighted in CSC School Improvement Framework. Improvement Partners held initial discussions relating to school improvement priorities following self-evaluation processes.	
T7	Effective leadership & governance: High quality support to ensure that there is	All school governors have completed statutory training modules. There is a significant reduction in the number	Provide high-quality training opportunities for school governors in respect of the Evaluation, Improvement and Accountability Framework.	Governor Induction, Data and Equity and Excellence modules have been updated taking in professional opinions from a range of stakeholders.	

	effective leadership and governance in all schools.	of vacancies on school governing bodies. We see an improvement in the number of schools being judged by Estyn as having effective leadership and governance arrangements in place.	Continue to promote governor self-evaluation tool kit.	Governor Induction, Data and Equity and Excellence modules have been updated taking in professional opinions from a range of stakeholders.	
			All governing bodies to receive a report biannually to support the work of the governing body and their accountability role.	Report to provide the governing body with appropriate information to support their accountability role. IPs to support the work of the governing	
			Deliver a development programme for learning support officers.	RLGs provide vital support for governing bodies identified by IPs as having greatest need.	
			Support the recruitment of senior leaders and through safe recruitment practices.	IPs continue to support governors in senior recruitment processes.	
			Support the development of more opportunities to develop leaders at various levels within schools and other settings.	Governor Induction, Data and Equity and Excellence modules have been updated taking in professional opinions from a range of stakeholders.	
			Support the development of more effective support mechanisms for new/acting headteachers.	Governor Induction, Data and Equity and Excellence modules have been updated taking in professional opinions from a range of stakeholders.	

			Provide high-quality support for self-evaluation and school development planning.	IPs work in partnership with school senior leaders to take part in self-evaluation activity. The regional toolkit for school development planning is shared with all schools. IPs work with senior leaders to ensure strategic priorities are accurate and reflect school self-evaluation evidence.	
			Continue to provide a high quality professional learning programme to support staff as they move through the leadership pathway.	Governor Induction, Data and Equity and Excellence modules have been updated taking in professional opinions from a range of stakeholders.	
			All schools to have an improvement partner to support school leaders and governing bodies, and complete strategic planning and self-evaluation in partnership.	During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.	
			Monitor the progress and impact of school strategic objectives for curriculum for Wales and assessment through review of evidence.	Improvement Partners are planning initial Autumn term workstream with Headteachers as highlighted in CSC School Improvement Framework. Improvement Partners held initial discussions relating to school improvement priorities following self-evaluation processes.	

	Estyn Recommendations	Evaluation of Progress				
R1	Raise standards of literacy in primary schools	CSC PL supports schools to provide a curriculum that enables learners to be confident and critical receivers of language, through listening and reading, and effective producers of language, in speech and writing, which they can apply across all Areas.				
	Where appropriate, schools work with their IP to develop action plans to develop literacy provision.	Whole school approach to oracy and reading Engagement with the Welsh Government whole school approach to oracy and reading is strong. 50 schools engaged with regional asynchronous PL for reading, with an additional 21 attending a synchronous PL programme for reading and pedagogy. 16 schools engaged with asynchronous PL offer for oracy, while nine attended oracy and 22 schools participated in the regionally funded oracy project. Networks and online communities provide the vehicle for sharing the national toolkit and effective practice.				
	• <u>Appropriate support is identified/br</u>	The summer term 2023 networks focused on reading, and three schools explored how they had used the toolkit to develop a whole school bilingual approach to reading. An additional 13 schools shared case studies on areas such as: disciplinary reading; reading for pleasure; self-evaluation and improvement planning for reading and whole school shared reading approaches. Book Trust Cymru also supported this network and focused on reading for pleasure and developing a reading culture across the school community.				
	<u>kered for schools to support their strategic plans for literacy.</u>	<i>Bridgend schools' engagement in English Literacy PL opportunities April 2023- October 2023</i>				
			Regional PL (excl. networks)	Regional Networks	Regional Funded Projects	Bespok
	Practitioners	39	19	20		
	Schools	22	14	19		

• <u>Quality of literacy provision and progress of learners is monitored in partnership with IPs.</u> • <u>A high quality professional learning programme to be provided for all schools to support the development of literacy.</u>	The autumn 2023 networks focused on oracy, with schools sharing case studies on areas such as: integrated approaches to oracy and reading, progression in oracy across a cluster and effective oracy provision. Evaluation data indicates that many participants (81%) intend to share their PL with colleagues, and 59% state their intention to discuss PL with senior leaders in their schools. Many participants (89%) anticipated the PL would have an impact on learners in their setting, while a majority of participants (63%) felt the PL would have a significant impact on learners in their setting. As part of Summer term visits, Improvement Partners have supported the development of draft SDPs and self-evaluation processes. Where need has been identified, brokered support has been planned for, delivered and evaluated. During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.

R2	Improve outcomes for post-16 learners in sixth forms • <u>LA will implement the Post-16 Improvement Plan with our network groups and in liaison with the CSC Post-16 Strategic Lead.</u>	PL and bespoke support continue to be available to all schools with sixth forms across the region. Through funded project work, collaborating schools have reported successful improvements in relation to the implementation of VESPA approaches to improve self-regulation and metacognition strategies and support learner progress and attainment. Bilingual resources have been developed via the project work to support all schools across Wales accessing the VESPA platform. Planning for learner well-being has been supported through the inclusion of the Mental Health UK Bloom project. The Post-16 leaders network continues to be well-attended and supports schools' broader awareness of national and regional priorities in the sector. Schools are encouraged to share approaches and effective practice during the sessions. The Welsh Baccalaureate/Skills Challenge Certificate network meetings were available for all qualification levels. WJEC regional support officers attend CSC meetings to share updates and resources, and support qualification reform. Schools could access bespoke support as needed through the appointed CSC Welsh Baccalaureate/Skills Challenge Certificate lead practitioner. To support in-year monitoring and tracking processes at post-16, 2 schools from Bridgend engaged with the free Alps Connect training for Heads of Sixth Form and Senior Leadership Teams which was delivered in the summer term by Alps Consultants. In addition, and in conjunction with the School Support - Lead Officer Strategic Development (Secondary) at BCBC, Curriculum and ASBW/SCC Leads received training in October to track student progress and evaluate outcomes at post-16. As a result of the first session, a follow up training session will take place at the Bridgend Welsh Baccalaureate (SCC/ASBW) Network meeting in December. The Post-16 Education: Newly Qualified Teacher Module (NQT) has been created cross regionally as an optional module for the National NQT induction programme. The module highlights how post-16 education differs from other phases of education, the key priorities for this phase of education and the importance of effective transition (post-16 and post-18) to support learner aspiration and destinations. This is hosted on the Welsh Consortia website. CSC takes a lead role in the cross-regional PL programme. The National Post-16 Leadership Development Programme attracts aspiring, new and established post-16 leaders from across Wales, where 12 CSC school leaders have enrolled for 2023-24, which 2 practitioners from Bridgend schools. A joint Post-16 PL programme has also been developed to reflect national priorities and collaboration across Wales. The first event, related to learner voice and future inspections attracted

	17 CSC schools (2 Bridgend schools), the second event on Welsh Government performance measures attracted 12 CSC schools (1 Bridgend school) and the third event on Using Alps Connect to raise attainment at post-16 attracted 8 CSC schools (2 Bridgend schools).					
	<i>Bridgend schools' engagement in Post-16 PL opportunities April 2023- October 2023</i>					
		Regional Network Meetings	Regional PL Post-16	Regional PL Welsh Bacc	Regional Funded Projects	National PL / Projects
	Schools	3 Schools 4 Practitioners	5 Schools 5 Practitioners	Tim: 2 schools (Autumn 1 meeting) 5 schools booked onto Autumn 2 in person meeting	6 Schools 6 Practitioners	2 Practitioners – Leadership programme 3 Practitioners– PL Events

R3 Increase the pace of improvement in schools causing concern <u>• Schools in enhanced monitoring receive appropriate levels of support from improvement partner and curriculum and professional learning team.</u> <u>• Where appropriate bespoke support is brokered to support the school.</u>	CSC staff work closely with schools causing concern to identify appropriate focus for support and levels of support, and this is integrated into the appropriate school plan. The progress and impact of the strategic priorities, and the pace of improvement is regularly monitored and reported through the School Improvement Partnership Log and detailed Progress Reports. In 2021/22 there were 4 schools in enhanced monitoring for at least part of the year. As a result of the support and challenge, many schools continued to make good progress against a very challenging context. Schools causing concern are well-supported and many schools make strong or better progress against many of the strategic priorities or recommendations. During this academic year 2022/23, Estyn have visited 4 out of the 7 schools in enhanced monitoring. One school has been placed in Estyn Review, and another school that was in Estyn Review deemed to have made sufficient progress. All schools in need of additional / high level of support have been identified as enhanced support with progress reviews taking place. Schools requiring additional support have been identified with appropriate PL brokered. Processes have been reviewed and aligned within CSC School Improvement Framework.

• The progress of schools is monitored regularly. • At least termly progress meeting is held to review progress of the school against the agreed priorities and identify next steps. • At least termly progress report is compiled in conjunction with the local authority.	

R4 Strengthen the role of the Welsh Education Strategic Forum to ensure timely progress in delivering the priorities identified in the Welsh in Education Strategic Plan	CSC is a key partner in Bridgend's Welsh in Education Strategic Forum.

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Meeting of:	SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
Date of Meeting:	11 April 2024
Report Title:	INFORMATION REPORT FOR NOTING
Report Owner / Corporate Director:	CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY
Responsible Officer:	MERYL LAWRENCE SENIOR DEMOCRATIC SERVICES OFFICER - SCRUTINY
Policy Framework and Procedure Rules:	There is no effect upon the policy framework and procedure rules.
Executive Summary:	To update the Committee with a report for Members information and noting regarding the Adult Community Learning Service, including provision planning, engagement and the summary of a recent Estyn inspection report.

1. Purpose of Report

- 1.1 The purpose of this report is to inform the Committee of the Information Report for noting that has been published since its last scheduled meeting.

2. Background

- 2.1 At a meeting of the Council it was resolved to approve a revised procedure for the presentation to the Committee of Information Reports for noting.

3. Current situation / proposal

3.1 Information Report

The following Information Report has been published since the last meeting of the Committee:

Title

Adult Community Learning

Date Published

11 March 2024

3.2 Availability of Document

The document has been circulated to Subject Overview and Scrutiny Committee 1 Members electronically via email and placed on the Bridgend County Borough Council website. The document is available from the above date of publication.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 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. 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.

5. Well-being of Future Generations Implications and Connection to Corporate Well-being Objectives

- 5.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

6. Climate Change Implications

- 6.1 There are no Climate Change Implications from this report.

7. Safeguarding and Corporate Parent Implications

- 7.1 There are no Safeguarding and Corporate Parent Implications from this report.

8. Financial Implications

- 8.1 There are no financial implications in relation to this report.

9. Recommendations

- 9.1 That the Committee acknowledges the publication of the report referred to in paragraph 3.1 of this report.

Background documents

None

Meeting of:	SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
Date of meeting:	11 April 2024
Report title:	INFORMATION REPORT – ADULT COMMUNITY LEARNING
Report owner/Corporate Director:	CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT
Responsible officer:	DONNA HOOPER PRINCIPAL OFFICER ADULT COMMUNITY LEARNING
Policy framework and procedure rules:	There is no effect on policy framework or procedure rules.
Executive summary:	This is an information only report on the provision offered by Bridgend County Borough Council’s Adult Community Learning Service to ensure that a meaningful offer of adult learning in the community is delivered. Key points in provision planning and what contributes to this process are included in the report along with some data to show that provision is engaging with the target learner cohort intended to benefit from provision. The report includes the summary of a recent Estyn inspection report for an inspection carried out on the work of Bridgend Learning Partnership and the recommendations.

1. Purpose of report

- 1.1 The purpose of the report is to update Subject Overview and Scrutiny Committee 1 (SOSC1) on the provision offered by Adult Community Learning (ACL), linked specifically to one of the 15 strategic themes detailed in the Education and Family Support Directorate Strategic Plan 2023-2026; specifically Strategic Theme 13 – A meaningful adult learning in the community offer.

2. Background

- 2.1 Bridgend County Borough Council’s (BCBC’s) Adult Community Learning (ACL) Service works with several delivery partners to ensure that the offer of adult learning opportunities offered across the county borough is varied, meets the needs of learners and employers, and encompasses all priority areas identified by Welsh Government in coherence with the Estyn inspection framework.

- 2.2 In addition, ACL aims to support the wellbeing and social inclusion of learners and aims to offer engagement and learning opportunities that fully support this. To further promote the dissemination of wellbeing support and resources, ACL has worked with regional partners on developing Wellbeing Champions, a project that was recognised as good practice in an Estyn thematic report.
- 2.3 ACL will continue to recruit staff and engage learners to achieve funding targets, and to deliver a wide range of high-quality, multi-curriculum sector learning opportunities. ACL will work with delivery partners to ensure that the overall offer across the county borough is meaningful and:
- delivers learning opportunities for adults to gain skills - for employment, for community involvement and for progression - as well as support and information to improve the health and well-being of all residents of Bridgend County Borough;
 - raises the literacy and numeracy levels among adults, including those adults whose first language is not English;
 - reduces the numbers of adults (16+) who are not in education, employment or training (NEET);
 - engages with adults in all parts of Bridgend County Borough, particularly those who have benefitted least from education in the past or who are most at risk of not benefiting in the future; and
 - provides opportunities for learners to engage in learning through the medium of Welsh.
- 2.4 BCBC's ACL Service works with partners within Bridgend Learning Partnership to plan and deliver a meaningful offer of community learning opportunities across the county borough.
- 2.5 The Bridgend Learning Partnership is chaired by the Group Manager (Learner Support) within the Education and Family Support Directorate and consists of the following partners:
- BCBC ACL;
 - BCBC Employability Bridgend;
 - Adult Learning Wales;
 - Bridgend College; and
 - Learn Welsh Glamorgan.
- 2.6 Partners work together, in line with the partnership strategy, to plan a comprehensive and meaningful adult learning offer in addition to identifying and eradicating duplication within the provision offer and identifying any gaps in provision. Any identified gaps in provision are targeted within a partnership Quality Improvement Plan (QIP) as part of the self-evaluation reporting process.
- 2.7 In addition to working with partners to ensure a meaningful offer, ACL must also factor in other provision planning requirements. One of these requirements is guided by Welsh Government as part of the Community Learning Grant (CLG) priority areas which are identified on the grant remit letter as:

- essential/basic skills;
- English for Speakers of Other Languages (ESOL);
- employability; and
- Welsh-medium provision.

2.8 In addition, there is an expectation that provision will also include areas of wellbeing and engagement. Over the past two years, Welsh Government has tasked adult community learning providers with carrying out engagement activities to re-engage learners into the adult learning sector and there has been an expectation that appropriate engagement courses/activities should be offered throughout this time.

2.9 When planning provision across the partnership partners also take account of any specific skill sectors and ways of working that should be included in order to align to relevant plans/legislation such as:

- Welsh in Education Strategic Plan (WESP);
- Cymraeg 2050;
- Regional Economic Development Strategy (REDS);
- Wellbeing of Future Generations (Wales) Act 2015; and
- Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET).

2.10 ACL also endeavours to offer provision needs as identified by learners through learner voice surveys carried out each term. Provision planning will incorporate areas of provision identified by learners through the survey process and courses are planned accordingly where appropriate.

3. Current situation/proposal

3.1 The Bridgend Learning Partnership's self-evaluation report (SER) 2021-2022 clearly identifies areas for improvement within the partnership provision offer; These include:

- to monitor opportunities for learners to access Welsh language learning and/or Welsh-medium learning opportunities;
- to increase the number of Welsh-medium learning opportunities across the county Borough;
- to ensure individual partners are aware of attendance trends and data and will share with the partnership the strategies and support that is in place to help improve attendance; to ensure appropriate continued professional development (CPD) for the continued development of teaching and learning to promote quality learning experiences for all learners;
- to ensuring that delivery methodologies are up-to-date and relevant;
- to develop a progression pathways document for learners for specific curriculum areas;
- to monitor the impact of learning on wellbeing is a strength in BCBC, this will be developed across the partnership in the forthcoming academic year; and
- to review skills delivery model and curriculum analysis for 2021-2022 to ensure we are still delivering a suitable curriculum and focusing on development in appropriate sectors.

- 3.2 In addition, the partnership has identified the need to increase provision within numerous sectors on their QIP:

Action 3 - IA3.2	Continue to review and analyse the current curriculum offer across the partnership to ensure that we are meeting the needs of the learners and the community, to identify gaps and ensure that there is no duplication of provision within Bridgend ACL; linked to local, regional, and national priorities. Expand provision offer to promote engagement across target cohorts to include more males. Links to Partnership Strategy - strategic plan refs: 2.1-2.4
Action 4 - IA3.2 and 3.3	Monitor opportunities for learners to access Welsh Language learning and/or Welsh-medium learning opportunities. Increase the number of Welsh-medium learning opportunities across the county borough. Links to Partnership Strategy - strategic plan refs: 2.5
Action 10 - IA 1	Develop a progression pathways document for learners in a range of subject areas Links to Partnership Strategy - strategic plan refs: 2.1

- 3.2 Partners within Bridgend Learning Partnership are working well together to ensure that there is a meaningful offer of adult learning in the community and that data is consistently being monitored and reviewed to attain standards set by the partnership which aims to deliver quality learning experiences to learners across the county borough.
- 3.3 The partnership was inspected by Estyn in February 2023 and received a positive inspection report.
- 3.4 The Estyn report notes that across the Bridgend Adult Community Learning Partnership, many learners make suitable progress in their learning. They learn and apply new skills as well as developing confidence and motivation. Many learners improve their employment opportunities and benefit from the social interaction in their classes. Learners with additional learning needs make solid progress in developing life skills and their learning enhances their enjoyment of life. The majority of learners have a clear understanding of their goals and targets. Nearly all learners show very good attitudes to learning and they are respectful of others and their well-being. Providers ask learners about their experiences regularly and they respond in a timely way to their suggestions.
- 3.5 Bridgend Adult Community Learning Partnership offers a useful range of courses based on the Welsh Government priorities of literacy, numeracy and digital skills and ESOL. The partnership does not offer courses to improve Welsh speakers' literacy or courses through the medium of Welsh. The partnership is keen to offer

personal interest courses, but challenges in recruiting teachers make this difficult at this time.

- 3.6 Tutors are well qualified and knowledgeable about their subjects. Most tutors plan their sessions well. They take their learners' interests into account, and they use a variety of strategies to help individual learners develop their knowledge and skills effectively. They use a wide range of assessment, feedback, tracking and monitoring systems to ensure that they understand learners' progress and needs.
- 3.7 The partnership provides a range of impartial advice, guidance and support to help learners stay on track and progress in their learning.
- 3.8 Partners in the Bridgend Adult Community Learning Partnership work effectively together. Their evaluation of the provision is open and honest and there is a clear focus on equity of opportunity and experiences. The partnership offers regular professional development to its tutors to help them keep up to date in their practice through a range of means, including online training. The partnership uses its funding streams well to reduce duplication and to support learner aspirations.

There were three recommendations listed on the inspection report:

- R1 Strengthen management information systems to ensure that the partnership can track, monitor and quality assure learners' progress effectively across the partnership.
- R2 Ensure that marketing strategies help potential learners access an overview of the partnership's course offer and progression pathways.
- R3 Ensure that Welsh culture and the Welsh language are appropriately embedded within the curriculum offer and courses.

Partners will continue to work together to address the recommendations fully going forward.

- 3.9 Along with recommendations from Estyn report above, there should be a continual expansion in range and scope of provision offered in order to achieve maximum funding through CLG. In order to do this, additional staff will need to be recruited. All additional staff recruited will be funded entirely through CLG as permissible spend against grant, the main area for recruitment will be focused on delivery staff – Adult Tutors in line with grant terms and conditions. These will be recruited with a contract end of March 2024 which can be extended once grant funding for 2024-2025 is confirmed by Welsh Government. This is in line with the processes followed for other fixed term posts within the service.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 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. 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.

- 4.2 The management team in ACL is continually monitoring provision and support to address any equality implications in relation to learners being able to access provision. Many of the courses (particularly those that fall within the priority areas identified by WG) are offered free of charge to ensure that learners from across the socio-economic range are able to access provision and participate in learning to improve skills for life and work.
- 4.3 In addition, ACL offers loan equipment (for example, laptops and tablets) to learners who may not have access to the equipment that they may need to be able to participate in a course. ACL also offers connectivity where appropriate with the loan of mobile internet devices along with data cards to enable learners to access the internet to enhance their learning.
- 4.4 Contextual learner data taken from Welsh Government data indicates that the partnership is engaging learners from the target learner cohorts with higher percentages of learners engaged from the most deprived domicile.

Contextual learner data - 2021/22							
Age and gender	16-18	19+	All Ages	Ethnicity		Deprivation of domicile	
Male	0.2%	30.7%	30.9%	White	95.6%	Most Deprived	28.6%
Female	1.6%	67.2%	68.8%	Black, African,	0.4%		22.3%
				Asian, Asian B	1.5%		10.8%
				Mixed or Multi	1.1%		20.1%
				Other	1.5%		18.2%
Total	1.8%	98.2%	100.0%			Least Deprived	

- 4.5 Engagement of learners by gender is typical of engagement in adult learning in the community with most learners being female aged 19+. The percentage of males engaged through Employability Bridgend is high at 56.4% overall, which is higher than other partners, but the partnership will look to engage more male learners overall as the provision develops in the next academic year.
- 4.6 Engagement by ethnicity is consistent with data included in the 2021 Census where learners engaged within each ethnicity category were consistent, displayed in table in 4.4.
- 4.7 As identified within the partnership QIP, and included in the recommendations of the inspection report, Welsh-medium provision remains an area for development across the partnership. Partners are working together to identify existing tutors who could deliver through the medium of Welsh but also to recruit Welsh-speaking tutors to expand this provision. Vacancy management adverts for all delivery partners indicate that the ability to speak Welsh and/or deliver through the medium of Welsh is preferred. In addition, the partnership is seeking to work with other partners such as Menter Bro Ogwr to expand the Welsh-medium provision further. In this instance, partners will commission Menter Bro Ogwr to deliver Welsh-speaking staff to deliver on behalf of the partnership. It is intended that this will start with taster sessions but progressing to short courses.
5. **Well-being of Future Generations implications and connection to Corporate Well-being Objectives**

5.1 The work of the service will align to the 7 well-being goals detailed in the Well-being of Future Generations (Wales) Act 2015 this is as follows:

A prosperous Wales – provides opportunities for people in Bridgend to access community-based provision which enables them to gain skills for everyday life and employment, thereby improving skills for participating in daily life and communities and enhancing wellbeing.

A resilient Wales – courses are offered to those who are long-term unemployed or those who experienced a previous negative education experience often have a positive impact on resilience of learners. Some learners take time to develop the resilience to continue to attend provision when their learning experience proves challenging, and it is the attainment of small modules of learning offered by the service that enable them to experience a positive learning journey which develops resilience along the way.

A more equal Wales – courses offered by the service are very often free of charge (in target curriculum areas) and learners are offered the loan of IT kit to enable them to continue learning where they may not have access to this themselves. Specific areas of the service aim to engage with learners from lower socioeconomic backgrounds to help them to gain accreditation, upskill and increase employability options so that they are able to enhance their socioeconomic status; having a positive impact on them and their families.

A healthier Wales – statistics from learner voice surveys indicate that learners feel that attending courses has a positive impact on their wellbeing with some reporting that they feel mentally fitter after attending – 86% of learners attending courses in 2022-2023 stated that attending courses was beneficial or very beneficial for their wellbeing.

A Wales of cohesive communities – learners often meet people from within their own communities for the first time on courses. In addition, provision is offered in community venues across the county borough therefore financially supporting community venues which can then be used to provide other services to further promote community cohesion.

A Wales of vibrant culture and thriving Welsh language – all courses offered by Adult Community Learning have Welsh dimension incorporated so that learners are exposed to examples of Welsh culture, heritage and/or Welsh language. Adult Community Learning are part of Bridgend Learning Partnership alongside Learn Welsh Glamorgan so Welsh language courses are also promoted across the partnership.

A globally responsible Wales – all courses have Education for Sustainable Development and Global Citizenship (ESDGC) embedded therefore promoting issues encompassed within a globally responsible Wales.

Links to the five ways of working

The service aims to deliver courses based on a short-term approach which will ultimately impact positively on long-term goals of creating a more prosperous, resilient, equal and healthier adult learning population who can contribute positively

to the betterment of their own communities whilst also being aware that they are learning in Wales and have increased awareness/knowledge of Welsh heritage, culture and language.

ACL works in partnership with other partners to ensure that a range of stakeholders are engaged and involved to support learners to achieve any specific goals pertinent to them. We aim to prevent any widening of skills gaps or digital divides by collaborating with partners to offer support and learning in targeted curriculum areas.

6. Climate change implications

- 6.1 All courses have Education for Sustainable Development and Global Citizenship (ESDGC) embedded within them. This ensures that learners are made aware of wider implications for decarbonisation and are asked to consider who their own choices and decision may impact on wider agendas.

7. Safeguarding and corporate parent implications

- 7.1 ACL works to the BCBC Safeguarding Policy and has a clear safeguarding reporting process for all adult learners. Safeguarding is also a standing agenda item in the partnership Strategic Board meetings, and this is discussed across all partners to share information on trends and good practice.
- 7.2 100% of learners who completed the learner voice survey at the end of courses in July 2023 stated that they had all of the learning support they required from their tutors.
- 7.3 All learners interviewed as part of the quality assurance process indicated that they felt safe and secure in their learning environment.

8. Financial implications

- 8.1 At present funding allocations are as follows:
- £149,300 council net budget; and
 - £288,685 CLG funding 2023-2024.
- 8.2 The predicted overspend for the year is estimated at £110k. which is primarily due to expenditure on areas which are no longer eligible following Welsh Government changing the grant terms and conditions. This is included in the overall projected overspend for the Education and Family Support Directorate at quarter 3 of £1.139m reported to Cabinet on 16 January 2024. The overspend is one off and will not be incurred in 2024-2025. The draft Medium-Term Financial Strategy, considered by Cabinet on 16 January, also included a budget reduction proposal (EDFS9) to remove the core funding for the ACL provision from 2024-2025. The final budget will be considered by Cabinet on 20 February and by Council on 28 February.
- 8.2 There currently is capacity in the CLG funding to recruit additional members of staff which would contribute to service delivery in order to meet the recommendations by Estyn. Additional staff would include hourly paid tutors (Grade 8). The number of

tutors will vary depending on availability to deliver (but would utilise uncommitted funding that was set aside in the grant for teaching staff); two part-time internal Quality Assurers (Grade 9); one part-time data and MIS assistant; one part-time engagement and development worker (grade to be confirmed once evaluated). These would all be recruited on temporary/fixed-term contracts.

9. Recommendations

- 9.1 It is recommended that SOSC1 considers the progress made and provides any feedback as necessary.

Background documents

None

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Meeting of:	SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
Date of Meeting:	11 APRIL 2024
Report Title:	INFORMATION REPORT - QUARTER 3 PERFORMANCE 2023-24
Report Owner / Corporate Director:	CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY
Responsible Officer:	MERYL LAWRENCE SENIOR DEMOCRATIC SERVICES OFFICER - SCRUTINY
Policy Framework and Procedure Rules:	There is no effect upon the policy framework and procedure rules.
Executive Summary:	To provide for information within the remit of this Committee: - the Quarter 3 Performance 2023-24 report to Corporate Overview and Scrutiny Committee (COSC) on 21 March 2024 (Appendix A). - the Corporate Performance Dashboard for Quarter 3 2023-24 (Appendix 1).

1. Purpose of Report

- 1.1 The purpose of this report is to provide for information within the remit of this Subject Overview and Scrutiny Committee, the Quarter 3 Performance 2023-24 reported to COSC on 21 March 2024, for Members' information.

2. Background

- 2.1 Following the reporting of the Quarter 3 Performance 2023-24 to COSC for the monitoring of the quarterly performance, the report and performance dashboard are being reported to the subsequent meeting of each Subject Overview and Scrutiny Committee, for information on the performance within the respective remit of each Committee.
- 2.2 The report to COSC is attached at **Appendix A** with the appendix to that report attached as **Appendix 1**.
- 2.3 The background to this report is set out in **Section 2 of Appendix A** – the Quarter 3 Performance 2023-24 report to COSC on 21 March 2024.

3. Current situation / proposal

- 3.1 Details of the scale for scoring the Council's performance, summary of progress on Corporate Commitments, comparison with the previous quarter, overall performance on Performance Indicators (PIs) by Wellbeing Objective, PI trends and measuring performance against the five ways of working are set out in **Section 3 of Appendix A** – the Quarter 3 Performance 2023-24 report to COSC on 21 March 2024.
- 3.2 In place of the previous 4 Directorate dashboards, for Quarter 3 a single performance dashboard (**Appendix 1**) has been developed for the Council's performance against its Corporate Plan based upon the 7 Wellbeing Objectives, as requested by COSC together with greater detail on the individual commitments and PIs along with improved explanatory comments.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 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. 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.

5. Well-being of Future Generations Implications and Connection to Corporate Well-being Objectives

- 5.1 This report assists in measuring and monitoring progress made against the following corporate well-being objectives under the Well-being of Future Generations (Wales) Act 2015 that form the Council's Corporate Plan 2023-28:
1. A County Borough where we protect our most vulnerable
 2. A County Borough with fair work, skilled, high-quality jobs and thriving towns
 3. A County Borough with thriving valleys communities
 4. A County Borough where we help people meet their potential
 5. A County Borough that is responding to the climate and nature emergency
 6. A County Borough where people feel valued, heard and part of their community
 7. A County Borough where we support people to live healthy and happy lives
- 5.2 The 5 ways of working set out in the Well-being of Future Generations (Wales) Act have also contributed to the Council developing its own five ways of working. The ways of driving and measuring those ways of working is also contained in the Corporate Plan Delivery Plan.

6. Climate Change Implications

6.1 There are no Climate Change Implications from this report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no Safeguarding and Corporate Parent Implications from this report.

8. Financial Implications

8.1 There are no financial implications in relation to this report.

9. Recommendations

9.1 The Committee is requested to note for information, the content of the Quarter 3 Performance 2023-24 report and the Corporate Performance Dashboard Quarter 3 2023-24 within the remit of this Committee.

Background documents

None

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Meeting of:	CORPORATE OVERVIEW AND SCRUTINY COMMITTEE
Date of Meeting:	21 MARCH 2024
Report Title:	QUARTER 3 PERFORMANCE 2023-24
Report Owner / Corporate Director:	CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY
Responsible Officer:	ALEX RAWLIN POLICY AND PERFORMANCE MANAGER
Policy Framework and Procedure Rules:	Monitoring the Council's performance against its Corporate Plan forms part of the Council's Performance Management Framework.
Executive Summary:	This report provides – an overview of performance against wellbeing objectives in the Corporate Plan 2023-28 for Quarter 3 2023-24. more detailed analysis, as agreed with the Corporate Overview and Scrutiny Committee, on performance on the commitments and performance indicators in the Corporate Plan Delivery Plan 2023-24.

1. Purpose of Report

- 1.1 The purpose of this report is to provide the Committee with an overview of Council performance against the Corporate Plan at quarter 3 of 2023-24. This is the first year of the new 5-year Corporate Plan 2023-28, and the 7 new wellbeing objectives set out within the plan. The format of this report has changed significantly this year to improve the way the Council monitors, analyses and understands its performance to inform effective decision making and allow robust scrutiny.

2. Background

- 2.1 On 1 March 2023 Council agreed the Corporate Plan 2023-28 and the proposal to develop a one-year Corporate Plan Delivery Plan (CPDP) to help monitor progress against it. On 19 July 2023 Council agreed the Corporate Plan Delivery Plan 2023-24 which set out the wellbeing objectives and associated aims, commitments, and performance indicators to help measure the Council's progress on these priorities.
- 2.2 Each Directorate has produced a business plan, which includes milestones against each commitment, targets against each Performance Indicator (PI) and a clear rationale for that target. The directorate business plans can be viewed through the staff intranet. Data quality and accuracy templates have been completed for each PI to clearly define what the PI is measuring, the scope of the data included, the

calculation and verification methods to be used, and clearly identify the responsible officers. In October 2023 the Corporate Plan PI targets and rationales were approved by Council and these are the targets used to judge performance at quarter 3 (Q3).

- 2.3 As part of the Performance Management Framework, monitoring of these commitments and PIs is carried out quarterly through 4 separate directorate performance dashboards scrutinised by Directorate Management Teams and reported quarterly to Corporate Performance Assessment (CPA). A performance overview report is presented to Corporate Overview and Scrutiny Committee (COSC) at quarters 2, 3 and 4 to help them scrutinise progress on delivery.
- 2.4 In October 2023 the performance team held a performance process review session with Corporate Overview and Scrutiny Committee, where proposals were discussed for improvements to the performance reporting process, where improvements to the way the council collates, summarises, analyses, and presents performance information were considered. Some of these changes were implemented when the Q2 performance overview report was brought to this Committee in December 2023, with further changes implemented in this report, and others that will come into play at Q4 and beyond.
- 2.5 At the meeting of this Committee in December 2023 it was recommended that improvements were made to the commentary in the dashboards, to give a clearer understanding of progress made, where PIs or commitments are off target, and what corrective actions are in place. This has been taken into account in providing commentary for Q3.

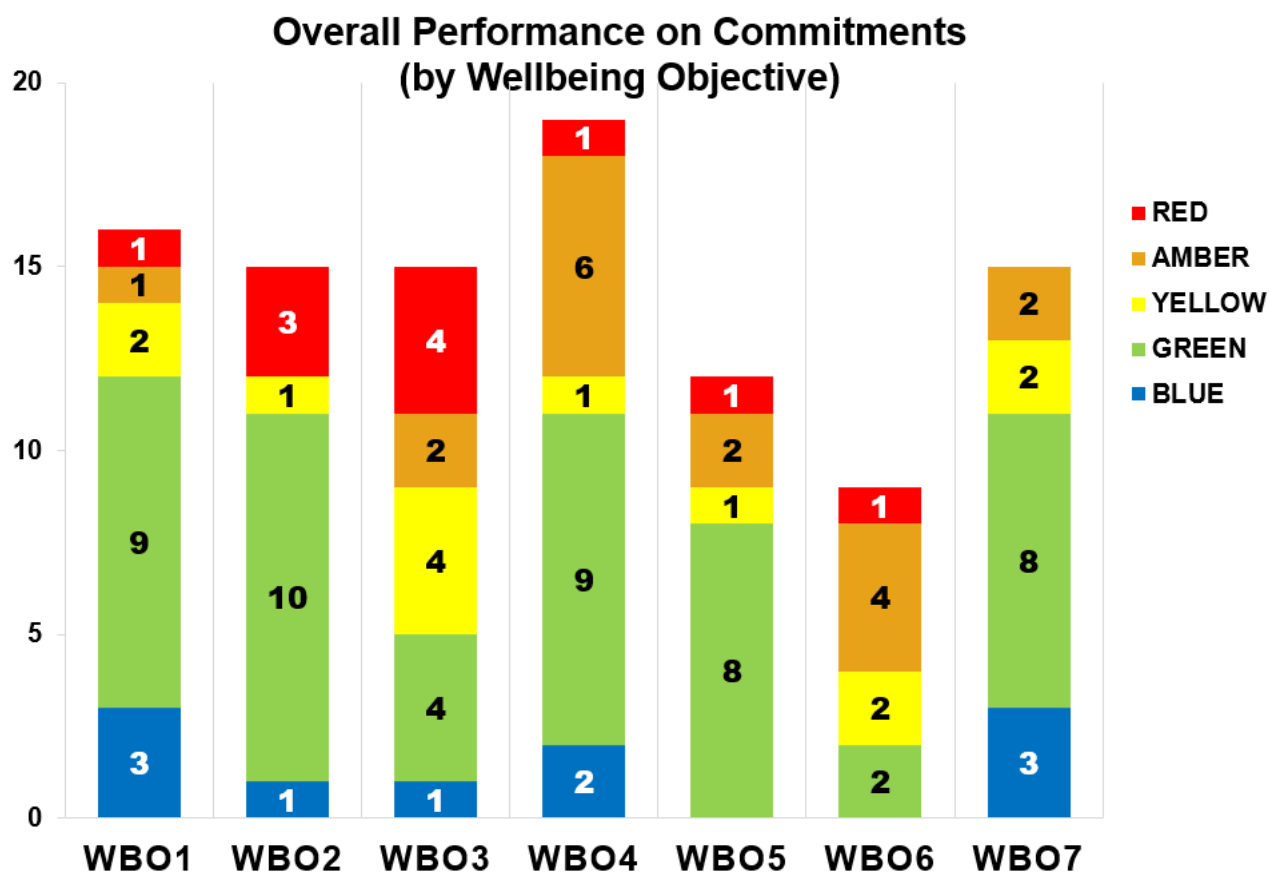
3. Current situation / proposal

- 3.1 The key improvement for Q3 is the development of a single performance dashboard (**Appendix 1**) for Bridgend County Borough Council's performance against its Corporate Plan this quarter. This gives greater detail on the individual commitments and PIs along with improved explanatory comments.
- 3.2 We have one simple scale for how we score the Council's performance as set out in our performance framework. These are summarised again for members' convenience in each separate table in the analysis below and the full performance key is provided within the performance dashboard (**Appendix 1**).
- 3.3 **Summary of progress on Corporate Commitments**
Table 1 shows the overall performance judgements for commitments at Q3 and comparison with the previous quarter (PQ), with Chart 1 breaking this down further to show performance for each of the wellbeing objectives.

Table 1

Status	Meaning of this status	Performance			
		PQ (Q2)		Current (Q3)	
		Number	%	Number	%
COMPLETE (BLUE)	Project is completed	8	7.9%	10	9.9%
EXCELLENT (GREEN)	As planned (within timescales, on budget, achieving outcomes)	49	48.5%	50	49.5%
GOOD (YELLOW)	Minor issues. One of the following applies - deadlines show slippage, project is going over budget or risk score increases	12	11.9%	13	12.9%
ADEQUATE (AMBER)	Issues. More than one of the following applies - deadlines show slippage, project is going over budget or risk score increases	23	22.8%	17	16.8%
UNSATISFACTORY (RED)	Significant issues – deadlines breached, project over budget, risk score up to critical or worse	9	8.9%	11	10.9%
	Total	101	100%	101	100%

Chart 1



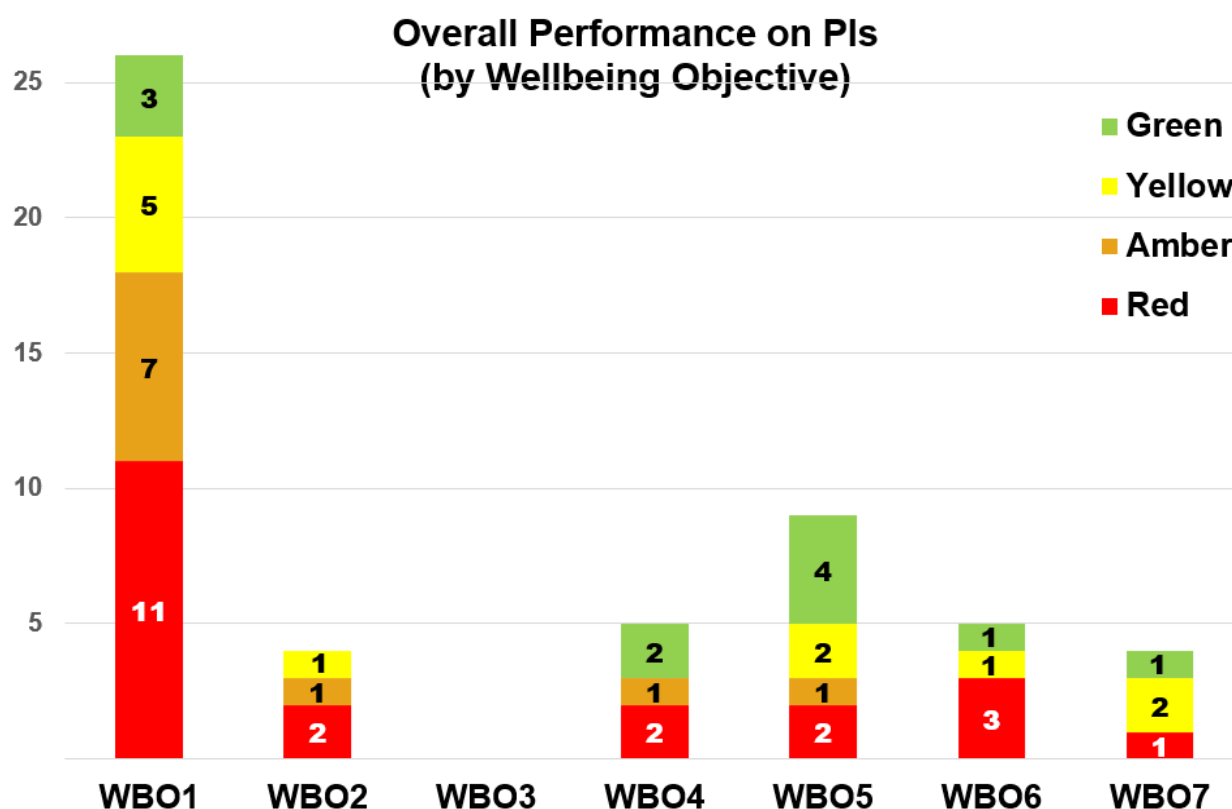
3.4 Summary of Performance Indicators

59 Corporate Plan Indicators are reported quarterly, all of which have verified data reported for Q3. 6 of these quarterly indicators are currently establishing baseline figures. 53 indicators could be compared against their target and awarded a RAYG status. It should be noted that this is a decrease in the number of “baseline setting” indicators that were reported at Q2. As suggested at COSC in December 2023, the 4 new Disabled Facilities Grants (DFG) indicators now have the target set for 2023-24. Table 2 shows overall performance for indicators at Q3 and a comparison with the previous quarter, and Chart 2 the performance for each well-being objective.

Table 2

Status	Meaning of this status	Performance			
		PQ (Q2)		Current (Q3)	
		Number	%	Number	%
EXCELLENT (GREEN)	On target <u>and</u> improved or is at maximum	13	27.65%	11	20.75%
GOOD (YELLOW)	On target	7	14.9%	11	20.75%
ADEQUATE (AMBER)	Off target (within 10% of target)	7	14.9%	10	18.9%
UNSATISFACTORY (RED)	Off target (target missed by 10%+)	20	42.55%	21	39.6%
	Total	47	100%	53	100%

Chart 2



- 3.5 There were 2 indicators which did not have data available at Q2, however these indicators are included for Q3.
- 3.6 Trend data is available for 30 Corporate Plan indicators, comparing current performance to the same period last year. Trend analysis is only possible where verified quarterly data for the same period last year is available. Trend analysis for quarter 3 is set out in Table 3, with a comparison to the previous quarter:

Table 3

Performance Indicators Trend Definition		Trend			
		PQ (Q2)		Current (Q3)	
		Number	%	Number	%
	Performance has improved	13	54.2%	19	63.3%
	Performance maintained (includes those at maximum)	0	-	-	-
	Declined performance (by less than 10%)	2	8.3%	5	16.7%
	Declined performance (by 10% or more)	9	37.5%	6	20%
Total		24	100%	30	100%

Measuring Performance against our Ways of Working

- 3.7 This is the first year of developing indicators / commitments to demonstrate how the Council is performing against the five ways of working in the Corporate Plan. This remains a work in progress, but as a first step, in Q2 and Q3 we have reported on a number of PIs. 8 of these indicators have been reported on for Q3, 7 of which could be compared against target and awarded a RAYG status. This is shown in Table 4.

Table 4

Status	Meaning of this status	Performance			
		PQ (Q2)		Current (Q3)	
		Number	%	Number	%
EXCELLENT (GREEN)	On target <u>and</u> improved or is at maximum	2	28.57%	2	28.57%
GOOD (YELLOW)	On target	2	28.57%	2	28.57%
ADEQUATE (AMBER)	Off target (within 10% of target)	2	28.57%	2	28.57%
UNSATISFACTORY (RED)	Off target (target missed by 10%+)	1	14.29%	1	14.29%
Total		7	100%	7	100%

- 3.8 Trend data is available for 5 of the 8 ways of working indicators, comparing performance with the same period last year. Trend analysis is set out in Table 5:

Table 5

Performance Indicators Trend Definition		Trend			
		PQ (Q2)		Current (Q3)	
		Number	%	Number	%
	Performance has improved	2	40%	2	40%
	Performance maintained (includes those at maximum)	2	40%	2	40%
	Declined performance (by less than 10%)	1	20%	1	20%
	Declined performance (by 10% or more)	-	-	-	-
	Total	5	100%	5	100%

Summary of Sickness Absence

- 3.9 Sickness absence is included as one of the ways of working PIs under Better and More Targeted use of Resources. The focus continues to be on trying to reduce sickness across the organisation, therefore no targets were set for the overall staff indicator or individual directorates. Staff wellbeing measures are in place and sickness continues to be closely monitored by Directorate Management Teams, Corporate Management Board, and at CPA.
- 3.10 At Q3 cumulative days lost per FTE across the organisation is 8.77, showing an improved position compared with 9.77days for the same period last year, a 10.24% decrease, and a further improvement on the trend seen at Q2. This improved trend is mirrored within the directorate data for both Social Services and Wellbeing and Education and Family Support, however a worsening trend compared to last year is seen in Chief Executives, Communities Directorate, and Schools. The proportion of absences that are short-term at Q3 is 26%, which is the same as Q3 last year, but increased from the 23% reported at quarter 2 2023-24.

4. Equality implications (including Socio-economic Duty and Welsh Language)

- 4.1 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. 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.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

- 5.1 This report assists in measuring and monitoring progress made against the following corporate well-being objectives under the Well-being of Future Generations (Wales) Act 2015 that form the Council's Corporate Plan 2023-28:-

1. A County Borough where we protect our most vulnerable
2. A County Borough with fair work, skilled, high-quality jobs and thriving towns
3. A County Borough with thriving valleys communities
4. A County Borough where we help people meet their potential
5. A County Borough that is responding to the climate and nature emergency
6. A County Borough where people feel valued, heard and part of their community
7. A County Borough where we support people to live healthy and happy lives

- 5.2 The 5 ways of working set out in the Well-being of Future Generations (Wales) Act have also contributed to the Council developing its own five ways of working. The ways of driving and measuring those ways of working is also contained in the Corporate Plan Delivery Plan.

6. Climate Change Implications

- 6.1 There are no specific implications of this report on climate change. However, some of the measures and projects included within the Corporate Plan 2023-28 and annual delivery plan for 2023-24 have been developed to help assess the Council's performance on areas including climate change.

7. Safeguarding and Corporate Parent Implications

- 7.1 There are no specific implications from this report on safeguarding or corporate parenting.

8. Financial Implications

- 8.1 There are no financial implications arising from this report.

9. Recommendations

- 9.1 The Committee is recommended to note the Council's performance at quarter 3 for the year 2023-24.

Background documents

None

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Corporate Performance Dashboard

Quarter 3 2023-24



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



KEY:

How will we mark or score ourselves

We have one simple scale for how we mark or score the council’s performance. Because overall judgements, commitments and performance indicators are measured differently, the colours or judgements have different descriptions depending on which type of performance you are reviewing.

	What does this Status mean?		
	Overall / self-assessment performance	Commitments, projects or improvement plans	Performance Indicators
COMPLETE (BLUE)	Not applicable	Project is completed	Not applicable
EXCELLENT (GREEN)	Very strong, sustained performance and practice	As planned - within timescales, on budget, achieving outcomes	On target and performance has improved / is at maximum
GOOD (YELLOW)	Strong features, minor aspects may need improvement	Minor issues. One of the following applies - deadlines show slippage, project is going over budget or risk score increases	On target
ADEQUATE (AMBER)	Needs improvement. Strengths outweigh weaknesses, but important aspects need improvement	Issues – More than one of the following applies - deadlines show slippage, project is going over budget or risk score increases	Off target (within 10% of target)
UNSATISFACTORY (RED)	Needs urgent improvement. Weaknesses outweigh strengths	Significant issues – deadlines breached, project over budget, risk score up to critical or worse	Off target (target missed by 10%+)

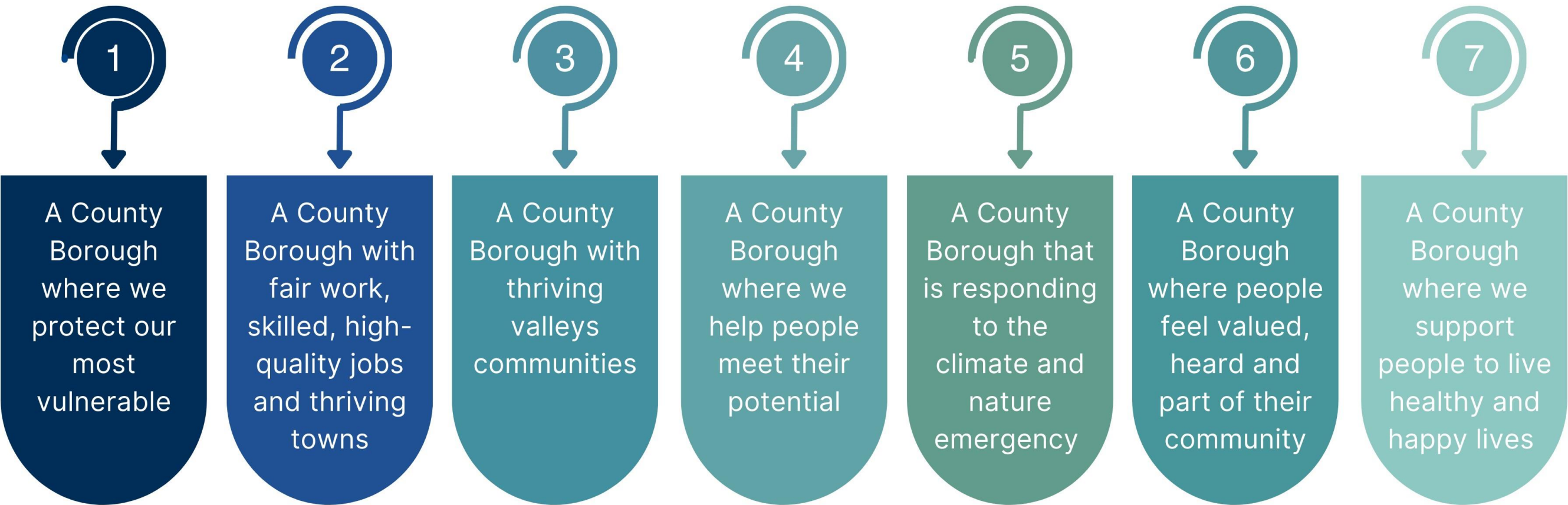
For performance indicators, we will also show trends in performance so you can see how we are doing compared with the same period last year.

Trend	Meaning
	Improved performance
	Maintained performance (includes those at maximum)
	Declined performance (by less than 10%)
	Declined performance (by 10% or more)

Trend	Performance Indicator types
CP	Corporate Plan Indicator
WoW	Ways of Working Indicator

OUR CORPORATE PLAN - AT A GLANCE

OUR 7 WELLBEING OBJECTIVES-



WBO1: A County Borough where we protect our most vulnerable

WBO1.1: Providing high-quality children's and adults social services and early help services to people who need them

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CH/026 WBO1.1	Safe reduction in the number of children on the child protection register (SSWB) Lower Preferred	270	270	214	270	203	299	↑	Performance: On target
DEFS29 WBO1.1	Percentage of completed TAF (Team Around the Family) support plans that close with a successful outcome (EFS) Higher Preferred	75%	72%	85%	72%	82%	75%	↑	Performance: There has been a slight decrease in the percentage of plans closed with a successful outcome from quarter 2 to quarter 3, however, the target of 72% continues to be exceeded.
SSWB38c (AD/011c) WBO1.1	Percentage of reablement packages completed that mitigated need for support (SSWB) Higher Preferred	66.84%	68%	59.67%	68%	62.77%	67.33%	↙	Performance: Work is underway to "Reset Reablement" and improve access to services.
SSWB39 (CH/039) WBO1.1	Safe Reduction in the number of Care Experienced Children (SSWB) Lower Preferred	398	371	384	371	383	399	↑	Performance: Safely reducing numbers continues to be a challenge, mainly due to social worker capacity to prepare for court applications. We've made good progress with discharge of Care Orders and orders discharged at the first hearing. We have plans for 'Placed with Parents' with timescales for assessments and presentation to Care Order Discharge which ensures focus and timely movement of plans. Group Manager is currently developing the wider Safe Reduction strategy to provide a framework for activity relating to discharge of Care Orders and reduce numbers of children becoming looked after.
SSWB55 WBO1.1	Percentage of carers who were offered a carer's assessment (SSWB) Higher Preferred	New 2023-24	80%	100%	80%	100%	New 2023-24	N/A	Performance: This is just children's performance. We are currently working with our IT department to resolve the reporting issues with this measure. A Carers action plan has been developed and is currently in progress. The recruitment of Carers champions is currently underway.
SSWB57 WBO1.1	Percentage of enquiries to the Adult Social Care front door which result in information and advice only (SSWB) Higher Preferred	New 2023-24	70%	74.74%	70%	73.5%	New 2023-24	N/A	Performance: On target
SSWB61a WBO1.1	Number of people who access independent advocacy to support their rights within: a) children's social care (SSWB) Higher Preferred	New 2023-24	185	20	138	33	New 2023-24	N/A	Performance: New processes are being developed to improve data and help us understand reasons for declined advocacy referrals. Information is being shared with Tros Gynnal (TGP) monthly in about children/Young People eligible for Active Offer and TGP will send prompts to the Social Worker to encourage referrals. The manager for TGP is attending Team Manager meetings in February and will go out to teams following this to promote. WCCIS forms are being developed to encourage offers and provide information on the response (mandatory fields).
SSWB61b WBO1.1	b) Adult's social care (SSWB) Higher Preferred	New 2023-24	180	77	135	102	New 2023-24	N/A	Performance: Service currently operating at maximum capacity, targets to be reviewed
SSWB76 WBO1.1	The total number of packages of reablement completed during the year (SSWB) Higher Preferred	377	370	181	276	274	302	↙	Performance: Slightly under target, with small improvements in referral numbers. Efforts continue through the resetting reablement programme to increase the numbers accessing reablement prior to commencement of a long term package of care
SSWB78a WBO1.1	Timeliness of visits to a) children who are care experienced (SSWB) Higher Preferred	81.13%	85%	80.99%	85%	82.7%	81.9%	↑	Performance: Team Managers report that the issues primarily relate to recording of visits due to social worker capacity. Group Managers and Team Managers are supporting social workers with strategies to enable them to have opportunities to bring recordings up to date.

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
SSWB78b WBO1.1	Timeliness of visits to b) children on the child protection register (SSWB) Higher Preferred	82.14%	85%	84.24%	85%	85.17%	82.7%		Performance: On target

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO1.1.1	Continue to improve early help services by increasing the number of team around the family (TAF) interventions that close with a positive outcome (EFS)	YELLOW (Good)	Quarter 3: Between April and December 2023, 83% of Team Around the Family (TAF) interventions closed with a successful outcome and are currently on track to surpass the target set for the year. Existing terms and conditions of relevant job roles have been reviewed as part of the appraisal and job evaluation processes, to improve recruitment and retention of staff across Family Support Services. However, further advances in recruitment and restructure have been put on hold pending the impact of any wider service restructure linked to Children Social Services.	
WBO1.1.2	Help communities become more resilient, so more people will find help / support they need in their community, with the third sector (SSWB)	GREEN (Excellent)	Quarter 3: Community navigators are based within BAVO and being supported by regional integration fund investment. Local community co-ordinator roles are based within BCBC and part supported by Welsh Government investment and part via social care budget pressures to de-escalate needs within communities. The local community co-ordinators supported 163 individuals and the community navigators supported 104 people. There were 208 community connection opportunities identified supporting needs to be met in communities. The recruitment exercise to expand the number of local community co-ordinators by 3 to support east and west clusters has progressed during Q3.	Deploy new roles to support broader coverage across the County and develop cross sector working.
WBO1.1.3	Support the wellbeing of unpaid carers, including young carers, to have a life beyond caring (SSWB)	GREEN (Excellent)	Quarter 3: New Bridgend Carers Wellbeing Service was co-produced with unpaid carers and mobilised during quarter 1, expanding delivery in quarters 2 and 3. Services include information, advice and assistance, proportionate “what matters” conversations and signposting to support within communities. The new service continues to meet needs based on volume of engagement. There is additional work taking place with young carers beyond this via Prevention and Wellbeing service with 380 young carers engaged and 668 individuals in young carers households supported. At the end of Q3 we have already surpassed the annual targets we set for the service.	The service is using technology to share information and advice, effectively backed up with face-to-face opportunities in a range of community settings. Annual target of 450 carers supported has been exceeded. BCBC to continue to engage with and support young carers.
WBO1.1.4	Improve Children’s Services by delivering the actions in our three-year strategic plan (SSWB)	YELLOW (Good)	Quarter 3: A detailed stocktake shows that we are largely on track to deliver the actions and outcomes set out for the first 6 months of the 3 year plan.	Working with Bridgend college to encourage learners into Social Care careers. Event planned for March 2024. We are working with the marketing team on a strategy to promote working as a SW in BCBC, focused on a permanent workforce for IAA and other areas with high proportion of agency staff.
WBO1.1.5	Improve adult social care with a new three-year strategic plan to tackle physical and mental health impacts of Covid-19 on people with care and support needs, and our workforce (SSWB)	GREEN (Excellent)	Quarter 3: Work has started and we are anticipating having the three year strategic plan to present at Scrutiny and with Partners in April 2024.	Finalise the plan for consultation and engagement
WBO1.1.6	Change the way our social workers work to build on people’s strengths and reflect what matters to our most vulnerable citizens, the relationships they have and help them achieve their potential (SSWB)	GREEN (Excellent)	Quarter 3: Children's- The implementation of the signs of safety approach is progressing well with staff commenting positively about the model. There is positive feedback being received from partner agencies in respect of the approach and its ability to place emphasis back on families in terms of risk and ongoing support. There are some ongoing challenges related to WCCIS and the development of forms to compliment implementation. The decision of Welsh Ministers regarding a new community care system, means there will be very limited developments to the current system which presents a significant risk. Adults - Practice model has been launched with social care staff across BCBC. A tailored launch event for providers has also been completed. The feedback from the providers event has fed into the course content of the ASC strength based training for practitioners. A 2 day training on ‘Strengths	Children's- To develop an ongoing training plan in order to step-down consultant support Adults – ‘Strengths based, outcome focused practice’ training for ASC leaders to be delivered on 7th and 14th Feb 24.

Code	Commitment	Status	Progress this period	Next Steps
			based, outcome focused practice' specifically aimed at leaders across ASC has been designed and will be delivered in February 2024.	
WBO1.1.7	Address the gaps in social care services such as care and support at home, specialist care homes for children and adults and recruiting more foster families (SSWB)	RED (Unsatisfactory)	Quarter 3: We continue to have a high number of children looked after in independent residential units and a smaller number of children supported in accommodation which is operating without registration. A number of actions have been identified and are being progressed. There continues to be challenges related to foster placements and the number available to meet the needs of children coming into the care system. We have a remodelling homecare programme which is underway.	Commissioning plans to address service gaps will be considered by Cabinet in April. A plan to address pressures in children's placements has been developed with a range of actions that are being monitored.

WBO1.2: Supporting people in poverty to get the support they need / help they are entitled to

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED43 WBO1.2	Percentage of people supported through FASS (Financial Assistance and Support Service) where support has resulted in increased income through claims for additional/increased benefits and allowances (CEX) Higher Preferred	New 2023-24	60%	88%	60%	90%	New 2023-24	N/A	Performance: Despite fewer citizens presenting to the service, in particular due to the Christmas period, the FASS service has continued to support clients to increase their income by claiming appropriate benefits. A positive upward trend which exceeds target evidences the positive impact of the service for the citizens of Bridgend.
CED44 WBO1.2	Percentage of people supported through FASS who have received advice and support in managing or reducing household debt (CEX) Higher Preferred	New 2023-24	60%	92%	60%	92%	New 2023-24	N/A	Performance: Target exceeded

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO1.2.1	Support eligible residents to receive financial help through the Council Tax Reduction Scheme and to pay their energy bills by administering the UK Government's Energy Bill Support Scheme (CEX)	GREEN (Excellent)	Quarter 3: The Energy Bill Support Scheme ended earlier in the year and all payments have been made. Council Tax Reduction Scheme (CTRS) applications are dealt with promptly, and at Q3 the average time (days) taken to process council tax reduction (CTR) new claims is 23.18 days, exceeding the target of 28 days and showing a trend of improving performance.	
WBO1.2.2	Raise awareness of financial support available to residents (CEX)	GREEN (Excellent)	Quarter 3: Citizens Advice Bureau (CAB) have been successfully providing a 'Drop In' service. Due to the success, the service will be extended to 2 days a week to provide a "Debt Drop In" supporting those who have emergencies after the Christmas period. CAB are seeing a high number of clients applying for Personal Independence Payments (PIP) and challenging decisions with mandatory reconsiderations. Benefits are the highest issue clients attend with, followed by fuel debt.	Milestones for the retendering of the FASS service to be revised based on funding from Welsh Government being less than expected.

WBO1.3: Supporting people facing homelessness to find a place to live

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DOPS39 CP WBO1.3	Percentage of people presenting as homeless or potentially homeless, for whom the Local Authority has a final legal duty to secure suitable accommodation (CEX) Lower Preferred	7.6%	10%	23%	10%	30%	8.1%	↓	Performance: More households are presenting as homeless that have done in previous years. Private rented accommodation is no longer a good option as rents have increased beyond the affordability for our clients. Demand far outweighs supply of social housing. We have seen increases in larger households and households requiring accessible accommodation being made homeless. Again, demand outweighs supply. Changes to the priority need definitions in legislation has resulted in almost all presenting as homeless

PAM/012 (DOPS15) WBO1.3	Percentage of households threatened with homelessness successfully prevented from becoming homeless (CEX) Higher Preferred	19%	20%	9%	20%	11%	17.6%	↓	being accepted under a final homeless duty where homelessness cannot be prevented. In addition, there are additional cases presenting through leaving refugee schemes. There is a housing crisis across Wales resulting in the inability to prevent or relieve homelessness.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO1.3.1	Develop a new homeless strategy with partners to deliver new projects to prevent and reduce homelessness (CEX)	GREEN (Excellent)	Quarter 3: Cabinet approved the Housing Support Programme Strategy 2022-26 on the 19th December 2023. The strategy was submitted to Welsh Government.	Implement the action plan for the Housing Support Programme Strategy 2022-26.

WBO1.4: Supporting children with additional learning needs to get the best from their education

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DEFS164 WBO1.4	Percentage of schools that have an ALN policy in place (EFS) Higher Preferred	New 2023-24	100%	No data available	100%	100%	New 2023-24	N/A	Performance: As of November 2023, out of the 59 schools in consideration, 3 have a stand-alone ALN Policy and the other 56 have incorporated it within their Teaching and Learning policy, in line with the ALN code.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO1.4.1	Provide training to at least 60 school-based staff about ALN reform and how to support children with Additional Learning Needs (ALN) (EFS)	BLUE (Completed)	Quarter 3: This commitment was concluded at quarter 2, as Headteachers and Additional Learning Needs Coordinators (ALNCos) have received detailed training on ALN reform as all Bridgend schools have progressed towards full implementation. Support is also available from the Central South Consortium (CSC), as is training with support material available on Hwb. Individual ALNCos monitor training and attendance of school-based staff, which is specific to each school.	

WBO1.5: Safeguarding and protecting people who are at risk of harm

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CH/003 WBO1.5	Children's safeguarding referrals – decision making in 24 hours (SSWB) Higher Preferred	99.53%	100%	99.64%	100%	99.67%	99.62%	↑	Performance: Just below target- 8755/8784 screened in compliance
CORPB1 WBO1.5	Percentage of council staff completing safeguarding e-learning (including workbook) Higher Preferred	77.33%	100%	78.78%	100%	80.03%	75.15%	↑	Performance: Although we're behind target, we are in an improved position compared to last quarter and compared to this time last year. We continue to flag awareness to managers and staff.
SSWB62 WBO1.5	Percentage of child protection investigations completed within required timescales (SSWB)	New 2023-24	Establishing Baseline	Annual Indicator - To be reported at Q4					
SSWB63 WBO1.5	Average waiting time on the Deprivation of Liberty Safeguards (DoLS) waiting list (SSWB) Lower Preferred	New 2023-24	Establish Baseline	14	Establish Baseline	20	New 2023-24	N/A	Performance: There is no backlog as an agency was employed to assist with backlog of referrals.
SSWB77 WBO1.5	Percentage of Adult safeguarding inquiries which receive initial response within 7 working days (SSWB) Higher Preferred	84.19%	85%	83.18%	85%	83.66%	83.04%	↑	Performance: Slightly below target but improving. Longest waits are due to waiting for information from other partners e.g. Health. There has been a 40% increase in safeguarding reports compared to the same period in 2022-23.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO1.5.1	Work as one Council on a strategic plan to improve our safeguarding arrangements (SSWB)	GREEN (Excellent)	Quarter 3: Our Annual Corporate Safeguarding Report was presented to Cabinet in January, this reflected the current position in respect of safeguarding arrangements across the council. We also continue to hold regular Corporate Safeguarding board meetings to review safeguarding arrangements across the council with representation from all directorates analysing specific safeguarding data for each area.	Continue to hold regular Corporate Safeguarding board forums to review safeguarding arrangements across the council with representation from all directorates.
WBO1.5.2	Safeguard children, young people and adults at risk of exploitation (SSWB)	AMBER (Adequate)	Quarter 3: The local authority has implemented an exploitation panel with positive feedback being received by social workers and partner agencies in raising awareness and responses to children at risk of exploitation. There are 2 workers supporting this agenda. Further work is required to ensure those roles are delivered equitably across the local authority. SWP have undertaken some work in respect of missing persons. This is an area in the Joint Inspection of Child Protection Arrangements Action plan that will continue to be monitored in respect of implementation.	To review line management arrangements of the exploitation workers and continue to work with partners in respect of missing young people.

WBO1.6: Help people to live safely at home through changes to their homes

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED45(a) WBO1.6	The average number of calendar days taken to deliver a Disabled Facilities Grant (DFG) for (CEX): a) low level access showers Lower Preferred	New 2023-24	Baseline Setting	598 days	210 days	523 days	New 2023-24	N/A	Performance: A significant number of pre 2022 referrals for level access showers (LAS) have been completed and certified in the period to December 2023 to date. This is identified by the reduction in the average number of days taken to deliver the adaptation since Q2. Although the actual remains above target, the position will continue to present a positive position as the DFG Team address the referrals for LAS's awaiting allocation. The overall position for the average days for all adaptations collectively at the end of Q3 is 346 days.
CED45(b) WBO1.6	b) Stair lifts Lower Preferred	New 2023-24	Baseline Setting	283 days	210 days	276 days	New 2023-24	N/A	Performance: A significant number of pre 2022 referrals for stairlifts have been completed and certified in the period to December 2023 to date. This is identified by the reduction in the average number of days taken to deliver the adaptation since Q2. Although the actual remains above target, the position will continue to present a positive position following receipt of a number of quotations for stairlifts being received in readiness for works to commence in Q4. The overall position for the average days for all adaptations collectively at the end of Q3 is 346 days.
CED45(c) WBO1.6	c) ramps Lower Preferred	New 2023-24	Baseline Setting	592 days	210 days	455 days	New 2023-24	N/A	Performance: A number of pre 2022 referrals for ramps have been completed and certified in the period to December 2023 to date. This is identified by the reduction in the average number of days taken to deliver the adaptation since Q2. The position is expected to further improve during the next quarter with a number of referrals currently awaiting allocation. The overall position for the average days for all adaptations collectively at the end of Q3 is 346 days.
CED45(d) WBO1.6	d) extensions Lower Preferred	New 2023-24	Baseline Setting	0 days	210 days	796 days	New 2023-24	N/A	Performance: One extension has been certified as complete in Q3, where the application was received in 2019, resulting in an increase in the average number of days since Q2. The overall position for the average days for all adaptations collectively at the end of Q3 is 346 days.
DOPS41 WBO1.6	Percentage of people who feel they are able to live more independently as a result of receiving a DFG (CEX) Higher Preferred	data not available	98%	data not available	98%	96.15%	data not available	N/A	Performance: After implementing a new satisfaction tracking system, we are able to report the percentage of people who are able to live independently following implementation of adaptations to their home. One client reported that they were neither satisfied nor dissatisfied with the implementation of their adaptation, resulting in actual being slightly below target.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO1.6.1	Improve the process and access to grants for older and disabled people who need to make changes to their home (CEX)	GREEN (Excellent)	Quarter 3: The Disabled Facilities Grant (DFG) service has been strengthened by the employment of a DFG caseworker, who commenced in post in December 2023. The caseworker is a key role which underpins the process of a DFG adaptation, from point of engagement of an Occupational Therapist through to completion and certification of adaptations to a client's home. The caseworker encourages an innovative, outcome focused, multi-agency approach to the provision of the DFG service, ensuring initiatives are delivered effectively and efficiently. Both the implementation of a new software system and employment of the DFG caseworker has allowed the service to make full use of the capital budget available to make adaptations to homes.	

WBO1.7: Support partners to keep communities safe

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED46 WBO1.7	Number of instances where CCTV supports South Wales Police in monitoring incidents (CEX) Higher Preferred	New 2023-24	Baseline Setting	516	Baseline Setting	733	New 2023-24	N/A	Performance: Currently collecting baseline information.
CORPB2 WBO1.7	Percentage of council staff completing Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) training (Level 1) Higher Preferred	New 2023-24	100%	74.3%	100%	75.14%	New 2023-24	N/A	Performance: Although we are behind target, we are in an improved position compared to last quarter. We continue to flag awareness to managers and staff.
DEFS161 WBO1.7	Percentage of children being released from custody who attend a suitable education, training and employment (ETE) arrangement (EFS) Higher Preferred	New 2023-24	100%	DATA NOT REPORTED					Performance: Current children in custody figures are extremely low, therefore there are GDPR implications in reporting this data

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO1.7.1	Invest £750K 'safer streets' funding into extra CCTV, youth activities and women's self-defence classes (CED)	BLUE (Completed)	Quarter 3: We have implemented additional fixed CCTV cameras in key areas following consultation with officers in BCBC, police and third sector, as well as purchasing additional re-deployable CCTV cameras to deter offenders' behaviour, provide evidential capture and reassure communities. New CCTV signage was also produced and installed across the County Borough in these areas. Women's self-defence classes have been delivered, most recently in August/September 2023 (8 Courses with 108 female delegates). This training for women and young girls has improved their quality of life, improved their confidence, and reduced chances of them becoming a victim of violence. There will be ongoing benefits/value via DA Advisors who attended the inputs and will be able to pass this advice on to others/victims.	
WBO1.7.2	Identify children who are more likely to offend and provide them with support to reduce offending behaviour (EFS)	BLUE (Completed)	Quarter 3: The multi-agency prevention panel meets regularly and from the end of January 2024, will take place weekly, to incorporate diversion cases and to include colleagues from Children Social Care / Early Help. The Trauma Recovery Model is now embedded as part of the Youth Endowment Fund "Relationship Building Together Project", and is now live and operating across Early Help, Edge of Care, Youth Justice and Youth Support Services. Systems are now in place to ensure that a resettlement plan is in place from the initial custody planning meeting to include education, training and employment (ETE), and other issues such as accommodation are factored into the intervention plan.	

WBO2: A County Borough with fair work, skilled, high-quality jobs and thriving towns

WBO2.1: Helping our residents get the skills they need for work

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DEFS82 WBO2.1	Number of Employability Bridgend programme participants going into employment (COMM) Higher Preferred	392	350	201	263	288	304	↙	Performance: Progress has been slower than we would like due to the significant changes in our funded projects this year, transferring from the previous EU funded projects to new UK Government and Welsh Government projects from 1st April 2023. This has meant changes to how we measure our project outcomes, and a significant impact and staffing levels within the team at the beginning of the year due to funding uncertainty as 63 out of 64 posts are not core funded.
DEFS84 WBO2.1	Number of under-employed participants leaving Employability Bridgend with an improved labour market position (COMM) Higher Preferred	107	100	7	75	72	48	↑	Performance: See progress comments for DEFS82 (above).
SSWB64 WBO2.1	Number of referrals to the employment service in ARC (SSWB) Higher Preferred	New 2023-24	Establish Baseline	92	Establish Baseline	148	New 2023-24	N/A	Performance: Currently establishing baseline in order to assess effectiveness of this service, following one year's worth of data will be able to benchmark going forward

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO2.1.1	Invest £22m of Shared Prosperity Funding in projects in the County Borough by 2025, with third sector partners, including in people and skills, supporting local businesses, and developing communities and place (COMM)	GREEN (Excellent)	Quarter 3: A number of grant schemes have been launched successfully, and information sessions held with third sector and Town and Community Councils. Applications now being received, and assessments are underway against funding criteria. Quarterly reporting to funders also being undertaken.	
WBO2.1.2	Employability Bridgend will work with funders and partners, including the Inspire to Work Project to deliver a comprehensive employability and skills programme (COMM)	GREEN (Excellent)	Quarter 3: We continue to work in partnership with public and third sector groups to deliver the employability programme. This includes, Careers Wales, BAVO, DWP and the members of the Bridgend Employability Network. Monthly meetings take place, and we are working on joint events such as a creative expo and jobs fairs.	
WBO2.1.3	Help people with support needs to overcome barriers to work and get jobs (SSWB)	GREEN (Excellent)	Quarter 3: This work is being progressed as part of the review of day opportunities. Relationships with employability need to be strengthened and actions have been progressed to this effect.	Working group to implement the plan.

WBO2.2: Making sure our young people find jobs, or are in education or training

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DEFS80 WBO2.2	Number of Employability Bridgend programme participants supported into education or training (COMM) Higher Preferred	387	727	33	545	73	279	↓	Performance: See progress comments for DEFS82 (above).
PAM/046 WBO2.2	The percentage of Year 11 leavers from schools in the authority identified as not being in education, employment or training (NEET) in the Careers Wales Annual Destination Survey Statistics (EFS) Lower Preferred	1.6%	1.5%	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO2.2.1	Increase employment and training opportunities in the County Borough for young people aged 16 to 24 years old (COMM)	GREEN (Excellent)	Quarter 3: A comprehensive marketing and promotion campaign aimed at engaging young people has been developed including key messages focused at this cohort. We work with other agencies such as Careers Wales to provide advice and guidance to young people.	
WBO2.2.2	Employ and develop a well-motivated, well supported, qualified social care workforce in the Council and with partners. Fill vacancies in our social care services and reduce dependence on agency workers (SSWB)	GREEN (Excellent)	Quarter 3: Good progress is being made to address vacancies, and we have seen a significant reduction in children's social worker vacancies. We have introduced dedicated marketing capacity, a focus on wellbeing – Social Worker and OT Charter, a successful grow your own scheme, flexible working and a focus on management & leadership development. In children's social care there is a Memorandum of Cooperation with other Welsh LAs for enhanced management of the agency market, an agreed exit plan for managed team in MASH/IAA, good progress with international recruitment – 11 offers, 8 appointees in post, social work support workers implemented, a new workforce operating model linked to 3 year strategic plan being finalised and a market supplement for hard to recruit to teams. In adult social care, a new operating mode has been implemented, social care apprentices appointed and new rota arrangements for care and support staff.	Continue to progress the actions that are impacting positively on retention and recruitment.
WBO2.2.3	Bridgend Music Service will further develop links with universities and conservatoires to develop music skills in young people that lead to jobs (EFS)	BLUE (Completed)	Quarter 3: Links are already in place with the British Army and the Royal Welsh College of Music and Drama, and Bridgend Music Service continues to maintain links with the Seren Network. A link has been established with BBC National Orchestra of Wales, to provide opportunities for learners to work side by side with professional musicians, and to learn about wider job opportunities within the classical music sector.	

WBO2.3: Improving our town centres, making them safer and more attractive

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO2.3.1	Deliver a further £1.3m of Transforming Towns investment across our town centres in partnership with Welsh Government over the next three years to improve the economic sustainability of our town centres (COMM)	GREEN (Excellent)	Quarter 3: We are continuing to make good progress on this commitment in Q3. Placemaking engagement activities for Maesteg have been undertaken and the strategy is now being developed. The availability of grant funds for commercial properties in town centres is being advertised and officers are engaging with interested parties to assist in the process. Existing schemes that have been previously funded are nearing completion, including the large mixed-use unit previously known as Family Value in Maesteg Town Centre.	
WBO2.3.2	Prioritise the replacement of the Penprysg Road Bridge and removal of the level crossing in Pencoed and seek funding from UK Government for this project (COMM)	RED (Unsatisfactory)	Quarter 3: No change from Q2 in that no resources or budget identified to progress project.	Continue to investigate funding options and partnership working with UK Government, Welsh Government / Transport for Wales.
WBO2.3.3	Redevelop Bridgend Central Station including improving the front public area with a transport interchange at the rear, providing links between bus services and trains, in partnership with Welsh Government and Network Rail (COMM)	RED (Unsatisfactory)	Quarter 3: No change from Q2 in that no resources or budget identified to progress project.	

WBO2.4: Attracting investment and supporting new and existing local businesses

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO23.03 WBO2.4	Number of businesses receiving support through Shared Prosperity Funding (COMM) Higher Preferred	New 2023-24	20	0	15	13	New 2023-24	N/A	Performance: The figure is lower than predicted due to the programme being in the development stage during Q1 and Q2, going live on 13th September 2023. We have now actively processed applications and awarded 13 grants at the end of Q3. We expect to reach the Q4 target given the current demand.
DCO23.04 WBO2.4	Number of business start-ups assisted (COMM) Higher Preferred	New 2023-24	52	Annual Indicator - To be reported at Q4					

CED47 WBO2.4	Number of local businesses attending procurement workshops (CEX) Higher Preferred	New 2023-24	Baseline Setting	Annual Indicator - To be reported at Q4
CED48 WBO2.4	Percentage local spend on low value purchases and contracts under £100,000 (CEX) Higher Preferred	2.93%	4%	Annual Indicator - To be reported at Q4

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO2.4.1	Invest in business start-ups in the County Borough by providing both professional and grant support, supporting key growth sectors like research and development, finance and the green economy (COMM)	GREEN (Excellent)	Quarter 3: Grant funds launched in Q2 and officers are now in post. The new Shared Prosperity Fund business support programme has been launched and the business start-up support programme is well underway. We also have bi-monthly grant panel meetings that will continue throughout 2024.	
WBO2.4.2	Helping local businesses to tender for public sector work through our Supplier Relation Management (SRM) project and external procurement webpage, supporting local businesses to be viable post-covid (CEX)	RED (Unsatisfactory)	Quarter 3: We continue to work on the SRM project and now have our external procurement webpage live. However, we're not yet in a position to start promoting the webpage to the supply chain due to staffing and capacity. We are also unable to set up any workshops due to these issues.	Arrange workshops and promote the external procurement page to the supply chain.
WBO2.4.3	Work with the Cardiff City Region (CCR) and its 10 local authorities to think regionally about planning, transport and economic development (COMM)	YELLOW (Good)	Quarter 3: Regional engagement with Cardiff Capital Region (CCR) ongoing to monitor developments and disseminate information with officers and members. Continued attendance at Welsh Government working group, with key members of local authorities to look at the implications of the Corporate Joint Committee (CJC) having strategic responsibility for economic development, transport and planning.	Continue to attend the development sessions to inform the regional thinking of ahead of the formation of the new CJC.

WBO2.5: Making the council an attractive place to work

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED50 WBO2.5	Number of sign up of new subscribers to the staff extranet (CEX) Higher Preferred	New 2023-24	Baseline Setting	0	Baseline Setting	0	New 2023-24	N/A	Performance: Currently in development to allow non desktop users to access the staff intranet
CED29(a) WBO2.5	The proportion of staff reporting through survey that they agree or strongly agree with the statement (CEX): a) I feel every department is working towards the same common goal Higher Preferred	41%	42%	Annual Indicator - To be reported at Q4					
CED29(b) WBO2.5	b) I am satisfied with BCBC as an employer Higher Preferred	67%	74%	Annual Indicator - To be reported at Q4					
CED29(c) WBO2.5	c) Working here makes me want to perform to the best of my ability Higher Preferred	77%	79%	Annual Indicator - To be reported at Q4					
CED29(d) WBO2.5	d) I feel that BCBC values its employees ideas and opinions Higher Preferred	40%	48%	Annual Indicator - To be reported at Q4					
CED29(e) WBO2.5	e) Do you think there are opportunities for two-way communication to discuss and raise ideas and issues? Higher Preferred	84%	85%	Annual Indicator - To be reported at Q4					
CED49(a) WBO2.5	Percentage of staff reporting through survey that they agree or strongly agree with the statement (CEX): a) I feel supported to manage my personal wellbeing whilst in work Higher Preferred	70%	71%	Annual Indicator - To be reported at Q4					
CED49(b) WBO2.5	b) The council is dedicated to taking positive action to support employees achieve a positive sense of wellbeing in their working lives. Higher Preferred	53%	54%	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO2.5.1	Improve the Council 's culture as an employer, offering fair work opportunities to current and potential employees. Use the views of our workforce to make improvements, develop and motivate employees and improve staff retention (CEX)	GREEN (Excellent)	Quarter 3: A new Employee Assistance Programme, provided by Vivup was launched in December 2023. Work continues on the menopause and carers protocol. Further positive progress continues with the "Grow your Own" programme. The corporate investment in apprenticeships continues to make a positive impact and a further 3 new apprentices were appointed in Q3. We continue to promote all the savings and benefits that come from Brivilege rewards to assist with the Cost of Living crisis.	

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WBO2.6: Ensuring employment is fair, equitable and pays at least the real living wage

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED54 WBO2.6	Number of real living wage employers identified (CEX) <i>Higher Preferred</i>	235	249	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO2.6.1	Encourage our suppliers to become real living wage employers (CEX)	GREEN (Excellent)	Quarter 3: Our position at Q3 hasn't changed since Q2. We are continuing to work with our supply chain with encouraging employers to offer training that is up-to-date and relevant for employees. We are still working with our suppliers to become accredited and now ask suppliers to tell us if they are RLW employers.	
WBO2.6.2	Encourage employers to offer growth/training options to employees (CEX)	GREEN (Excellent)	Quarter 3: We are continuing to work with our suppliers and ask through our tender documentation about training staff and keeping this relevant and up-to-date.	

WBO3: A County Borough with thriving valleys communities

WBO3.1: Investing in town centres, including Maesteg town centre

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO23.01 WBO3.1	Number of commercial properties assisted through the enhancement grant scheme (COMM) Higher Preferred	New 2023-24	2	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO3.1.1	Complete a Placemaking Strategy for Maesteg town centre to improve the environment and support future investment bids (COMM)	GREEN (Excellent)	Quarter 3: A draft version of the placemaking strategy is now be prepared based on the evidence gathered during the engagement sessions with the community in Maesteg.	
WBO3.1.2	Develop a commercial property enhancement grant for all valley high streets, to make them look better and bring properties back into commercial use (COMM)	RED (Unsatisfactory)	Quarter 3: This work has still not commenced, as it will be an integral part of the Valleys Regeneration Strategy that is being developed.	Engagement sessions have taken place across all valley communities and now a draft strategy will be prepared for consultation later this year.

WBO3.2: Creating more jobs in the valleys

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO3.2.1	Develop funding bids for our valleys, to enhance the economy and stimulate new job opportunities (COMM)	RED (Unsatisfactory)	Quarter 3: This work has still not commenced, as it will be an integral part of the Valleys Regeneration Strategy that is being developed.	Engagement sessions have taken place across all valley communities and now a draft strategy will be prepared for consultation later this year.
WBO3.2.2	Increase the amount of land and premises available for businesses, including industrial starter units, in the Valleys (COMM)	YELLOW (Good)	Quarter 3: No change to Q2 due to resources available however suitable sites have been identified.	Feasibility work required to cost the proposals, including design and build options.
WBO3.2.3	Provide new facilities for supported training for people with learning disabilities at Wood B and B-Leaf in Bryngarw (SSWB)	GREEN (Excellent)	Quarter 3: The focus is a feasibility study on what might be achievable, indicative costs and sources of funding. During Q3 the feasibility tender has been issued on Sell2wales by Awen and tenders have been received.	Work in partnership with Awen to progress feasibility study to RIBA 3 and identify options for investment

WBO3.3: Improving community facilities and making them more accessible

Performance Indicators

Performance Indicators									
PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO23.11 WBO3.3	Value of investment with Community Asset Transfers (CATs) in Valleys (COMM) Higher Preferred	New 2023-24	£200,000	Annual Indicator - To be reported at Q4					
SSWB65 WBO3.3	Number of visits to venues for all purposes (SSWB) Higher Preferred	New 2023-24	Establish Baseline	172,394	Establish Baseline	249,352	New 2023-24	N/A	Performance: Establishing baseline

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO3.3.1	Progress with Community Asset Transfers in the valleys, including Llangynwyd Playing Fields, to protect these valuable community assets for future generations (COMM)	AMBER (Adequate)	Quarter 3: Two transfers have been finalised with ongoing delays due to property issues and staff shortages which has impacted upon the number of self-management agreements being agreed which need be resolved by the end of 2023-24. Cymru Football Foundation have allocated funding of £296,662 to develop the pavilion at Llangynwyd Playing Fields with additional funding also to be provided under Community Facilities Programme.	Continue working with communities to transfer assets and complete as many CATs by the end of 2023-24.
WBO3.3.2	Redevelop the Ewenny Road site, including new and affordable homes, an enterprise hub, open space and green infrastructure, in partnership with the adjoining landowner (COMM)	YELLOW (Good)	Quarter 3: Good progress in Q3 with outline Planning Consent for a mixed-use development being granted by Development Control Committee in January 2024. Discussion with funders CCR on timescales and work commencing on tendering for decontamination and remediation of the site.	
WBO3.3.3	Deliver additional activities in community venues in the Valleys, including digital activities (SSWB)	AMBER (Adequate)	Quarter 3: We continue to work with key partners and stakeholders to improve and increase access to leisure, cultural and community place-based opportunities and continue to increase connections to communities. During Q3 we have secured funding from the Resilient Communities Fund to engage and support work with Community Groups to develop digital activities. A tender has been issued to help create and stream content of interest to a number of community venues to test potential for digital activities closer to home. Other activities in valleys-based libraries have attracted 3462 visits at Bettws and Maesteg via AWEN plus 3544 at Ogmere and Garw Valley via Halo Leisure during Q3.	This is a planning phase and project delivery is intended to take place in 2024-25 using external funding support via shared prosperity fund. A development plan has been created. Community venues are facing a challenging time.
WBO3.3.4	Increase participation in physical and mental wellbeing programmes and leisure activities at Maesteg Town Hall, Garw and Ogmere Valley Life Centre, Maesteg Swimming Pool and Maesteg Sports Centre (SSWB)	GREEN (Excellent)	Quarter 3: The focus remains on developing opportunities that build social connections and mental wellbeing. Total visits at halo operated facilities are 76.4k visits in Q3, and over 253k visits for the year to date, with growth in 3 of 4 locations. Sport Wales have agreed the completion of investment at Maesteg Sports Centre (£200k) and new investment secured for Ogmere Valley Centre (£108k). Planning and tender development progressing regarding YBC at Bryncethin for outdoor space. HALO Leisure have installed new fitness equipment at Ogmere and Garw in quarter 3.	Plan for programming and increasing usage at identified centres. BCBC is proposing reduced hours if unproductive at some venues going forward.

WBO3.4: Improving education and skills in the Valleys

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO3.4.1	Establish three new Flying Start provisions, offering free childcare for two-year-olds in Nantymoel, Ogmere Vale and Pontycymmer (EFS)	BLUE (Completed)	Quarter 3: Flying Start Nurseries at Pontycymmer, Nantymoel and Ogmere Vale are now fully registered with Care Inspectorate Wales (CIW) and all are operating morning and afternoon sessions of 2.5 hours. A total of 51 children are currently in attendance across the three settings.	
WBO3.4.2	Open Welsh-medium childcare in the Ogmere Valley and Bettws, with 32 full-time-equivalent childcare places (EFS)	RED (Unsatisfactory)	Quarter 3: The documentation needed to tender the opportunity at Bettws has not been completed and no timeframe has been provided for completion. A paper is being prepared to consider using Blackmill setting as a late-immersion centre.	Continue to liaise with Corporate Landlord / Legal around completion of the tender documents. Complete the required documents for consideration of the use of the Blackmill setting as a late-immersion centre.

WBO3.5: Investing in our parks and green spaces and supporting tourism to the valleys

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO3.5.1	Develop a regeneration strategy for the valleys (including Ogmere and Garw Valleys) (COMM)	YELLOW (Good)	Quarter 3: Good progress in Q3 with engagement sessions held with local communities across all valleys to assess local needs. This will inform the regeneration strategy moving forward.	
WBO3.5.2	Work with the Cwm Taf Nature Network Project to improve access to high quality green spaces (COMM)	YELLOW (Good)	Quarter 3: Good progress in Q3. Project Manager now in place for the new Green Space Enhancement Project (Shared Prosperity Fund) and now working with partners to deliver the activities.	

WBO3.6: Encourage the development of new affordable homes in the valleys

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED55 WBO3.6	Number of additional affordable homes provided by Registered Social Landlords (RSLs) in the Valleys (CEX) Higher Preferred	New 2023-24	20	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO3.6.1	Promote and encourage the development of new social housing in the valleys (CEX)	GREEN (Excellent)	Quarter 3: We are currently continuing to attend monthly meetings with Registered Social Landlords (RSLs) and also meeting quarterly with Welsh Government to identify opportunities within the Valley and across Bridgend County Borough.	
WBO3.6.2	Encourage the development of self-build homes on infill plots, to increase the range of housing available (COMM)	RED (Unsatisfactory)	Quarter 3: No change to Q2, in that no resource allocated to start this work.	Seek an appropriate resource to allow this work to continue.

WBO4: A County Borough where we help people meet their potential

WBO4.1: Providing safe, supportive schools with high quality teaching

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DEFS155 WBO4.1	Percentage of schools that have self-evaluated themselves as ‘green’ as part of their annual safeguarding audit (EFS) Higher Preferred	90%	100%	Annual Indicator - To be reported at Q4					
DEFS156 WBO4.1	Number of schools judged by Estyn to be in ‘significant improvement’ or ‘special measures’ (EFS) Lower Preferred	0	0	1	0	1	0	↓	Performance: As concluded in the May 2023 Estyn inspection, Caerau Primary School is currently in need of ‘special measures’. Caerau Primary School’s post-inspection action plan (PIAP) and the local authority statement of action have both been approved by Estyn. Central South Consortium (CSC) and the local authority continue to work closely with Caerau Primary School to support them with their PIAP.
EDU010a WBO4.1	The percentage of school days lost due to fixed-term exclusions during the academic year, in primary schools. (EFS) Lower Preferred	0.02%	0.02%	Annual Indicator - To be reported at Q4					
EDU010b WBO4.1	The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools (EFS). Lower Preferred	0.164%	0.12%	Annual Indicator - To be reported at Q4					
EDU016a (PAM/007) WBO4.1	Percentage of pupil attendance in primary schools (EFS) Higher Preferred	N/A	90%	Annual Indicator - To be reported at Q4					
EDU016b (PAM/008) WBO4.1	Percentage of pupil attendance in secondary schools(EFS) Higher Preferred	N/A	90%	Annual Indicator - To be reported at Q4					
PAM032 WBO4.1	Average Capped 9 Score for pupils in Year 11 (EFS) Higher Preferred	N/A	Baseline setting	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.1.1	Help schools achieve their improvement plans by analysing needs and offering training to address this, ensuring that all schools will be judged by Estyn as 'not requiring any follow-up' (EFS)	GREEN (Excellent)	Quarter 3: Improvement Partners have collated and analysed all school priorities from schools not taking 'Action Short of Strike Action' (ASOS) to ensure that the professional learning is appropriate. An extensive professional learning programme has been devised and has been promoted to schools to support strategic priorities. There have been many bespoke support requests received from Bridgend Schools this financial year to support the delivery of their strategic priorities.	
WBO4.1.2	Ensure all local schools are rated as green following their safeguarding audit and provide support they need to improve (EFS)	GREEN (Excellent)	Quarter 3: All school safeguarding audits are complete and have been quality assured by the Education Engagement Team (EET) coordinators. No school or significant areas of concern have been identified. The data is currently being analysed and the outcomes will be available from February 2024.	
WBO4.1.3	Make additional digital learning training available to all school staff to improve teaching and learning in our schools (EFS)	GREEN (Excellent)	Quarter 3: The Digital Lead Officer for Bridgend has offered schools bespoke professional learning including digital competency training, google classroom and digital platform training, Curriculum for Wales skills mapping and online safety training (also provided to governors). Professional learning and digital update and information presentations have been provided to Bridgend Governors Association 2023-2024, Team Bridgend, and schools, through the Digital Leaders Network. Further	

			bespoke packages relating to technology support for Hwb tools and resources have been provided to specific schools/clusters.	
WBO4.1.4	Improve the digital offer to young people, including youth led interactive website (EFS)	AMBER (Adequate)	Quarter 3: There has been some delay in progress of the website throughout the year, however, work is ongoing to create content for a draft website to be created by the end of January 2024. This will be taken to the 'young editors' group for discussion and critic, with a view for launch by the end of March 2024. The 'young editors' group is established and meet weekly, and work continues to try to increase membership with links being formed with local college and school settings.	Workers to connect with school social media / marketing reps at local schools for support with advertising and meet third sector youth organisations. The team to attend all open access provision to engage with young people in taster sessions

WBO4.2: Improving employment opportunities for people with learning disabilities

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.2.1	Give young adults with learning disabilities a chance to try activities, gain new skills and fulfil their potential working across the Council and partners (SSWB)	GREEN (Excellent)	Quarter 3: This work is being progressed as part of the review of day opportunities. Relationships with employability need to be strengthened. Learning Disability transformation programme has been established. One of the key workstreams is the transformation of day time occupation for people. This work involves key partners such as Cwmpas, Awen Cultural Trust and Bridgend College.	Working group to meet and implement the working plan

WBO4.3: Expanding Welsh medium education opportunities

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DEFS138 WBO4.3	Percentage of Year 1 learners taught through the medium of Welsh (EFS) Higher Preferred	8.04%	8.7%	Annual Indicator - To be reported at Q4					
DEFS157 WBO4.3	Percentage of learners studying for assessed qualifications through the medium of Welsh at the end of Key Stage 4 (EFS) Higher Preferred	New 2023-24	7.16%	Annual Indicator - To be reported at Q4					
DEFS158 WBO4.3	Number of learners studying for Welsh as a second language (EFS) Higher Preferred	New 2023-24	1,437	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.3.1	Deliver the actions in the Welsh Language Promotion Strategy and WESP (EFS)	GREEN (Excellent)	Quarter 3: The Welsh Language Promotion Strategy remains on target. Actions within the strategy align with targets set within the Welsh in Education Strategic Plan (WESP). We are currently awaiting confirmation of Welsh Government grants for 2024-2025 to ensure staffing can be maintained for progress to continue. Progress has been made establishing a late immersion programme as well as the recruitment of a teacher and additional support staff.	

WBO4.4: Modernising our school buildings

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.4.1	Enlarge Ysgol Gymraeg Bro Ogwr to a 2.5 form-entry new build off Ffordd Cadfan in Brackla (EFS)	AMBER (Adequate)	Quarter 3: School transport parking areas have now been agreed by the School Transport Advisory Group. Although the decision has been received, the delay has impacted on progressing the design development as per the programme.	Conclude the pre-application consultation ahead of submitting a planning application.
WBO4.4.2	Provide a new build for Mynydd Cynffig Primary School at the junior site in Kenfig Hill (EFS)	AMBER (Adequate)	Quarter 3: The pre-application consultation for planning concluded in quarter 3. However, there is a delay in submitting the planning application. This will also delay the tender process, which can only commence following planning approval.	Submit a planning application.

WBO4.4.3	Enlarge Ysgol Ferch o'r Sger to a two form-entry new build on the existing school site (EFS)	AMBER (Adequate)	Quarter 3: The pre-application consultation for planning concluded in quarter 3. However, the planning application submission has been delayed in order to allow time for a review of the elemental cost plan (supplied by the contractor) to take place.	Conclude a review of the elemental cost plan.
WBO4.4.4	Provide a new two form entry English-medium school at Marlas Estate, Cornelly, to replace the existing Afon Y Felin and Corneli Primary Schools (EFS)	AMBER (Adequate)	Quarter 3: The pre-application consultation for planning concluded in quarter 3. However, there has been a delay in submitting the planning application, so that a review of the elemental cost plan (supplied by the contractor) is undertaken.	Conclude a review of the elemental cost plan.
WBO4.4.5	Relocate Heronsbridge School to a new build 300 place school at Island Farm (EFS)	RED (Unsatisfactory)	Quarter 3: The outcome of RIBA Stage 2 (that is, concept design and cost plan) was reported to Cabinet and Corporate Management Board (CCMB) in quarter 3. CCMB requested further information regarding capital projects to inform decision making, which has also been undertaken during this period. Commencement of the tender process and RIBA stage 3 can only commence following approval of the Outline Business Case (OBC).	Once the Outline Business Case (OBC) has been approved, the tender process can commence to appoint a design and build contractor.

WBO4.5: Attract and retain young people into BCBC employment

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED56 WBO4.5	Percentage of those concluding apprenticeships and obtaining a non-apprentice role (CEX) Higher Preferred	70.8%	75%	Annual Indicator - To be reported at Q4					
DOPS36 WBO4.5	The number of apprentices employed across the organisation (CEX) Higher Preferred	36	39	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.5.1	Work with local schools to promote the Council as an employer and promote apprenticeships (CEX)	GREEN (Excellent)	Quarter 3: Learning and Development (L&D) continue to engage regularly with schools via the termly Directors Report to schools. During quarter 3 the team have attended options and careers events at Pencoed Comprehensive and Bridgend College (Pencoed Campus) promoting the apprenticeship offer including specific roles in engineering. Plans are in place to attend the Porthcawl Jobs Fair and an options event at Coleg Cymunedol Y Dderwen (CCYD) during quarter 4.	

WBO4.6: Offering youth services and school holiday programmes for our young people

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
SSWB66 WBO4.6	Participation in targeted activities for people with additional or diverse needs (SSWB) Higher Preferred	New 2023-24	Establish Baseline	177	Establish Baseline	282	New 2023-24	N/A	Performance: Establishing baseline
SSWB67 WBO4.6	Participation in the national free swimming initiative for 16 and under (SSWB) Higher Preferred	New 2023-24	Establish Baseline	Annual Indicator - To be reported at Q4					
SSWB68 WBO4.6	Participation in active for life and holiday playworks programmes (SSWB) Higher Preferred	New 2023-24	Establish Baseline	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.6.1	Make our leisure and culture programmes more accessible	GREEN (Excellent)	Quarter 3: All schemes have been completed as planned. Active 4 Life schemes operated at 8 locations in partnership with town and community councils with demand significantly exceeding previous years. Junior free swimming supported 3340 additional visits in quarter 3 with a year to date total of 15725. Discovery programmes continue to support young people with additional needs and families. 22 young people with complex needs were	Review performance and implications for planning for 2024 particularly regarding funding. Review future use of free swimming subsidy based on

	to children with additional needs (SSWB)		supported by discovery programmes in Q3 with 100 attendances recorded and including vocational training. As part of the prevention and wellbeing “step up and step down” approach for low level social care referrals 41 families have been referred and 83 individuals have been supported. Targeted inclusion programmes being delivered in partnership with halo and community groups. Membership and group access support arrangements have remained in place and supporting leisure usage. Partnership working with 3rd sector groups is developing.	increasing costs. Continue to work with young people and the third sector to better understand and respond to needs and offer opportunities that support wellbeing.
WBO4.6.2	Extend the food and fun programme in Summer 2023 to at least 80 pupils (EFS)	BLUE (Completed)	Quarter 3: This activity was completed at quarter 2. Four schools took part in the Food and Fun programme during summer 2023, with a total of 130 children accessing the events.	

WBO4.7: Work with people to design and develop services

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.7.1	Support communities to develop their own services (SSWB)	GREEN (Excellent)	Quarter 3: Co-production approaches being applied when support services are being designed or developed and review of alignment to other existing support to make best use of resources. Dementia support mapping has commenced with CTM regional dementia services and social care commissioning team, however survey response has been poor to support mapping/gap identification which is a barrier to further progress. The Bridgend Carer Wellbeing Service has been fully mobilised and also a Young Carers Network developed. At Q3 378 carers wellbeing service supported with 117 referrals and 390 instances of signposting to support. 20 referrals for full carers assessment.	Continue to engage with people with lived experience and stakeholders to shape services and improve effectiveness. Work in partnership with Bridgend Carers Wellbeing Service to expand reach of information and support for unpaid carers.
WBO4.7.2	Develop our future wellbeing programmes with people who are going to use them (SSWB)	AMBER (Adequate)	Quarter 3: Engagement planning to make use of lived experience has been progressing with unpaid carers and people living with cognitive impairment. We are working with Cwmpas to establish carers panels to inform more innovative responses to information / advice issues and awareness and short breaks impact on carer resilience. This work has progressed during quarter 3 including building a partners network to support innovative practice. Halo have delivered 4 co-production sessions in Q3 (8 in total this year) including carers and people with a cognitive impairment.	Continue to grow the use of co-productive approaches to inform community opportunities. This will include autism friendly swimming and exercise referral linked to dementia.

WBO4.8: Supporting and encouraging lifelong learning

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DEFS159 WBO4.8	Percentage of learners enrolled in local authority community learning per 1,000 adult population (EFS) Higher Preferred	New 2023-24	1.0%	0.33%	0.75%	0.49%	New 2023-24	N/A	Performance: Enrolments throughout quarter 3 have continued to increase as a result of additional engagement and promotion of the service, however, the target percentage of 0.75% has not been reached. With the aim to achieve quarter 4 targets, additional taster sessions and workshops are planned for the spring term. The service has recently recruited 3 additional staff, which may help to increase enrolments further. Recruitment challenges will likely impact on attaining the year-end target as the courses/sessions offered, and the corresponding enrolments, are limited to the availability of teaching staff.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.8.1	Run more sessions that communities have expressed an interest in – provide 20 more in-person training sessions (EFS)	BLUE (Completed)	Quarter 3: Throughout this school term, Adult Learning Community (ACL) enrolment numbers have increased compared to previous years. Engagement and promotion of the service has continued, and more face-to-face courses/sessions have been offered, including accredited courses, one-off taster sessions and regular digital drop-ins. A total of 40 face-to-face sessions have been delivered to communities so far. A successful partnership is developing with a number of primary schools with opportunities to further increase the number of face-to-face sessions available. Recruitment campaigns are ongoing to recruit additional teaching staff to support the delivery of these training sessions.	

WBO4.9: Being the best parents we can to our care experienced children

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CH/052 WBO4.9	Percentage of care leavers who have experienced Homelessness during the year (SSWB) Lower Preferred	10.20%	10%	4.15%	10%	4.48%	7.79%	↑	Performance: 16+ accommodation is full to capacity currently due to unable to move on via Housing. We are continuing to develop options for care leavers and additionally the supported lodgings scheme.
SSWB48a WBO4.9	Percentage of care leavers who have completed at least 3 consecutive months of employment, education or training in the 12 months since leaving care (SSWB) Higher Preferred	54.17%	60%	69.23%	60%	71.43%	61.11%	↑	Performance: On Target
SSWB48b WBO4.9	Percentage of care leavers who have completed at least 3 consecutive months of employment, education or training in the 13-24 months since leaving care (SSWB) Higher Preferred	62.07%	65%	54.55%	65%	60%	69.57%	↓	Performance: It has been recognised that the introduction of the Basic Income Pilot has correlated with the reduction in care leavers accessing education, employment and training for young people in the 12 and 24 months post leaving care. The 16+ Team have a new multiply worker within the team and are working to further develop links with Youth Development Team and Employability.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO4.9.1	Give care experienced children love, care, safe homes to live in and opportunities to try new activities, gain new skills and fulfil their potential working across the Council and partners (SSWB)	YELLOW (Good)	Quarter 3: The delivery of Bridgend Corporate Parenting Strategy is overseen by a multi-agency corporate parenting board. In the last quarter member agencies have been tasked with signing up to the Welsh Government Corporate Parenting Pledge. Each agency has also been developing single agency action plans.	The Children Services action plan will be presented to Board meeting in March alongside other agency plans to form a master action plan for the Corporate Parenting Strategy. Data will be agreed for regular reporting in the new financial year. All agencies have been asked to sign up to the 'Corporate Parent Charter – a promise for Wales'. This is going through Cabinet Committee Corporate Parenting for BCBC's signup.
WBO4.9.2	Develop a Corporate Parenting strategy with care experienced children to explain what public services will do to help them meet their potential and celebrate rights of passage (SSWB)	BLUE (Completed)	Quarter 3: Completed at Q2. The Bridgend Corporate Parenting Strategy was published at the end of April 2023 having been ratified by the Cabinet Committee Corporate Parenting. The strategy is available online The Corporate Parenting Board. The November 2023 Corporate Parenting Board meeting agreed that all Board agencies produce their own action plans for Corporate Parenting from workshops facilitated by the Corporate Parenting and Participation Officer.	The final consolidated action plan encompassing all agency actions will be complete.
WBO4.9.2	Develop a Corporate Parenting strategy with care experienced children to explain what public services will do to help them meet their potential and celebrate rights of passage (EFS)	GREEN (Excellent)	Quarter 3: The Education Engagement Team (EET) continues to work closely with Social Services and Wellbeing Directorate as part of The Corporate Parenting Strategy. A trial of the new Personal Education Plan (PEP) form has been established so that any required improvements can be made. All PEP forms can now be attached to pupil records in the Capita One system, to ensure completions timescales are adhered to and pupil voice is recorded.	

WBO5: A County Borough that is responding to the climate and nature emergency

WBO5.1: Moving towards net zero carbon, and improving our energy efficiency

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED57 WBO5.1	Levels of nitrogen dioxide (NO2) pollution in the air (micrograms per m3) (CEX SRS) Lower Preferred	47	40	Annual Indicator - To be reported at Q4					
DCO20.01 WBO5.1	Annual Gas Consumption across the Authority – kWh (COMM) Lower Preferred	24,032,495	23,144,515	Annual Indicator - To be reported at Q4					
DCO20.02 WBO5.1	Annual Electricity Consumption across the Authority – kWh (COMM) Lower Preferred	16,542,375	15,130,803	Annual Indicator - To be reported at Q4					
DCO20.03 WBO5.1	Annual CO2 related to gas consumption across the Authority – kWh (COMM) Lower Preferred	4,398	4,235	Annual Indicator - To be reported at Q4					
DCO20.04 WBO5.1	Annual CO2 related to electricity consumption across the Authority – kWh (COMM) Lower Preferred	3,199	2,925	Annual Indicator - To be reported at Q4					
DCO23.05 WBO5.1	Reduction in emissions (across our buildings, fleet & equipment, streetlighting, business travel, commuting, homeworking, waste, procured goods and services) (COMM) Higher Preferred	New 2023-24	5%	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO5.1.1	Keep reducing our carbon footprint by changing our Council vehicles to electric and further energy efficiency schemes (COMM)	GREEN (Excellent)	Quarter 3: Good progress in Q3. The charging facilities that were installed across the corporate estate were energised by Western Power Distribution (WPD) and are now in use. A corporate review of the Ultra Low Emissions Vehicle (ULEV) strategy will now be undertaken to reflect the Council's current budget position and the pace at which this ambitious commitment can be delivered.	
WBO5.1.2	Use feedback from the consultation to agree an Air Quality Action Plan and start work on the measures to improve air quality along Park Street (CEX)	GREEN (Excellent)	Quarter 3: Shared Regulatory Services (SRS) are working with Cabinet member to agree date to bring forward report and whether further consultation is required with local members and town Councillors. It is hoped that the final report will be agreed by end of Q4.	Agree date with Cabinet member and present report to Cabinet
WBO5.1.3	Build five new net zero carbon schools (EFS)	RED (Unsatisfactory)	Quarter 3: Each of the five schemes are in design development and due to delays on each scheme, the timescales for the five schemes will be impacted. This target will only be achieved following construction of the schools.	- Ysgol Gymraeg Bro Ogwr - conclude the pre-application consultation ahead of submitting a planning application. - Heronbridge School - gain Cabinet and Corporate Management Board approval to submit a revised Outline Business Case to Welsh Government. - English-medium primary school - conclude a review of the elemental cost plan. - Ysgol y Ferch o'r Sgêr - conclude a review of the elemental cost plan. - Mynydd Cynffig Primary School - submit a planning application.
WBO5.1.4	Deliver more frontline social care services with workers using the Council's electric vehicles (SSWB)	GREEN (Excellent)	Quarter 3: We have our full complement of electric vehicles in use. Work commenced on Monday 23rd October 2023 for 6 EV charging points to be installed at Trem Y Mor; in the interim vehicles are charged at Ravens Court	Evaluation of the EV pilot will take place in the next quarter
WBO5.1.5	Invest in energy efficiency improvements to Council buildings including schools (COMM)	AMBER (Adequate)	Quarter 3: Awaiting decision on funding in order to be able to continue the project on an invest to save basis.	Monitor the funding position or look for external grant opportunities.

WBO5.2: Protecting our landscapes and open spaces and planting more trees

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO23.06 WBO5.2	Number of blue flag beaches (COMM) <i>Higher Preferred</i>	New 2023-24	3	Annual Indicator - To be reported at Q4					
DCO23.07 WBO5.2	Number of green flag parks and green spaces (COMM) <i>Higher Preferred</i>	New 2023-24	2	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period					Next Steps
WBO5.2.1	Deliver projects such as woodland protection, develop and protect our natural environment in partnership with our communities as part of our Bridgend Biodiversity Plan (COMM)	GREEN (Excellent)	Quarter 3: Good progress in Q3 with 2 out of 3 activities now completed and the Local Place for Nature Project is now underway and updates on its progress will be available at Q4.					
WBO5.2.2	Work with the Cwm Taf Nature Network Project to enhance and improve access to high quality green spaces in our County Borough (COMM)	GREEN (Excellent)	Quarter 3: Good progress in Q3. Project Manager now in place for the new Green Space Enhancement Project (Shared Prosperity Fund) and now working with partners to deliver the activities. Linked to commitment WB03.5.2 above.					
WBO5.2.3	Plant a further 10,000 trees a year and provide a Community Planting Scheme to green our County Borough (COMM)	AMBER (Adequate)	Quarter 3: Awaiting budget decisions and further information regarding the community woodland identified as the preferred site option in order to complete tree planting scheme and landscape designs.					Implementation of scheme is pending budget decisions.

WBO5.3: Improve the quality of the public realm and built environment through good placemaking principles

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
PAM/018 WBO5.3	Percentage of all planning applications determined within 8 weeks (COMM) Higher Preferred	64%	80%	65%	80%	68%	66%	↑	Performance: There has been a marginal increase in performance compared to last quarter. We have been implementing the restructure and have employed new members of staff with another due to start in February. We are therefore expecting an increase in performance.
PAM/019 WBO5.3	Percentage of planning appeals dismissed (COMM) Higher Preferred	64%	66%	100%	66%	80%	69%	↑	Performance: On target.

Commitments

Code	Commitment	Status	Progress this period					Next Steps
WBO5.3.1	Adoption of the Replacement Local Development Plan (COMM)	GREEN (Excellent)	Quarter 3: Excellent Progress with all further examination sessions conducted and Welsh Government due to signal their acceptance of our Replacement Local Development Plan. It is expected to come before full Council in March for formal adoption.					

WBO5.4: Reducing, reusing or recycling as much of our waste as possible

Performance Indicators

Performance Indicators									
PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO20.05 WBO5.4	Percentage of Street cleansing waste prepared for recycling (COMM) Higher Preferred	40.47%	40%	Annual Indicator - To be reported at Q4					

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
PAM/010 WBO5.4	Percentage of highways land inspected by the Local Authority to be found to be of a high / acceptable standard of cleanliness (COMM) Higher Preferred	98.05%	98%	99.9%	98%	100%	97.7%	↑	Performance: On target
PAM/030 WBO5.4	Percentage of municipal waste collected by local authorities and prepared for reuse, and/or recycled, including source segregated biowastes that are composted or treated biologically in any other way (COMM) Higher Preferred	71.38%	70%	74.7%	70%	70.45%	70.72%	↙	Performance: Whilst a very slight 0.3% decline in the % rate we are still above 70% which is our target. Tonnages presented by residents overall has fallen potentially due to less purchasing taking place due to economic climate. This has resulted in a slightly lower performance compared to same period last year but is still above target. Less tonnage seen at CRCs potentially contributed to by poor weather also.
PAM/030a WBO5.4	a) prepared for reuse Higher Preferred	0.68%	1%	3.33%	1%	0.59%	0.37%	↑	Performance: Some long-term sickness in enforcement and cleansing team has meant an increased time to investigate and remove waste.
PAM/030b WBO5.4	b) prepared for being recycled Higher Preferred	51.01%	49%	49.5%	49%	50.44%	52.35%	↙	Performance: Whilst a very slight 0.3% decline in the % rate we are still above 70% which is our target. Tonnages presented by residents overall has fallen potentially due to less purchasing taking place due to economic climate. This has resulted in a slightly lower performance compared to same period last year but is still above target. Less tonnage seen at CRCs potentially contributed to by poor weather also.
PAM/030c WBO5.4	c) as source segregated biowastes that are composted or treated biologically in another way Higher Preferred	19.69%	20%	21.9%	20%	19.42%	18.01%	↑	Performance: Some long-term sickness in enforcement and cleansing team has meant an increased time to investigate and remove waste.
PAM/043 WBO5.4	Residual waste generated per person (COMM) Lower Preferred	120.20 Kg	131 Kg	60.40 Kg	98.25 Kg	89.86 Kg	90.41 Kg	↑	Performance: On target

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO5.4.1	Develop our Future Waste Services Model, improving our recycling targets further and converting our vehicles. We will consult on the options with residents in 2024 (COMM)	YELLOW (Good)	Quarter 3: Specialist advice has been sought on the delivery options for the future waste services and will be presented to Scrutiny SOC3 in March before an expected Cabinet decision in April 24.	Feedback awaited from Scrutiny session.
WBO5.4.2	Ensure that the new Community Recycling Centre at Pyle is opened (COMM)	GREEN (Excellent)	Quarter 3: Excellent progress as the Waste Operators Licence has now been granted to Kier by Natural Resources Wales and they are preparing to open the new CRC to the public shortly.	

WBO5.5: Improving flood defences and schemes to reduce flooding of our homes and businesses

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO23.08 WBO5.5	Percentage of statutory sustainable drainage systems (SuDS) applications processed within 7 weeks from receipt of appropriate scheme drawings. (COMM) Higher Preferred	New 2023-24	95%	100%	95%	100%	New 2023-24	N/A	Performance: On target

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO5.5.1	Invest in and improve flood mitigation measures in our valleys communities to reduce the flood risk (COMM)	GREEN (Excellent)	Quarter 3: New flood prevention and culvert schemes completed in valleys and now monitoring for effectiveness over the winter period and inclement weather. Also identifying what will be the next set of priority schemes for implementation with the Welsh Government Flood Prevention grant monies.	

WBO6: A County Borough where people feel valued, heard and part of their community

WBO6.1: Celebrating and supporting diversity and inclusion and tackling discrimination

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CORPB3 WBO6.1	Percentage of council staff completing Introduction to Equality and Diversity training (E-Learning or workbook) Higher Preferred	New 2023-24	100%	28.91%	100%	40.63%	New 2023-24	N/A	Performance: Although we are behind target, we are in an improved position compared to last quarter. We continue to flag awareness to managers and staff.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO6.1.1	Finish work on current strategic equalities plan and work with communities to develop a new one, supporting Welsh Government on race equality and LGBTQ+ action plans (CEX)	GREEN (Excellent)	Quarter 3: Work continues on the existing Strategic Equalities Plan (SEP) and with the corporate equalities group now established, focus will be on developing the action plan for the next 4 years, incorporating the All Race Wales Action Plan (ARWAP) and a LGBTQIA+ action plan within the main priorities.	
WBO6.1.2	Establish new BCBC staff groups for people with protected characteristic (CEX)	YELLOW (Good)	Quarter 3: Following an analysis of the responses, a number of potential groups have been identified by staff, including those that cover menopause, LGBTQ+, autism/social anxiety, Welsh, mental health, lifestyle, ethnic minority, new managers, and walking outdoors. Human Resources (HR) have looked at what e-learning training we have against each of the groups and work is now underway to move these initiatives forward.	HR to determine how best to progress.

WBO6.2: Improving the way we engage with local people, including young people, listening to their views and acting on them

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED58 WBO6.2	Percentage of consultation participants who answered positively: How effective do you think we have been in meeting our aim of being citizen-focused over the last 12 months? (CEX) Higher Preferred	46%	50%						Annual Indicator - To be reported at Q4
CED59(a) WBO6.2	Level of engagement (Welsh / English) (CEX) a) across consultations Higher Preferred	8,267	8,268						Annual Indicator - To be reported at Q4
CED59(b) WBO6.2	b) with corporate communications to residents, using the digital communications platform Higher Preferred	795,335	795,336						Annual Indicator - To be reported at Q4
CED59(c) WBO6.2	c) across all corporate social media accounts Higher Preferred	1,230,698	1,230,699						Annual Indicator - To be reported at Q4

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO6.2.1	Review how we communicate and engage with residents, including children and young people to help us become more customer focused and responsive (CEX)	YELLOW (Good)	Quarter 3: Content on the corporate website has constantly been updated and created. Work is continuing with Youth Services to improve their online presence and the information available to young people. The digital communication platform and the engagement platform continues to be utilised to provide updates to residents, as well as support the various corporate consultations that are being carried out.	
WBO6.2.2	Provide new opportunities for the community to engage with us on our regeneration plans, holding workshops with key stakeholders including town councils, learners and community groups (COMM)	GREEN (Excellent)	Quarter 3: Continuing consultation and engagement sessions, including the addition LDP examination in public sessions, Porthcawl Regeneration Open Space Plans, Maesteg Town Centre Placemaking engagement and for the proposed Valleys Regeneration Strategy.	

Code	Commitment	Status	Progress this period	Next Steps
WBO6.2.3	Develop the Bridgend County Borough Council Climate Citizens Assembly to allow communities to shape our 2030 Net Zero Carbon Agenda (COMM)	RED (Unsatisfactory)	Quarter 3: This work is on hold pending budget confirmation.	Implementation of Climate Citizens Assembly is pending budget decisions.

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WBO6.3: Offering more information and advice online, and at local level, and making sure you can talk to us and hear from us in Welsh

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED5 WBO6.3	Percentage of first call resolutions (CEX) Higher Preferred	75.91%	75.92%	67.3%	75.92%	77.9%	69.3%	↑	Performance: The first call resolution fluctuates and depends on the complexity of the calls taken by staff within the Contact Centre. The calls are monitored each month and whilst there is little that can be done in relation to the complexity of the calls, discussions are ongoing with the relevant service areas to look at ways of upskilling Advisors to deal with calls at the first point of contact if they can.
CED51 WBO6.3	Number of online transactions using the digital platform (CEX) Higher Preferred	103,347	103,348	37,422	77,512	53,834	83,593	↓	Performance: Whilst the online channel is the most popular for customers to access council services, the number of online transactions vary. Previous year's stats were inflated due to the number of online initiatives at the time, for example applications in relation to winter fuel payments etc.
CED52 WBO6.3	Number of hits on the corporate website (CEX) Higher Preferred	New 2023-24	1,398,560	1,715,802	1,048,920	2,467,219	New 2023-24	N/A	Performance: On target
CED53 WBO6.3	Percentage of staff with Welsh language speaking skills (including schools) (CEX) Higher Preferred	51%	52%	Annual Indicator - To be reported at Q4					
CORPB4 WBO6.3	Percentage of council staff completing Welsh Language Awareness E-Learning. Higher Preferred	New 2023-24	100%	28.38%	100%	40.32%	New 2023-24	N/A	Performance: Although we are behind target, we are in an improved position compared to last quarter. We continue to flag awareness to managers and staff.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO6.3.1	Develop more community hubs in libraries and other Council buildings so that residents can get more information and help without travelling to Civic Offices (CEX)	AMBER (Adequate)	Quarter 3: We continue working with Awen to support residents to access council services within their local communities, with regular meetings being held with Awen to review. Following the 12 week pilot that was undertaken in partnership with Halo in May 2023 to provide a weekly drop-in session in both the Garw and Ogmore Valleys to understand demand, no decision has been made on whether this service should continue longer term. Since the pilot has stopped though, there have been no further issues raised around the lack of support to residents within those two valleys.	Whilst Cabinet need to decide on whether the drop-in sessions should continue longer term, a wider review is likely needed to explore how best we can continue supporting residents within their communities across the County Borough.

WBO6.4: Helping clubs and community groups take control of and improve their facilities and protect them for the future

Performance Indicators

Performance Indicators									
PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO16.8 WBO6.4	Number of council owned assets transferred to the community for running (CATs) across the County Borough (COMM) <i>Higher Preferred</i>	10	15	Annual Indicator - To be reported at Q4					

DCO23.12 WBO6.4	Value of investment with CATs across Bridgend County Borough (COMM) Higher Preferred	New 2023-24	£400,000	Annual Indicator - To be reported at Q4
SSWB69 WBO6.4	Number of people supported to have their needs met in their communities by local community co-ordinators and community navigators (SSWB) Higher Preferred	New 2023-24	200	Annual Indicator - To be reported at Q4

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Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO6.4.1	Invest a further £400k in Community Asset Transfers and support clubs and Community Groups with equipment grants to improve and safeguard the facilities (COMM)	AMBER (Adequate)	Quarter 3: We currently have £604,423 of inward external investment already attributed to CAT related projects. Only completed 5 out of 15 transfers at Q3. Although behind on milestones, we are on target with investments.	Continue to progress transfers as expediently as possible during Q4 within available staff resource constraints.
WBO6.4.2	Develop a more coordinated approach with partners to helping people find activities and groups in their communities (SSWB)	AMBER (Adequate)	Quarter 3: We are establishing community network building approaches to bring partners and stakeholders together who support people in communities to connect with what is in place and identify gaps in provision. In partnership with Bavo, a number of community networks are operating on a thematic basis to bring partners and stakeholders together. 9 current networks operating including Mental Health, Health, Social Care and Wellbeing, Food Security, Children and Families, Military Veterans, and Carers. There were 18 network meetings held in Q3. The Resilient Communities approach has been reviewed following learning and insight gained during the pandemic. A pathway approach based on differing levels of need and complexity and who is best placed to support is developing. This involves cross sector working.	Continue to build networks and grow network meetings that are more cross cutting as part of an overarching prevention and wellbeing network in partnership with BAVO and third sector.

WBO6.5: Becoming an age friendly council

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO6.5.1	Make Bridgend County Borough a great place to grow old, working with partners to improve leisure activities, accessible housing, care, and support as an Age Friendly Council (SSWB)	AMBER (Adequate)	Quarter 3: Bridgend is participating in the all Wales programme supported by Welsh Government and developing its baseline assessment and action plan. This will continue into 2024-25. There are 8 domains of focus including transport, housing, community support and health services, social participation, respect and social inclusion, civic participation and employment, communication and information. The Aging Well in Bridgend survey has been conducted to establish metrics on Age Friendly Bridgend and areas for focus. The survey attracted 227 responses with 67% being aged 60 or above.	Continue to be a part of the Welsh Government and older persons commissioners network to inform local planning and development. Progress the Age Friendly Communities assessment and raise internal and external awareness. Produce draft documents to support stakeholder engagement.

WBO7: A county borough where we support people to be healthy and happy

WBO7.1: Improving active travel routes and facilities so people can walk and cycle

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO23.17 WBO7.1	New active travel routes (length in KM) (COMM) <i>Higher Preferred</i>	New 2023-24	4	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO7.1.1	Improve sustainable and active travel choices, including the Metrolink bus facility in Porthcawl, to increase connectivity and greener travel choices (COMM)	GREEN (Excellent)	Quarter 3: The Metrolink Project is progressing well and its construction will be complete in April 2024. Welsh Government have also confirmed subsidy for bus services in 24/25 to enable two routes to Porthcawl to operate. The Ynysawdre Active Travel link is nearing completion, with its final coat of tarmac and signage being installed.	

WBO7.2: Offering attractive leisure and cultural activities

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
SSWB70 WBO7.2	Number of visits by older adults to physical activity opportunities supported (SSWB) Higher Preferred	New 2023-24	Establish Baseline	Annual Indicator - To be reported at Q4					
SSWB71 WBO7.2	Number of individuals who commence programmes and complete 16 weeks of activity (SSWB) Higher Preferred	350	370	Annual Indicator - To be reported at Q4					
SSWB72 WBO7.2	Percentage of pupils who participate in three or more occasions of activity per week (SSWB) Higher Preferred	44.6%	46%	Annual Indicator - To be reported at Q4					
SSWB73 WBO7.2	Participation in the summer reading challenge in libraries (SSWB) Higher Preferred	New 2023-24	2,378	Annual Indicator - To be reported at Q4					
SSWB74 WBO7.2	Participation in Childrens events in libraries (SSWB) Higher Preferred	61,855	48,176	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO7.2.1	Redevelop Porthcawl Grand Pavilion to increase the use of the new facilities and extend social and leisure facilities, in partnership with Awen Cultural Trust (COMM)	GREEN (Excellent)	Quarter 3: Good progress with the Grand Pavilion design and planning application submitted for determination in April 2024. Procurement advice currently being finalised. The Project Board is meeting regularly and AWEN to establish stakeholder reference group in the coming months.	
WBO7.2.2	Develop an active leisure offer for older adults to improve physical and mental wellbeing (SSWB)	GREEN (Excellent)	Quarter 3: Welsh Government and Sport Wales are supporting this initiative during 23/24 and have confirmed it can be continued into 24/25. The focus has been on growing usage of leisure facilities or ancillary programmes that benefit older adults. The 60 plus active leisure programme is supporting weekly opportunities for people with dementia, cognitive impairment, and loneliness with additional support programmes for unpaid carer wellbeing. The Super-Agers programme is supporting community-based opportunities to become sustainable at 4 locations.	Expand the range of opportunities within the available budget and capture impact required by funders. Identify opportunities to attract more resources and engage older adults.

Code	Commitment	Status	Progress this period	Next Steps
WBO7.2.3	Increase the use of the exercise referral programme by people who may have found it hard to participate in the past (SSWB)	AMBER (Adequate)	Quarter 3: The National Exercise Referral Scheme (NERS) programme is operating beyond capacity and with waiting lists in place for support. Referrals are in place from all GP surgeries. There were 453 new referrals in Q3 with 476 sessions attended. 128 participants had a mid - programme review. Programmes include cardiac, back care, falls, stroke, mental health and the generic pathway. Separate pathways, funded via CTM health board are operating regionally alongside the NERS programmes with referrals via CTM. Pathways include pulmonary rehabilitation, joint care and cancer pre-habilitation for surgery.	Public Health Wales are changing the model of scheme operation which may influence the range of conditions supported and the types of intervention. The 16 week completions build as the year progresses.
WBO7.2.4	Complete the refurbishment of Pencoed library and provide investment into library services (SSWB)	BLUE (Completed)	Quarter 3: This has been completed by Awen utilising external investment via Welsh Government and Awen resources during Q1. Library related usage is monitored on a quarterly basis as part of the cultural partnership and includes a diverse range of areas including events, borrowing, and digital resources. At Q3 there have been 7723 visits (supporting 4405 adult issues, 4736 junior issues, 229 ICT sessions, 88 new borrowers).	
WBO7.2.5	Develop a long-term Active Bridgend plan and leisure strategy (SSWB)	AMBER (Adequate)	Quarter 3: The Council is responding to the Wales Audit Office (WAO) review of the Active Bridgend plan and related Better Health Successful Sport plan that expired during the pandemic to create a longer term vision and plan. A report has been presented to CCMB to consider an extension of the Healthy Living partnership with Halo, with legal and procurement advice sought on considerations and implications, and proposed benefits externally assessed and validated. A procurement exercise has been conducted and completed to identify a development partner to support the long term Active Bridgend strategy development process.	Report to Cabinet in April on potential healthy living partnership extension. Engage support to help take this project forward and involve stakeholders.

WBO7.3: Improving children's play facilities and opportunities

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DCO23.09 WBO7.3	Value of investment in play areas (COMM) <i>Lower Preferred</i>	New 2023-24	£1,000,000	Annual Indicator - To be reported at Q4					
DCO23.10 WBO7.3	Number of play areas that have been refurbished (COMM) <i>Higher Preferred</i>	New 2023-24	20	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO7.3.1	Improve the quantity and quality of play opportunities. We will Invest in all children's play areas and make sure inclusive play equipment is provided to allow opportunities for all (SSWB)	GREEN (Excellent)	Quarter 3: The need for a play sufficiency network group was approved by cabinet and reviewed at scrutiny when considering the play sufficiency assessment and action plan required by Welsh Government. An initial meeting has taken place in Dec 23. We continue to develop the skills of and confidence of our workforce with new coaches and activity leaders attending a range of training to support inclusive practice including family thrive programme, 1 regulating behaviour, 5 therapeutic activities, 5 safeguarding, 4 wellbeing mentoring and 10 rebound therapy. At the end of Q3 there have been 59 training sessions (including 25 new participants).	Next full play sufficiency assessment is due for June 2025. The network group will need to support the assessment and action planning process.
WBO7.3.1	Improve the quantity and quality of play opportunities. We will Invest in all children's play areas and make sure inclusive play equipment is provided to allow opportunities for all (COMM)	GREEN (Excellent)	Quarter 3: Excellent progress with tender now awarded for the refurbishment of the next set of 19 Children's Play Areas across the County.	
WBO7.3.2	Roll-out the Dare2Explore project in at least 1 more school (EFS)	BLUE (Completed)	Quarter 3: The "Dare2Explore" project was initially rolled out to Coleg Cymunedol Y Dderwen and Cynffig Comprehensive School. Following the pilot, all secondary schools in Bridgend have engaged with the project leader.	
WBO7.3.3	We will increase the range of after school music ensembles and activities to ensure more pupils benefit from this provision (EFS)	BLUE (Completed)	Quarter 3: A new training string ensemble has been established for beginner string players of all school ages, increasing the number of ensembles further, as part of the recovery after COVID-19. The Bridgend Music Service will continue to recruit more members to return to pre-COVID19 membership levels.	

WBO7.4: Providing free school meals and expanding free childcare provision

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
DEFS160 WBO7.4	Number of two-year-olds accessing childcare through the Flying Start programme (EFS) Higher Preferred	321	500	460	470	472	332	↑	Performance: The expansion of the Flying Start programme has so far created significant additional capacity. At the end of December 2023, there were 472 children registered at Flying Start settings in Bridgend. This is an increase of 151 on the 2022-202 year-end position. An additional intake in January 2024 should realise the target of 500 children.
DEFS162 WBO7.4	Percentage of non-maintained settings that are judged by Care Inspectorate Wales as at least 'good' (EFS) Higher Preferred	New 2023-24	100%	71%	100%	76.5%	New 2023-24	N/A	Performance: The quarter 3 percentage represents 13 of 17 funded non-maintained settings that have so far received a joint inspection. This is an improvement from the end of the last quarter. A strong professional development offer, generous grants and the ongoing support of local authority officers continues to support improvement across the funded non-maintained sector. This work should officially be recognised when settings are inspected / re-inspected as part of Estyn / Care Inspectorate Wales's joint inspection cycle.
DEFS163 WBO7.4	Percentage of eligible learners offered a free school meal (EFS) Higher Preferred	New 2023-24	100%	100%	100%	100%	New 2023-24	N/A	Performance: All eligible pupils are currently offered a universal primary free school meal.

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO7.4.1	Provide free school meals to all primary school learners by September 2024 (EFS)	GREEN (Excellent)	Quarter 3: There has been no change on the quarter 2 position. The local authority has successfully implemented Universal Primary Free School Meals (UPFSM) for Reception and Year 1-3. Nursery implementation is due by the end of January 2024 and Year 4 at the start of the 2023-2024 summer term. Years 5 and 6 will follow from September 2024.	
WBO7.4.2	Work with childminders, nurseries and others to roll-out universal childcare for all two-year-olds (EFS)	GREEN (Excellent)	Quarter 3: There has been a further increase in the children accessing Flying Start funded childcare through the expansion programme. There have been 183 additional children accessing childcare up to the end of quarter 3. A further intake will take place in January 2024.	

WBO7.5: Integrating our social care services with health services so people are supported seamlessly

Performance Indicators

PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
SSWB75 WBO7.5	Number of people recorded as delayed on the national pathway of care (SSWB) Lower Preferred	New 2023-24	71	93	71	50	New 2023-24	N/A	Performance: On target

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO7.5.1	Work even more closely with the NHS so all people receive the right health or care service at the right time (SSWB)	GREEN (Excellent)	Quarter 3: Complete recruitment activity for integrated Regional Integrated Fund (RIF) posts. Embed new model following the Social Work Review. The integrated community services continue to work closely with NHS colleagues to support their objectives and pressures. Work to implement the new model of social work continues.	Work collaboratively to develop new pathways to support the new model, which is in place as the result of the Social Work Review. Implement new model of social work in Q4

WBO7.6: Improving the supply of affordable housing

Performance Indicators

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PI Ref & Aim	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
CED60 WBO7.6	Number of additional affordable homes provided by Registered Social Landlords (RSLs) across the County Borough (CEX) Higher Preferred	110	110	Annual Indicator - To be reported at Q4					
CED61 WBO7.6	Total number of empty properties returned to use with local authority intervention (CEX) Higher Preferred	5	5	Annual Indicator - To be reported at Q4					

Commitments

Code	Commitment	Status	Progress this period	Next Steps
WBO7.6.1	Increase the number of affordable homes in Bridgend County Borough in partnership with Welsh Government and social landlords (CEX)	GREEN (Excellent)	Quarter 3: Monthly meetings continue to take place with the development teams of all Registered Social Landlords in the area to ensure Social Housing Grant is fully utilised and development maximised. We have also worked with the same teams to acquire homes through the Transitional Capital Programme Grant. Quarterly Bridgend Housing Partnership meetings continue to take place as does meetings with Welsh Government. Monthly meetings take place with Planning colleagues. Work with the private sector is progressing to introduce affordable homes through the Welsh Government Leasing Scheme.	
WBO7.6.2	Get a better understanding of housing and support needs and work with social landlords to provide homes to suit those needs (CEX)	YELLOW (Good)	Quarter 3: Housing and support needs assessment was undertaken during the development of the Housing Strategy. Housing needs are discussed with Registered Social Landlords in monthly development meetings where general needs housing, temporary accommodation and supported housing schemes are discussed.	
WBO7.6.3	Improve the way we deal with empty homes (CEX)	YELLOW (Good)	Quarter 3: Work has continued on the Empty Properties Loan Scheme which is nearing completion. The Empty Properties Working Group continues to target the Top 20 empty properties in the Borough. We are working with the Welsh Government Industry Expert and in addition to the working group that property specific meetings have been arranged with representation across the Council to generate a coordinated approach to remedying their defective condition which has included partnership working with an RSL. We also intend to make use of our further powers for Enforced Sale and Compulsory Purchase	

Ways of Working Performance Indicators not linked to a Wellbeing Objective

Performance Indicators

PI Ref	PI Description and Preferred Outcome	Year End 22-23	Target 23-24	Q2 position 23-24 & RYAG	Q3 23-24 RYAG vs Target		Q3 22-23 (same period last year)	Direction vs same period last year	Performance this period
					Target	Actual			
PAM/001	The number of working days/shifts per full-time equivalent (FTE) local authority employee lost due to sickness absence Lower Preferred	13.20 days	No target	5.35 days	No target	8.77 days	9.77 days	↑	Performance: Sickness has improved compared to this time last year. Sickness continues to be monitored.
CORPB5	Percentage of staff that have completed a Personal Review/Appraisal (excluding schools) Higher Preferred	58.05%	80%	Annual Indicator - To be reported at Q4					
DCO16.9	Realisation of capital receipts targets (COMM) Higher Preferred	£3.71 million	£0	£0	£0	£0	£3.5 million	Trend not applicable	Performance: A disposals programme for the next five years is being developed but there are no disposals planned for Q3/Q4.
DCO19.02	Percentage of full statutory compliance across BCBC operational buildings (COMM) Higher Preferred	78.6%	100%	82%	100%	85%	73.5%	↑	Performance: Small improvement in compliance compared to Q2, and overall improvement in statutory compliance across the estate since Q3 last year.
DCO23.14	Percentage of statutory compliance across BCBC operational buildings - Big 5 (COMM) Higher Preferred	New 2023-24	100%	92%	100%	94%	New 2023-24	N/A	Performance: Small improvement in compliance compared to Q2 and significantly improved compliance picture overall.
DOPS34a	Availability of voice and data network (CEX) Higher Preferred	100%	99.99%	100%	99.99%	100%	100%	↔	Performance: On target
DOPS34b	Availability of storage area network (CEX) Higher Preferred	100%	99.99%	100%	99.99%	100%	100%	↔	Performance: On target
DOPS34c	Availability of core applications, central printers and multi-functional devices and network connected devices (CEX) Higher Preferred	99.99%	99.90%	99.94%	99.9%	99.98%	99.99%	↙	Performance: This indicator remains on target. Performance is down very slightly at Q3 due to a "Canon printing failure" which was resolved by the supplier.
DRE6.1.1	Percentage budget reductions achieved (Overall) Higher Preferred	72.1%	100%	90.4%	100%	90.4%	72.1%	Trend not applicable	Performance: Position at Q3 remains the same, of the £2.608 million savings target, £2.358 million has been achieved to date. The most significant reduction proposals unlikely to be achieved in full are:- • EDFS1 Delegation of school transport responsibilities to The Bridge Pupil Referral Unit (£40k). Officers are continuing to investigate the practicalities and implications of this bespoke transport arrangement. • COM1 Closure of each of the Community Recycling Centre sites for one weekday per week (£50k). Public Consultation has been undertaken with the outcome reported back to Cabinet on 21 November 2023, where the proposal was approved. A marginal saving will be made in 2023-24, with the full saving being realised in 2024-25. • COM 2 Charging Blue Badge Holders for parking (£40k). The traffic management team have been engaged in the introduction of the national speed limit in built up areas, and therefore the saving proposal is unlikely to be achieved in 2023-24 due to the processes required to introduce any change. • COM5 Commercially let a wing of Ravens Court to a partner organisation or business (£120k) Delay in progressing budget reduction proposal whilst the Future Service Delivery model is being developed. Directors continue to work with their staff to deliver their proposals or alternatives and this is reflected in the forecast year end spend.

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Meeting of:	SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1
Date of Meeting:	11 April 2024
Report Title:	FORWARD WORK PROGRAMME UPDATE
Report Owner / Corporate Director:	CHIEF OFFICER – LEGAL & REGULATORY SERVICES, HR & CORPORATE POLICY
Responsible Officer:	MERYL LAWRENCE SENIOR DEMOCRATIC SERVICES OFFICER – SCRUTINY
Policy Framework and Procedure Rules:	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. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council Constitution to be updated.
Executive Summary:	The Council's Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee. The Council's Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard for the Council's Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to have oversight and refer any cross-cutting topics to a Committee or Research and Evaluation Panel. The Committee is asked to consider and agree its Forward Work Programme, identify any specific information it wishes to be included in and any invitees they wish to attend for the reports for the next two Committee meetings, identify any further items for consideration on the Forward Work Programme having regard to the criteria set out in the report, consider the Recommendations Monitoring Action Sheet and note that the Forward Work Programme and the Recommendations Monitoring Action Sheet for the Subject Overview and Scrutiny Committee will be reported to the next meeting of COSC.

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 3.5 of this report;
- d) Present the Recommendations Monitoring Action Sheet (**Appendix B**) to track responses to the Committee's recommendations made at previous meeting;
- e) Advise that the Committee's updated Forward Work Programme, any feedback from the Committee and the Recommendations Monitoring Action Sheet will be reported to the next meeting of the Corporate Overview and Scrutiny Committee (COSC).

2. Background

- 2.1 The Council's Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee.
- 2.2 The Council's Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard for the Council's Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to have oversight and refer any cross-cutting topics to a Committee or Research and Evaluation Panel.

Best Practice / Guidance

- 2.3 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.
- 2.4 Forward Work Programmes need to be manageable to maximize 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.

- 2.5 The CfGS's 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.'

3. Current situation / proposal

Forward Work Programme

- 3.1 Following the approval of the schedule of Scrutiny Committee meeting dates at the Annual Meeting of Council on 17 May 2023, the standing statutory reports to this Scrutiny Committee of: the Corporate Plan, the Medium Term Financial Strategy (MTFS) and Budget, Performance and Budget Monitoring, etc. have been mapped to the appropriate timely meeting dates into a draft Forward Work Programme.
- 3.2 The draft outline Forward Work Programme for each Scrutiny Committee have been prepared using a number of difference 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.
- 3.3 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 2024, following which 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 2024.
- 3.4 An effective Forward Work Programme will identify the issues that the Committee wishes to focus on during the year and provide 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 Forward Work Programme will remain flexible and will be revisited at each COSC meeting with input from each Subject Overview and Scrutiny Committee reported and any updated information gathered from Forward Work Programme meetings with Corporate Directors.

Identification of Further Items

- 3.5 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

- 3.6 Corporate Parenting is the term used to describe the responsibility of a local authority towards care experienced 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 care experienced children and young people in Bridgend.

- 3.7 In this role, it is suggested that Members consider how each item they consider affects care experienced children and young people, and in what way can the Committee assist in these areas.
- 3.8 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet Committee Corporate Parenting and particularly any decisions or changes which they should be aware of as Corporate Parents.
- 3.9 The Forward Work Programme for the Committee is attached as **Appendix A** for the Committee's consideration.
- 3.10 The Recommendations Monitoring Action Sheet to track responses to the Committee's recommendations made at the previous meeting is attached as **Appendix B**.
- 4. Equality implications (including Socio-economic Duty and Welsh Language)**
- 4.1 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.
- 5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives**
- 5.1 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 stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

5.2 When setting its Forward Work Programme, the Committee should consider how each item they propose to scrutinise assists in the achievement of the Council's 7 Wellbeing Objectives under the **Well-being of Future Generations (Wales) Act 2015** as follows :-

1. A County Borough where we protect our most vulnerable
2. A County Borough with fair work, skilled, high-quality jobs and thriving towns
3. A County Borough with thriving valleys communities
4. A County Borough where we help people meet their potential
5. A County Borough that is responding to the climate and nature emergency
6. A County Borough where people feel valued, heard and part of their community
7. A County Borough where we support people to live healthy and happy lives

6. Climate Change Implications

6.1 The Committee should consider how each item they scrutinise affects climate change, the Council's Net Zero Carbon 2030 target and how it meets the Council's commitments to protect and sustain the environment over the long term. There are no Climate Change Implications arising from this report.

7. Safeguarding and Corporate Parent Implications

7.1 The Committee should consider how each item they scrutinise affects care experienced children and young people, and in what way the Committee can assist in these areas. Safeguarding is everyone's business and means protecting peoples' health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. There are no Safeguarding and Corporate Parent Implications arising from this report.

8. Financial Implications

8.1 There are no financial implications arising from this report.

9. Recommendation

9.1 The Committee is recommended to:

- a) Consider and approve the Forward Work Programme for the Committee 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 whether there are presently any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 3.5 of this report.

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

Background documents

None.

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APPENDIX A

2023-24 Forward Work Programme Subject Overview and Scrutiny Committee 1

Friday 26 May 2023 at 11.00am		
Report Topic	Information Required / Committee's Role	Invitees
EFS Strategic Plan	Provide Subject Overview and Scrutiny Committee 1 (SOSC1) members with an opportunity to view and comment on the draft Education and Family Support Directorate (EFS) Strategic Plan 2023-2026.	<u>Cabinet Members</u> Cabinet Member for Education <u>Officers</u> Corporate Director – Education and Family Support Group Manager School Support Group Manager Inclusion and School Improvement School Programme Manager Group Manager Business Support Group Manager Family Support <u>CSC</u> Managing Director Assistant Director for Curriculum and Professional Learning Principle Improvement Manager <u>Headteacher Nominees</u> Headteacher, Nantyllyllon Primary School Headteacher, Pen-y-Fai Church in Wales Primary School Headteacher, Bryntirion Comprehensive School and Chair of BASH

Thursday 13 July 2023 at 11.00am – CANCELLED		
Report Topics	Information Required / Committee's Role	Invitees

Monday 11 September 2023 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
Youth Justice Service Update and Operational Plan	T12 within the Education Directorate Strategic Plan	<u>Cabinet Member</u> Cabinet Member for Education <u>Officers</u> Corporate Director of Education and Family Support

		Operational Managers, Youth Justice Service <u>CSC</u> N/A <u>Headteacher Nominees</u> N/A
Draft Outline Forward Work Programme		

Thursday 12 October 2024 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
Whole School Approach to emotional health and wellbeing		<u>Cabinet Members</u> Cabinet Member for Education Cabinet Member for Community Safety and Wellbeing Deputy Leader of Council and Cabinet Member for Social Services <u>Officers</u> Corporate Director – Education and Family Support; Group Manager Learner Support; Group Manager Inclusion and School Improvement; Early Intervention Locality Manager; Group Manager (School Support); Lead Officer, Strategic Development (Primary Sector); Principal Educational Psychologist (INC); <u>CSC</u> NA <u>Headteacher Nominees</u> Headteacher, Ysgol Maesteg Headteacher, Porthcawl Comprehensive School; Headteacher, Cefn Glas Infants School; Headteacher, St Robert's Primary School; <u>External</u> Whole School Approach to Health and Well-being Coordinator; CAMHS Senior Nurse; and Head, The Bridge Alternative Provision

Monday 4 December 2024 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
Universal Primary Free School Meals (UPFSM)	• Programme delivery, provision of free school meals and funding • New equipment • Challenges of staffing/catering services • Club settings (youth, breakfast, after school) • Quality and cost of meals	<u>Cabinet Members</u> Cabinet Member for Education <u>Officers</u> Corporate Director – Education and Family Support Group Manager, Business Support; and Team Manager – Catering Services <u>CSC</u> N/A <u>Headteacher Nominees</u> Headteacher, Headteacher, Penybont Primary School Headteacher, Llangynwyd Primary School

Thursday 18 January 2024 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
Draft Medium Term Financial Strategy 2024-25 to 2027-28 and Budget Proposals		Cabinet Members Leader of Council Deputy Leader of Council and Cabinet Member for Social Services and Early Help Cabinet Member for Finance, Resources and Legal Cabinet Member for Education Officers Chief Executive Chief Officer Finance, Performance and Change Corporate Director Education and Family Support Head of Education and Family Support Interim Deputy Head of Finance Interim Finance Manager Budget Management: Communities, Education and Family Support CSC N/A Headteacher Nominees Chair of Schools Budget Form Chair of BASH

Thursday, 11 April 2024 at 11am ~~Monday 18 March 2024 at 11am~~		
Report Topics	Information Required / Committee's Role	Invitees
Welsh in Education Strategic Plan (WESP) Central South Consortium Annual Report Information Report - Adult Community Learning update Information Report – Quarter 3 Performance 2023-24 (& Dashboard)	2 March 23 – Recommendation from COSC - The challenges of recruiting Welsh speaking teachers into the County Borough be included in the scope of the report on Welsh in Education Strategic Plan.	<u>Cabinet Members</u> Leader of the Council Cabinet Member for Education <u>Officers</u> Corporate Director Education and Family Support <u>CSC</u> Clara Seery Andrew Williams Darren Jones Natalie Gould <u>Headteacher Nominees</u> Meurig Jones, Headteacher Ysgol Gyfun Llangynwyd Sarah Gwen Richards, Headteacher Ysgol Cynwyd Sant Neil Davies, Headteacher Mynydd Cynffig Primary School <u>External</u>

2024-25 Draft Forward Work Programme
Subject Overview and Scrutiny Committee 1

Date TBC July 2024 at 11.00am		
Report Topic	Information Required / Committee's Role	Invitees
Home-to-School/College Transport Policy	Outcome of the HTST policy public consultation. To include aspects relating to: • Safe routes to schools • Implications of revised LDP • School catchment areas • Pupils' admission numbers • New school builds	<u>Cabinet Members</u> Cabinet Member for Education <u>Officers</u> Corporate Director for Education and Family Support <u>CSC</u> <u>Headteacher Nominees - TBA</u> <u>External</u>

Monday 16 th September 2024 at 11.00am –		
Report Topics	Information Required / Committee's Role	Invitees
Annual review of Education and Family Support Strategic Plan	To include update on ALN and Budget implications from 2024-25	<u>Cabinet Members</u> Cabinet Member for Education <u>Officers</u> Corporate Director for Education and Family Support <u>CSC</u> <u>Headteacher Nominees - TBA</u> <u>External</u>

Monday 18 th November 2024 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
School Modernisation Update	Pre-decision Scrutiny	<u>Cabinet Members</u> Cabinet Member for Education <u>Officers</u> Corporate Director for Education and Family Support <u>CSC</u> <u>Headteacher Nominees - TBA</u> <u>External</u>

Thursday 16 th January 2025 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
Medium Term Financial Strategy 2025-26 to 2028-29		<u>Cabinet Members</u> Cabinet Member for Education <u>Officers</u> Corporate Director for Education and Family Support <u>CSC</u> <u>Headteacher Nominees - TBA</u> <u>External</u>

Monday 3 rd March 2025 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
Upgrading of Older School Facilities <u>or</u> School Mergers	Scope to include - an update on the Corporate Landlord report in order to consider the current situation with the whole school estate	<u>Cabinet Members</u> Cabinet Member for Education <u>Officers</u> Corporate Director for Education and Family Support <u>CSC</u> <u>Headteacher Nominees - TBA</u> <u>External</u>

Thursday 8 th May 2025 at 11.00am		
Report Topics	Information Required / Committee's Role	Invitees
Reduction in Nursery Education Provision		<u>Cabinet Members</u> <u>Officers</u> <u>CSC</u> <u>Headteacher Nominees - TBA</u> <u>External</u>

Members briefing sessions.

- Reporting of exam results - Session to be held to update Members on recommencing of reporting exam results.
- Leadership and Safeguarding – How they are being audited. Secondary School meal Provision - Either an information report or a briefing session arranged as soon as possible to further explore issues raised by Members on this subject. Members have also requested more visits to schools, focusing on secondary school meal provision in this instance, and the capacity of the catering service to meet this need.
- New Estyn Inspection Framework
- Governing Bodies – Support and funding. Invitation to be extended to representatives and the Governors Association

Information reports to be provided.

- English Language School's catchment areas / capacity
- Early Help Service Pressures
- Appointment of Local Education Authority (LEA) governors – Policy and rules
- Criteria and procedure for the appointment and removal of local authority school governors'

Potential Items to be scheduled.

- ALN Provision and Implementation Update
- Update on UPFSM Rollout (to include pupils' views and be invited to meeting)
– possibly taken up by BREP
- Delegated budgets, monitor the implications of any proposed reduction to school delegated budget – on school budgets, staffing structures, redundancies, and any resulting impact on pupils – possibly taken up by BREP
- Central South Consortium – How they have provided value for the schools in the County Borough

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Subject Overview and Scrutiny Committee 1

RECOMMENDATIONS MONITORING ACTION SHEET 2023-2024

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
26 May 23	EFS Strategic Plan 2023-2026	Members expressed concern regarding the retention of school staff and their wellbeing. They discussed the importance of the support pupils received for their wellbeing and felt that staff wellbeing should be of equal priority. Members recommended that the narrative regarding the support for staff in <i>T1 Pupil and staff wellbeing</i> be strengthened to reflect this.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 23	EFS Strategic Plan 2023-2026	During discussions regarding pupil attendance and levels of absence, Members requested a breakdown of the reasons for and the numbers of absence and recommended that these be included in the Plan.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 23	EFS Strategic Plan 2023-2026	Members considered the success indicators relating to <i>T2 Support for pupil behaviour, attendance, and exclusions</i> and highlighted that assessing progress towards the achievement of the objective ‘a reduction in fixed term and permanent exclusions’ would only be meaningful if all schools were following the School Attendance	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		Policy to ensure consistency. Members recommended there be a standardised Exclusion Policy referenced in the Plan to ensure assurance in the data provided and accurate measurement of the improvements.			
26 May 2023	EFS Strategic Plan 2023-2026	Members recommended that there be more granular detail in the Plan on how the ambition for completion of the statutory training modules by School Governors could be measured annually and that a baseline be provided in the Plan to demonstrate the target to be achieved.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	Members noted the plan to increase the support for parents with vulnerable children under T3 Support for vulnerable children and young people and recommended that there be more detail in the Plan to include how this was to be achieved, how the current support could be measured and how to ensure that the support increases in the future.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	Members discussed how a video produced by Brynteg Comprehensive School in relation to T5 Curriculum for Wales and assessment gave a better understanding of the new curriculum and recommended that this be made available	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		to other schools and to the Members themselves.			
26 May 2023	EFS Strategic Plan 2023-2026	Members discussed the importance of the safeguarding training module for School Governors and made a recommendation to support the Directorate in advocating Welsh Government to consider making it a statutory requirement.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	Members expressed concern regarding potential increased utility bills and impact on pupils, due to outdated facilities in existing older schools. Whilst Members noted that refurbishment and maintenance of older schools was within the remit of the Property Team and not the EFS Directorate, it was recommended that this should still be referenced in the Plan.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	Members discussed <i>T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education</i> and felt that the objective appeared to be tailored towards younger learners and improving Welsh speakers and recommended the objective be expanded to include what was being done to promote and improve the use of the Welsh language in secondary schools.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
26 May 2023	EFS Strategic Plan 2023-2026	Members expressed concern that without definitions of the three numbered parts in each stage of the RAYG (Red (unsatisfactory), Amber (adequate), Yellow (good) and Green (excellent)) statuses, it was difficult to understand the criteria for the top, middle and bottom score in each RAYG status. Members recommended that the RAYG Self-evaluation guidelines be revisited and that a discussion take place with partners to ensure that the targets set were achievable, for example an ambition to achieve a rating of 8 by August 2026 from a current rating of 4 in <i>T2 Support for pupil behaviour, attendance, and exclusions</i> and 9 by August 2026 with the current rating of 6 in <i>T5 Curriculum for Wales and assessment</i> and other examples in the Plan.	Director of Education and Family Support	ACTIONED – response and information circulated 30 November 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	A detailed breakdown of the individual grants once all grants were consolidated and available which was offered by Officers, in response to Members questions regarding the financial implications of the report including what external grants and capital funding were expected for 2023-24.	Director of Education and Family Support / Central South Consortium	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31400/AppendixASchoolGrantAllocations20232411OfficeResponse.pdf

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
26 May 2023	EFS Strategic Plan 2023-2026	The anonymised data for the Food for Fun Programme collated from the previous year and the available data from this year, when available, for the Members of the Committee to compare, which Officers offered to provide to Members in response to Members' questions whether records had been kept of the participants of the Food and Fun programme within the 'Successes to date' and 'Improvement objectives' of <i>T1 Pupil and staff wellbeing</i> , and what the plans were going forward.	Director of Education and Family Support / Group Manager - Family Support	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	Figures and data regarding the length of waiting times for school based counsellors, that Officers offered to provide in response to Members' concerns regarding the length of waiting list times for school based counsellors, although Officers were not aware of the lists being significant.	Director of Education and Family Support / Group Manager - Family Support	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	Recent data from the annual monitoring undertaken by the Educational Psychology Service that Officers offered to provide in response to Members' referring to <i>T1 Pupil and staff wellbeing</i> in the report which outlined the well-established support from the Educational Psychology Service and highlighted the	Director of Education and Family Support / Group Manager Inclusion and School Improvement	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf https://democratic.bridgend.gov.uk/documents/s31399/Appendi

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		emotional and social wellbeing support role of Learning Support Assistants and their continued training, asking whether the roles were undertaken by dedicated staff and if every school had them			xBBridgendELSAregister202314Officersresponse.pdf
26 May 2023	EFS Strategic Plan 2023-2026	Links from Central South Consortium regarding the staff wellbeing service funded by Welsh Government.	Director of Education and Family Support / Central South Consortium	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	More information on when Officers expected to meet the objective in <i>T4 Support for children and young people with additional learning needs</i> , that 60 Additional Learning Needs Co-Ordinators would receive bespoke training to meet the needs of pupils	Director of Education and Family Support / Group Manager Inclusion and School Improvement	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	In relation to <i>T11 Effective childcare and early years offer</i> , a timeline in relation to the Flying Start roll out and which childcare providers are included across the County Borough.	Director of Education and Family Support / Group Manager - Family Support	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf
26 May 2023	EFS Strategic Plan 2023-2026	An update on recruitment of staff for school breakfast clubs and kitchens.	Director of Education and Family Support / Group Manager, Business Support	ACTIONED – response and information circulated 9 August 2023.	https://democratic.bridgend.gov.uk/documents/s31403/SOSC126May2023ResponsesToRecommendations2.pdf

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Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
11 September 2023	Bridgend Youth Justice Service Update	That narrative be included in future reports to Scrutiny explaining why the budget table with a breakdown of the financial and staffing information in the Youth Justice Service Plan did not show financial support from the Probation and / or Health Services.	Director of Education and Family Support / Youth Justice Service Manager	ACTIONED – response and information circulated 17 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf
11 September 2023	Bridgend Youth Justice Service Update	That the Committee write a letter to the Probation Service highlighting the increased demand on the Youth Justice Service (YJS) and requesting greater support given the statutory duty on the YYS to have a minimum of representatives from Police, Education, Probation, Health, and Children's Social Care.	Scrutiny	ACTIONED – Letter sent.	https://democratic.bridgend.gov.uk/documents/s32052/SOSC1toProbationServicesupport.pdf?LLL=-1
11 September 2023	Bridgend Youth Justice Service Update	That there be more engagement and liaising between schools and the Police and with a focus on prevention.	Director of Education and Family Support / Youth Justice Service Manager	ACTIONED – response and information circulated 17 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf
11 September 2023	Bridgend Youth Justice Service Update	That a young person aged 18 plus but under 25 who has gone through the YYS be invited to sit on the Bridgend Youth Justice Service (BYJS) Management Board to provide their insight on their experience of the YYS and possible improvements.	Director of Education and Family Support / Youth Justice Service Manager	ACTIONED – response and information circulated 17 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
11 September 2023	Bridgend Youth Justice Service Update	Given that there were recruitment issues across the whole of the organisation but recognised that there was a need to have adequate specialist staffing to conduct some of the trauma screening and strongly recommended they look to establish if what they currently had was sufficient, so they were going to be able to reach their performance targets and ensure young people are safeguarded.	Director of Education and Family Support / Youth Justice Service Manager	ACTIONED – response and information circulated 17 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf
11 September 2023	Bridgend Youth Justice Service Update	A link to the Joint Inspection responses made by Care Inspectorate Wales.	Scrutiny	ACTIONED – response and information circulated 5 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf
11 September 2023	Bridgend Youth Justice Service Update	More information regarding the reasons why 45% of children were not attending school referenced as reported from the My Voice questionnaires.	Youth Justice Service Manager	ACTIONED – response and information circulated 17 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf
11 September 2023	Bridgend Youth Justice Service Update	Data regarding the national Key Performance Indicators to be circulated to members to see the aspirations for each part of the service, and for measurement and performance monitoring of the Youth Justice Service.	Director of Education and Family Support / Youth Justice Service Manager	ACTIONED – response and information circulated 17 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
11 September 2023	Bridgend Youth Justice Service Update	More data on how many trauma screenings using the Trauma Recovery Model were outstanding, how often they would be reviewed and how the service would manage the staffing resource to achieve it.	Director of Education and Family Support / Youth Justice Service Manager	ACTIONED – response and information circulated 17 October 2023.	https://democratic.bridgend.gov.uk/documents/s31369/SOSC111September23ResponsestoRecommendations.pdf
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	That an audit of schools be undertaken to identify the significant level of School Governor vacancies along with an audit of School Governor skills to assist Members in understanding what can be done to attract more people with the right skills to becoming Community School Governors, and the outcome of the audits be made available to the Committee for information in the first instance.	Director of Education and Family Support / Group Manager, School Support	Recommendations circulated requesting response – to be provided.	
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	That the Bridgend Governors' Association be requested to clarify that all School Governing Bodies are included on distribution lists for their upcoming meetings and that all Local Authority and Community Governors are circulated with the promotion of their upcoming training sessions.	Director of Education and Family Support / Group Manager, School Support	Recommendations circulated requesting response – to be provided.	
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	That the Committee write a letter to Welsh Government requesting that more be done at a national level to raise the profile of / incentivise recruitment and retention of school support staff, as these	Scrutiny / Chair actioning	ACTIONED: A letter from the Chair of Subject Overview and Scrutiny	https://democratic.bridgend.gov.uk/documents/s32057/SOSC1toWGreSchoolSupportStaff.pdf?LLL=-1

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Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		important roles are significant in delivering requirements and ensuring well-being is at the forefront, however support staff are leaving to work in jobs outside the sector.		Committee 1 to the Welsh Minster (sent on 11 March) and response(received 28 March) .	https://democratic.bridgend.gov.uk/documents/s32217/Responses/eltRWGHtST12Oct23.pdf?LLL=-1
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	That the invaluable practice of requesting appropriate Headteacher Invitees to attend for the reports being considered by this Committee, be continued.		Scrutiny actioning	
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	The document being constructed by Cwm Taf Morgannwg Public Health Team to analyse the Perform and Grow Programme linked to their self-evaluation tool, for Members to get an understanding of mental well-being across the county borough.	Whole School Approach to Health and Well-being Coordinator / Group Manager Learner Support	Recommendations circulated requesting response – to be provided.	
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	A breakdown of the Welsh Government: Whole-School Approach to Emotional and Mental Wellbeing Grant received by the Local Authority referred to in the report, to include: a. The reasons for the increase in Activity funding during 2022-23 and the decrease in 2023-24. b. What the funding provides, including how many sessions of counselling and if this is sufficient.	Whole School Approach to Health and Well-being Coordinator / Group Manager Learner Support	Recommendations circulated requesting response – to be provided.	

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		c. Whether there are any alternative funding streams for the Activities listed in the tables and whether they are adequately funded. d. The Council's contribution towards the Activities listed in the tables.			
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	The outcomes and evaluation of the review of the framework referred to in the report which was planned to ensure it was fit for purpose during late 2022.	Whole School Approach to Health and Well-being Coordinator / Group Manager Learner Support	Recommendations circulated requesting response – to be provided.	
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	Information regarding support mechanisms and the sickness absence procedures for staff and headteachers and their role in supporting the recruitment and retention of staff.	Whole School Approach to Health and Well-being Coordinator / Group Manager Learner Support / Group Manager School Support	Recommendations circulated requesting response – to be provided.	
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	An update on those schools that did not have breakfast clubs and the plan going forward for their provision to ensure that all learners can receive breakfast,	Director of Education and Family Support	Recommendations circulated requesting response – to be provided.	

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		particularly given the cost of living and the colder weather.			
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	The Committee requested an update on the timescale of the publication of the Welsh Government Home to School Transport review.	Director of Education and Family Support / Scrutiny	ACTIONED: A letter from the Chair of Corporate Overview and Scrutiny Committee to the Welsh Minsters and response	https://democratic.bridgend.gov.uk/documents/s31981/AppendixALettertoDeputyMinisterforClimateChange.pdf https://democratic.bridgend.gov.uk/documents/s31979/AppendixBResponsefromWGClimiteChange14December2023.pdf
12 October 2023	Whole-School Approach to Emotional and Mental Wellbeing	A copy of the recently published Welsh Government Guidance and summary relating to elective Home Education, that sets out the requirements and how the interface with local authorities and parents in this area works.	Director of Education and Family Support	Recommendations circulated requesting response – to be provided.	
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	The Committee expressed strong concerns around the financial situation for Universal Free School Meal Provision (UPFSM) given the fact that whilst Welsh Government has provided Capital investment for new kitchen equipment, facilities and upgrades, there are the ongoing Revenue cost implications	Chair / Scrutiny	ACTIONED – Letter sent.	https://democratic.bridgend.gov.uk/documents/s32058/SOSC1toWGreFullyFundingUPFSM.pdf?LLL=-1

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		that the Local Authority and Schools will struggle to meet. These include the cost of subsidising school meals, food inflation rates, costs to meet new requirements for food waste as well as significant costs required for additional staff to deliver UPFSM, both in schools and in the Catering Service. ○ Express these concerns and highlight the continuing struggle of Local Authorities and Schools to respond to new legislation and requirements without suitable funding being provided to support it; and ○ To call on WG to commit to fully funding the revenue and capital costs of implementing this national policy commitment. The Committee therefore agreed to write to the Minister for Education and Welsh Language to: - Express these concerns and highlight the continuing struggle of Local Authorities and Schools to respond to new legislation and requirements without suitable funding being provided to support it; and - To call on WG to commit to fully funding the revenue and capital costs of			

APPENDIX B

Date of Meeting	Agenda Item	Action	Responsibility	Outcome	Response
		implementing this national policy commitment.			
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Furthermore, the Committee asked that the implications of UPFSM on time for learning be looked at as a matter of urgency given that Headteachers are already highlighting this as a concern which will only be exacerbated with the further rollout of UPFSM to Nursery years and Years 5 – 6. The Committee were of the view that this could have a significant negative affect on primary school pupil's education.	Corporate Director of Education and Family Support / Group Manager Business Support	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Members expressed concern over school meal portion sizes provided for primary school pupils in that these are the same for those in nursery provision to those in year 6. It was agreed that portion sizes for this age range would likely differ significantly and either cause an issue of food waste from younger children due to the portion size being too big (as well as unnecessary associated costs), or the potential opposite in portion sizes not being big enough for the older children and them remaining hungry. The Committee were advised that Welsh Government were reviewing healthy eating in schools, however, it was unknown whether the review would include consideration of portion sizes, which was set, under the direction of WG, by the	Chair / Scrutiny	ACTIONED: A letter from the Chair of Subject Overview and Scrutiny Committee 1 to the Welsh Minsters (sent on 11 March) and response (received 27 March).	https://democratic.bridgend.gov.uk/documents/s32059/SOSC1toWGREportionsizeUPFSM.pdf?LLL=-1 https://democratic.bridgend.gov.uk/documents/s32060/SOSC1toWLGAreportionsizeUPFSM.pdf?LLL=-1 https://democratic.bridgend.gov.uk/documents/s32222/ResponseLtrWGportionsize4Dec23.pdf?LLL=-1

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		Welsh Local Government Association (WLGA). It was therefore agreed that the Committee would write to both the Welsh Government and the WLGA and request that portion sizes be incorporated into the review and that this be based on clear evidence gathered from schools and pupils, the latter to ensure the voice of the child is heard.			
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Concerns were raised over the potential impact of UPFSM on those who could potentially be entitled to eFSM. Headteachers at the meeting reported that there had been a drop in eFSM recently which could possibly be attributed to the introduction of UPFSM. Whilst pupils would still receive a meal in both cases, pupils could be put at a disadvantage by losing out on the extra support they would be entitled to under eFSM. This includes a School Essentials Grant each year to help towards the cost of things like uniform and school supplies. It also had an impact on the amount of funding schools received to support eFSM pupils. The Committee therefore recommend that Primary schools and the Local Authority ensure parents are appropriately informed of the difference between the two and that the benefits of	Corporate Director of Education and Family Support / Group Manager Business Support	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0

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		eFSM over UPFSM be advertised as widely as possible to encourage take-up and ensure no child is invertedly disadvantaged.			
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Whilst appreciating that there is a priority to rollout UPFSM, the Committee expressed strong concerns around the value for money provided with free school meals, given the menu stipulated for all schools and how suited it was to their pupils. Information viewed in school visits and gathered from Headteachers suggest that at times, the menu choices result in a lot of food wastage and also, more worryingly, instances where children are not being appropriately fed as they do not like the choices available. Acknowledging that the menus have to take account of Healthy Eating in Schools regulations, Nutritional Food Standards and are devised using the Saffron system for nutritional analysis, the Committee support the view expressed by some Headteachers that the menu choices need tweaking to address these concerns and take more account of pupil's views in the choices available to them. Members recommend that this be looked at as soon as possible to reduce wastage, ensure pupils are being fed appropriately, and in	Corporate Director of Education and Family Support / Group Manager Business Support	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0

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		order that that the new UPFSM provision is effective and achieves its overall aim.			
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Concerns were expressed over the high number of vacancies reported relating to UPFSM provision and how the Authority would fill these. The Committee recommend that the Directorate look at what other Local Authorities may be doing to recruit to this service area to see if there are some innovative methods and ways of advertising that could be utilised in Bridgend, including any incentives that could be considered.	Corporate Director of Education and Family Support	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	The Committee also recommend that the Local Authority explore, along with Headteachers and the Catering Service, how schools in close proximity to one another could potentially work together to assist with the provision of UPFSM, particularly with meeting staffing requirements given the high number of vacancies reported. Members proposed that schools could consider how staff could be shared across schools, particularly where there are low hour contracts, thereby providing more working hours, with the aim of attracting people into these positions.	Corporate Director of Education and Family Support	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0
4 December 2023	Universal Primary Free School		Corporate Director of	ACTIONED – response and	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?N

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	Meals (UPFSM) and Operational Issues within the Catering Service	It was further recommended that information be sought from HR as to whether staff contracts could be combined and strengthened for those staff who may hold multiple smaller roles in schools, such as support, catering, lunchtime cover etc, and thereby multiple contracts.	Corporate Director of Education and Family Support / Chief Officer, Legal, HR & Regulatory Services	information circulated 16 February 2024.	AME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LL=0&LLL=0
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Further information as to whether notification from parents at the beginning of the week whether children would be taking up their free school meal each day of that week would assist schools with planning and reducing waste. Members recall that this used to be the standard method for most schools and wondered whether reverting back to this would provide benefits, even in so much as planning for staff cover as well as dining hall space and the number of meal sittings required.	Corporate Director of Education and Family Support / Group Manager Business Support / Team Manager Catering Services	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LL=0&LLL=0
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Clarification on the current projected overspend for Catering Services for 2023-24 as well as a breakdown of this overspend.	Corporate Director of Education and Family Support.	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LL=0&LLL=0

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4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	The Committee welcomed the offer from Headteacher, Mr Chris Jones of Llangynwyd Primary School to receive a copy of the information gathered via a short survey sent to fellow colleagues in primary schools across the County Borough.	Corporate Director of Education and Family Support / Group Manager Business Support / Headteacher, Llangynwyd Primary School	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Clarification on whether there would be any potential legal or financial penalties levied on Local Authorities if they were unable to deliver UPFSM in full for whatever reasons, whether this be lack of staffing or kitchen facilities for example, given the fact that this is now a statutory service.	Corporate Director of Education and Family Support	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0
4 December 2023	Universal Primary Free School Meals (UPFSM) and Operational Issues within the Catering Service	Either an information report or a briefing session be arranged as soon as possible on the subject of Secondary School meal provision, given reports by one school that they have not got the capacity to feed all the pupils that request it and are therefore being sent into the local town to buy lunch instead. To further explore this issue Members have requested more visits to schools, focusing on secondary school meal provision in this instance, and the	Corporate Director of Education and Family Support	ACTIONED – response and information circulated 16 February 2024.	https://democratic.bridgend.gov.uk/ecSDDisplayClassic.aspx?NAME=SD837&ID=837&RPID=6733674&sch=doc&cat=13514&path=13490%2c13492%2c13497%2c13514&LLL=0&LLL=0

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		capacity of the catering service to meet this need.			
18 January 2024	Medium Term Financial Strategy 2024-25 to 2027-28	The Committee made recommendations and requested additional information.	Scrutiny / Chair of COSC	ACTIONED: Recommendations formally reported to COSC and onward to Cabinet on 6 February 2024 for consideration and response. Response from Cabinet on 20 February 2024.	https://democratic.bridgend.gov.uk/ieListDocuments.aspx?CId=141&MId=4425&Ver=4&LLL=0 https://democratic.bridgend.gov.uk/ieListDocuments.aspx?CId=141&MId=4426&Ver=4