

Welsh in Education Strategic Plan (Bridgend) 2017-2020

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

Vision:

Bridgend County Borough Council's vision is that our 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 consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy (WMES);
 - take into account Welsh Government's Welsh Language Strategy (2016) to reach a million Welsh speakers by 2050;
 - align with the following Welsh Government strategies:
- a. Rewriting the Future - <http://gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en>; This will be delivered through the Central South consortium's 'Closing the Gap' strategy and through Bridgend's 'Vulnerable Groups Strategy'.
 - b. Successful Futures - <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/why-we-are-changing/successful-futures/?lang=en>; This will be delivered through the work of Central South Consortium's teaching and learning strategies and through Bridgend's strategic review – with particular reference to the Curriculum and Workforce planning workstream.
 - c. Future Generations - <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>; This will be delivered through the multi-agency work conducted with partners in Bridgend and via the early help hubs and the WESP will give due regard to the seven goals, with particular reference to: 'A Wales of vibrant culture and thriving Welsh language'

Current situation

There are currently four Welsh-medium primary schools and one Welsh-medium secondary school in the LA. One of the primary schools is full to capacity but there are surplus places in the other three schools (Cwm Garw, Cynwyd Sant, Ysgol y Ferch O'Sger). There is promotional work ongoing within Mudiad Meithrin, Flying Start and primary schools to advance the benefits of bilingualism to parents and this is supported by the Communications, Marketing and Engagement team in the LA. There is ongoing work designed to recruit more pupils to Welsh-medium education and to retain them through to completion of their formal education (detailed in Outcome 1).

Within the Education and Family Support Directorate, there is currently a Strategic Review underway. This is considering the 'landscape' of all educational provision and will make recommendations for future planning, much of which will have a direct bearing on Welsh-medium education. There are four workstreams to support this and Welsh-medium sector is well represented on each: Post 16; Curriculum and Workforce; School Modernisation; and, Leadership and Federation.

Targets for next three years

1. Increase numbers entering Welsh-medium provision in early years by **5%** over the next three years
2. Improve transition rates **by 10%** between each phase of education and increase retention of children in Welsh-medium education in foundation phase and key stage 2
3. Establishing the requirements of Welsh-medium provision through the 21st Century School programme and through Bridgend's Strategic Review in order to promote and prioritise accordingly.
4. Develop plans to increase provision in line with the findings of the Learner Demand survey and Childcare Sufficiency Assessments (CSA).

Objectives: *(Note your four main objectives will be to reach the targets you have set. These may be activities the Forum will undertake or those of organisations providing early years provision/childcare, schools and/or local authorities).*

- Conduct and respond to the outcomes of the Learner Demand survey and CSA
- Develop a feasibility of Welsh-medium provision for the 21st Century School Modernisation programme – informed by the Learner Demand survey (see attached) and by the Strategic Review and CSA
- Increase the recruitment of children to Welsh-medium by **5%** over the next three years by presenting promotional materials from within the local authority and from Welsh Government that outline the benefits of being bi-lingual and by adding extra provision where there is sufficient demand. It is anticipated that this work will have been supported via Bridgend agreeing to host the Urdd Eisteddfod in the summer term, 2017
- Continue to develop and implement a strategy to increase the retention of children in Welsh-medium education in foundation phase and key stage 2, to include the planned review of Additional Learning Needs (ALN) support for the Welsh-medium sector.

Statement:

In realising this vision, our aim is to ensure that the Council and its partners within the County Borough:

- Understand their respective roles within the Welsh in Education Strategic Plan (WESP) Forum in relation to formulating and monitoring the progress of the WESP
- Promote the language to create 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 progress to a Welsh-medium secondary school and progress accordingly into further and higher education and training
- ensure that Welsh is taught as a first and/or second language on the timetable of all our schools, in accordance with the National Curriculum's statutory requirements, and that all pupils are given the opportunity to sit an externally accredited examination in Welsh at the end of Key Stage 4
- ensure that children and young people with additional learning needs receive linguistic equality of opportunity in terms of Welsh-medium education, in line with the SEN Code of Practice for Wales and the Council's Strategy for Educational Inclusion and the new ALN Reform
- ensure that all pupils attending a designated Welsh-medium school are able to speak, read and write Welsh fluently by the end of key stage 2
- work in partnership with all schools in order to improve the standard of Welsh as a first and second language
- further develop teachers' knowledge and understanding of Welsh as a first and second language, and provide opportunities for pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos / characteristics of Wales via the Cwricwlwm Cymreig
- promote the wider development of pupils' Welsh language skills through specific activities and projects, in association with a wide range of partners.

This vision and these aims complement (and are informed by) the Welsh Government's WMES, in particular its Strategic Aims 1-4 and 6, and its vision of an 'education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace'. The Strategic Plan that follows sets out how the Council will support the objectives associated with those aims and play its part in delivering the five national outcomes for the WMES. It also indicates how developments in Welsh language education within the County Borough contribute to the wider need to raise standards of attainment, both within Bridgend and across the Central South Wales Consortium area.

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

Two of the four Welsh-medium primary schools are located in the north of the county

borough, one in the west and one in the south. Pupils in the east are served by a collaborative arrangement with RCT, the neighbouring LA. The secondary school is based in the north of the county borough which is not the most accessible location for those pupils who live on the outskirts of the borough.

Whilst it is recognised that, due to the smaller numbers of Welsh-medium pupils and schools, pupils accessing Welsh-medium Education have further to travel than most other pupils, free transport is provided for those primary aged pupils travelling 2 miles or more and for secondary aged and post-16 pupils travelling 3 miles or more.

SECTION 2

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

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

Within Band A of the 21st Century Schools Programme there is provision for a replacement YGG Cwm Garw which forms part of the Garw Valley South project. It is planned that the 1FE school will open in January 2019. Although there is not an increase in capacity for pupils aged 4-11 years there will be an increase in the number of places for nursery aged children allowing more pupils to enter Welsh-medium provision. YGG Cwm Garw will relocate to the south of the valley and as a result it will be more accessible being central to the catchment. It is anticipated that the current surplus at YGG Cwm Garw will be greatly reduced through the move. A catchment change may be progressed between YG Bro Ogwr and YGG Cwm Garw, this will be determined one year after occupation of the new school.

The Authority is currently undertaking a Strategic Review of education. There are 4 work streams within the review; the School Modernisation (Band B) work stream has a project which is focussing on Welsh-medium provision, considering the immediate, short and long term needs of the sector. A **feasibility study of Welsh-medium provision** across the county is currently underway and, when published, it will recommend potential options regarding how best to increase and retain the numbers of pupils learning through the medium of Welsh up to 2030. It will take into consideration the results of the learner demand survey, locations of primary schools, their proximity to the Welsh-medium secondary school and the organisation of schools – including current collaborative arrangements – and it will also factor in the reasons for the lack of continuity in Welsh-medium education as identified by the Growth and Retention Strategy.

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

There are 4 Welsh-medium community primary schools and 1 Welsh-medium community secondary within the County Borough. Pressure on places at YG Bro Ogwr has resulted in a double mobile classroom being installed from the Council's capital resources. Capital investment has also been made in YGG Cwm Garw, in terms of the works relating to the development of the new school which is planned for opening in January 2019.

There are planned housing developments within the County Borough which will generate Section 106 contributions to education places. The Council will determine where the funds from these developments are invested including appropriate provision for Welsh-medium places. Decisions are taken based on the demand for places within the school catchment area for the development. There are a number of pockets of small housing developments in Valleys Gateway area where the catchment school is currently Bro Ogwr, although it is anticipated that pupils may migrate to the new Cwm Garw site at Bettws where, based on current number and projections there should be some surplus capacity. A catchment review will be undertaken one year after the occupation of the new school building. There are also developments in Brackla North East (450 houses) and in Coychurch/Pencoed area (290 houses).

Cabinet have recently approved the recommendations to take forward to Band B options appraisals for feasibility and more detailed designs (3 October 2017). The schemes included with Bridgend's 21st Century Schools and Education Strategic Outline Programme submitted

to Welsh Government make a commitment to increasing existing provision:

- Bridgend West (Welsh-medium 2 form entry provision) in line with the Welsh education survey indicating there is demand for additional primary provision in that area. This may be new provision or additional places to existing provision in the area.
- Bridgend North East (where there may be an opportunity to create additional Welsh-medium provision to meet the demand for current housing developments potentially addressing the number of Welsh-medium education places serving the area) as priority Band B schemes. This will need to be considered as part of a strategic response to the impact on all schools in the area.

Currently there is no specific reference to Welsh-medium provision within the 'Supplementary Planning Guidance' although Welsh-medium provision is taken into consideration in determining where the funds are invested. It is planned that the Supplementary Planning Guidance will be reviewed in the very near future and particular regard will be given to Welsh-medium requirements in its development.

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

As at May 2016, three of the four Welsh primary schools were within the 10% capacity (WG return re: surplus places). It is considered that the relocation of YGG Cwm Garw to the south of the Garw Valley will relieve pressure on places at YG Bro Ogwr, notwithstanding that, all Welsh-medium schools are subject to a review project which is currently being undertaken, the outcome of which may identify the need for investment as part of the Council's Band B proposals and future bands of the 21st Century Schools Programme. (See reference to the feasibility study above). The relocation should be complete by January 2019.

Are there any Welsh-medium federations within your authority or plans to federate?

There are no Welsh-medium federations within the County Borough, although this is one of many ideas under consideration as part of the Strategic Review and national and regional policy-based initiatives.

Do you have plans to conduct an assessment of the need for more childcare/Welsh-medium education? Do you work with other local authorities to assess the need?

- The Learner Demand Survey began on 26 September 2016 and closed on 19th December 2016. The outcome of this survey will inform decision making in respect of the right type and size of provision in the most appropriate locality.
- The Childcare sufficiency will be undertaken and submitted by 31.3.2017 this will outline any gaps and an action plan will be developed to follow. Recent information shows that two small childcare settings now operate via the medium of English rather than the previous model as a Welsh language provider, however the level of spoken Welsh was very low prior to this development.

When did you last conduct a Welsh-medium education assessment in accordance with the 2013 Regulations? How are its findings reflected in your Plan?

- Prior to the recently conducted survey, the last Learner Demand survey was conducted in Sept/Oct 2013
- The findings were reflected in the 2014-17 plan by identifying the need to improve the quality of Welsh language being taught in English medium schools, respecting parental wish for children to become bilingual rather than necessarily attending Welsh-medium schools for all their subjects. (It is recognised that it is very difficult for pupils to become bilingual without attending Welsh-medium provision and that there is a need to raise parental awareness of the linguistic outcomes from different

linguistic models).

- The most recent survey will inform decisions made about the size, type and location of any new Welsh-medium provision.

How do you support the parents/carers of non-statutory nursery age children in Welsh-medium settings transfer to statutory Welsh language education;

- The LA works closely with ABMU Health Board around the role of health colleagues in ensuring Welsh language is a focus from the earliest opportunity for parents, there are Ti a Fi groups supported by Mudiad Meithrin (MM) and Flying Start (FS) across the borough where expectant mums are welcome alongside those with babies and toddlers. Baby massage groups are offered by MM and Cymraeg i Blant and again are able to be accessed by expectant parents.

Within FS, parents are regularly made aware from the earliest opportunity of the benefits that are available to them from the FS programme, including the opportunity for their child to benefit from Welsh language childcare provision.

All antenatal parents in the borough benefit from information regarding Welsh language benefits for their child with Cymraeg i Blant sponsoring information at both the scan and the child health record books that all children receive.

- The LA assesses the transition data to know the numbers moving from early years to FP, a Questionnaire is being developed to find out parents thoughts and considerations, a meeting for autumn term 2016 is planned to develop more effective and meaningful transitions arrangements.

How do you intend to provide parents with information on the benefits of Welsh-medium education in your local authority;

- Welsh-medium headteachers have developed a leaflet in consultation with Mudiad Meithrin and RhAG. The LA will work with partners to complete and circulate this work as part of promotional campaign, helping raise parental awareness of the linguistic outcomes from different linguistic models.
- Cymraeg i Blant also provide information to parents to support Welsh-medium education – see Appendix A for further details.
- At the 18-month visit all Flying Start children's parents are given information regarding the opportunity to receive provision at 2 years via the medium of Welsh if they so wish.

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

- The LA will follow up with entry data for each Welsh language schools admission process outside of the September term. At present latecomers to Welsh-medium education are supported by individual schools via extra Welsh lessons in registration time and being withdrawn from some lessons for one-to-one support.
- Following the rapid review recommendations, it has been identified that there is a need for CSC to consider and plan for arrangements for latecomers to Welsh-medium education and there will be a need to promote and raise awareness about these arrangements so that pupils can access Welsh-medium education, where required.
- There is currently no formal arrangement for latecomers so discussions need to occur across the consortium to identify potential options. A proposal has been put forward to Directors of Education with the aim of doing more research into the

viability of setting up a regional immersion unit. This is very much in its initial stages.

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

- There are nine Cylch Meithrin settings in Bridgend seven of whom offer Flying Start:
Cylch Meithrin Dechrau'n Deg Caerau ** FS only
CM Plant Bach Sarn ** FS provider
CM Cynwyd Sant Maesteg ** FS provider
CM Y Diwlith Garth **FS provider
CM Tabernacl Bridgend **FS provider
CM Porthcawl
CM Pencoed
CM Gwdihw Bryntirion Bridgend **FS provider
- MM data related to the transition from these settings to Welsh-medium primary schools is analysed to ensure effective transition as a means of maintaining linguistic continuity. (See data pack for details) The LA Childcare team work to investigate the reasons for some parents not continuing with Welsh-medium education and to improve the transfer rates where they are not already 100%.

Flying Start - Welsh-medium

- Within Bridgend there are 18 Flying Start childcare providers, 7 of which are Cylch Meithrin offering Welsh Language provision is provided by the following:

Flying Start only

Dechrau' Deg Caerau

Mixed economy (offering both FS and places to children outside of FS):

Cylch Meithrin Sger North Cornelly
Cylch Meithrin Cynwyd Sant Maesteg
Cylch Meithrin Y Diwlith Maesteg
Cylch Meithrin Tabernacl Bridgend
Cylch Meithrin Plant Bach Sarn
CM Gwdihw Bryntirion Bridgend

- **Supporting Flying Start settings to support the WESP**

All Families in receipt of the Flying Start programme are fully aware of the ability to receive FS Childcare via the medium of Welsh. Information is available to families at the 18 month visit regarding the options for childcare with parents clearly aware that FS will support the parent to access the childcare of their choice.

Language and play sessions offered to parents have a strong focus on bi lingualism and there is a strong influence on parents to fully embrace the rich Welsh culture via rhymes and songs that enable parents to feel more confident regarding the use of Welsh incidentally in the home and in everyday life.

Within the FS 18 month parent pack families receive information originally published by Twf outlining the benefit to young children of use of the Welsh language and bi-lingualism.

Flying Start and the BCBC Childcare Team work in partnership with Mudiad Meithrin to enable the offer of Welsh language provision to be strong and effective with a

focus on the quality of the provision and supporting the Welsh language sector in Bridgend to be successful and promote the benefits of a Welsh language early years' experience for their child to parents.

Flying Start further extends this in the support and funding of Ti a Fi groups in areas of Bridgend identified by MM as targeted for such services. FS funds staff costs and room hire to enable this provision to move forwards.

There are some members of the FS team who are first language Welsh with the whole early years team having a strong focus on the effective and meaningful use of the Welsh language, while there are low numbers of first language Welsh speakers in the health team the FS team also benefits from the training available to BCBC staff and is focussed on increasing our use of Welsh with families in everyday situations alongside the existing focus in the FS childcare settings.

FS Bridgend has developed its own Welsh language provision in Caerau where none was present at the outset of the programme.

In Phase 2 of FS since expansion there is a stronger focus on working with the groups already in existence, enabling FS to support the sustainability of the groups.

This effective partnership helps to enable all early years settings in Bridgend to offer the very best experience to our young learners. Providers are supported with focus on outcomes and offered opportunities to grow and develop.

Within the team at FS Bridgend there is a clear understanding of the WESP; it is discussed and is an agenda item at all meetings. The FS team has a clear understanding of the need for the LA to be committed to supporting parents to understand and access a WM education for their child.

- **Transition arrangements from non-maintained settings to nursery establishments.**

Flying Start has developed effective transition from the early years provision to nursery education settings for all FS children. 80% of Bridgend schools attend these FS led termly transition meetings; Welsh language providers and schools attend this regularly. In the summer term 2017, the Welsh language settings and schools will meet to further develop this close and effective relationship regarding transition plans. The Early Years and Childcare Team Manager and Head Teachers from the Welsh Language sector are developing a transition policy for all Welsh provision. Using the FS transition policy as a template the LA recognises the need to be more effective in the support of this vital transition in order to meet the targets set by WG and to demonstrate the commitment evident within the LA.

This work is supported by colleagues from the Central South Consortium and has been in development during the last academic year with the intention of the policy being in place for September 2017. The Childcare Team in the Borough has a long standing relationship with the WM sector and is able to build upon this to ensure the support to the sector is effective and cohesive with support around professionalism and quality a real strength.

MM supported an event around transition recently in Porthcawl between the community in Porthcawl, the local provider and Ysgol Y Ferch O'r Sger, this is clear evidence that the focus on effective transition is a reality in the Borough.

Further to this work the Childcare team is developing a parent questionnaire to identify the reasons behind transition choices and to consider how we might increase the transition from early years education to the WM schools sector in Bridgend.

- The LA has worked with schools and other organisations to develop a strategy to help retain children in the Welsh-medium sector to the end of their formal education. The linguistic continuum will also be considered within each of the relevant workstreams of the Strategic Review.

Please indicate any plans you may have to increase the provision of Welsh-medium education in bilingual schools/dual stream.

- This is part of the 21st Century School Modernisation Plan and specifically the feasibility work being conducted on the Welsh-medium project (outlined above). The results of the Learner Demand Survey are informing this planning.

Expanding provision

What is the percentage of seven-year-old children currently taught through the medium of Welsh?

Data Taken at PLASC January 2016

WM Primary Schools	No of pupils on roll	Total No. of pupils on roll across all BCBC Primary Schools including WM	% pupils taught through the medium of Welsh (first language):
Ysgol Gymraeg Bro Ogwr	44		
YGG Cwm Garw	21		
YGG Cynwyd Sant	43		
Ysgol y Ferch O'r Sger	28		
	136	1602	8.5%

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

	Current Position (Jan 16)	Jan 17	Jan 18	Jan 19	Jan 20
Target (12.3% increase between 2017-2020)	136	141	145	152	158

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

1. Promote the value of Welsh-medium/bilingual education via the Urdd and via promotional campaigns
2. Increase the transition rates from the non-maintained nurseries to Welsh-medium primary schools **by 5%**
3. Increase provision in areas of greatest demand, responding to the outcomes of the Learner Demand survey and CSA and linking with the 21st Century School Modernisation Programme (eg a starter class of pupils)
4. Increase retention rates in foundation phase and key stage 2 **by 10%**.

Supporting Statement:

The Welsh-medium Provision Project board has concluded that a short, medium and long term approach should be taken to meeting the needs for Welsh-medium places within Bridgend schools. This may develop via the provision of a starter class where there is the most demand (outlined through the Welsh-medium demand survey) thus creating additional primary places and will give consideration to the fact that there is only one secondary school in Bridgend located to the north of the county borough rather than central.

Systems are in place to monitor the number of children who transition from non-maintained Welsh nurseries to Welsh-medium primaries based on figures provided both locally and by Mudiad Meithrin; A questionnaire is developed to explore parents decision making when their child moves from Early Years to Welsh-medium Foundation Phase. An information leaflet has been developed by partners to stimulate demand and support parental decision which addresses details related to Welsh-medium provision and its implications. There is a clear commitment in the borough to develop effective links between the Mudiad Meithrin Cylchoedd the BCBC Childcare Team, Central South Consortium (CSC) Early Years team and Welsh-medium primary schools; a clear commitment to support any Flying Start (FS) funded childcare to be available in either Welsh-medium or English Medium with both offers promoted equally. (Additional information is offered at the 18 month visit to enable parents to effectively understand the Welsh-medium offer); colleagues from Mudiad Meithrin and CSC are working with the Cylchoedd to enable them to respond positively to developments around Welsh-medium Early Years provision and the desire to support the raising of standards in the Cylchoedd in particular the immersion approach. There is also proposed work to develop ante-natal links, supported via the antenatal maternal health records and scan cards.

Cymraeg i Blant sponsors the all Wales maternity notes folder which every new mother will receive and the 12 week scan card. Further to this the child health record from Jan 2017 will also be sponsored by Cymraeg i Blant.

At the time of writing, the LA has not committed to the School Modernisation Band B programme. Welsh Government are yet to identify the available funding for LAs and therefore the LAs commitment requirements (match funding). However the LA has identified for Welsh Government its list of priority schemes to be taken forward in the event of that commitment. At least one of these schemes is likely to provide additional primary places for Welsh-medium education. Planning for Band C of the programme will take place during Band B to develop a strategy to ensure sufficient places with growth in the right location within the county borough and with adjacent LAs.

The Central South Wales improvement model is based on expert practitioners delivering professional development programmes to and with their peers. These programmes are delivered in school 'hubs', available to all practitioners; or form the focus of the work of School Improvement Groups (SIGS - small groups of schools who work together on an identified development need). This work is funded by the consortium and is mapped against regional need. In addition, the region is working closely with the Successful Futures pioneer network.

Using this model, the regional consortium will support the language continuum by:

- Funding and supporting professional learning programmes against regional need (particularly in relation to workforce development and enhancing practitioners' language skills)
- Supporting the work of the pioneer network as they work on the detail of the Welsh continuum.

This is an area that will develop significantly during the lifetime of the current WESPs as the detail of the curriculum becomes clearer. Current provision includes:

Intensive Welsh Language Training (Basic Level)

Intensive Welsh Language Training (Intermediate Level)

The impact of the central south Wales hub and SIG model are subject to a research and evaluation programme which will externally monitor the impact of the provision on practitioners and learners.

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

This outcome is about improving numbers transferring from;

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

As outlined above, there is work underway to improve the transition between non-maintained nursery provision and Welsh-medium primary schools and between education stages thereafter. Analysis of data reveals that there is a reduction in the % pupils assessed in Welsh as they move through the educational stages and this has resulted in an investigation about retention of numbers in Welsh-medium education, particularly in Foundation Phase and key stage 2.

The rates of progression are set out below (and in the data file):

- Progression between non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase:

	Number transferred to Welsh Education	% transferred to Welsh Education	Notes
Cynwyd Sant	15	100%	
Lon y Parc	7	100%	
Bryntirion	1	10.00%	Progress ongoing. Working closely with staff and parents on the continuity and benefits of Welsh-medium education.
Nantymoel			Nursery closed
Pencoed	24	60.00%	
Sarn	7	33.33%	Progress ongoing. Working closely with staff and parents on the continuity and benefits of Welsh-medium education.
Porthcawl	3	9.68%	Positive progress in the sequence compared to last year but it is unfortunate that several parents do not want to send their children to the local Welsh-medium schools which are located in disadvantaged areas.
Tabernacle	2	10.00%	
Y Diwlith	13	92.86%	
Y Sger	19	79.17%	

As detailed in the following tables, there is a notable reduction of numbers of pupils moving from one key stage to the next. Investigations have revealed that the reduction is largely a consequence of in-year transfers from Welsh-medium to English-medium schools. The local authority has been working with partners to devise a strategy to retain and grow numbers in

Welsh-medium provision and has considered reasons given for in-year transfers out of Welsh-medium education. Reasons cited for moves to English-medium schools vary from pupils not responding to learning through the medium of Welsh/inability of parents to be able to support their child's learning, access to support for Additional Learning Needs (ALN) and relationship issues between pupils at the school. These are factors that have been considered in the development of a 'Growth and Retention Strategy' for the Local Authority. Issues related to educational provision/support of pupils with Additional Learning Needs (ALN) have been reviewed through the ALN Review which has addressed the issues raised – as outlined in Outcome 6 below.

There has been work between the Welsh-medium cluster of schools to further improve transition between key stage 2 and key stage 3.

- Progression between foundation phase and key stage 2:

Data Source: PLASC

	Number of pupils in Year 2 in Welsh-medium School		Number of pupils in Year 3 in Welsh-medium School	% Difference
Jan 13	139	Jan 14	135	-2.9%
Jan 14	140	Jan 15	135	-3.6%
Jan 15	157	Jan 16	149	-5.1%

- Progression between key stages 2 and 3:

Data Source: PLASC

	Number of pupils in Year 6 in Welsh-medium School		Number of pupils in Year 7 in Welsh-medium School	% Difference
Jan 13	90	Jan 14	84	-6.7%
Jan 14	126	Jan 15	114	-9.5%
Jan 15	115	Jan 16	108	-6.1%

- Progression between key stages 3 and 4:

Data Source: PLASC

	Number of pupils in yr9 in Welsh-medium School		Number of pupils in yr10 in Welsh-medium School	% Difference
Jan 13	89	Jan 14	83	-6.7%
Jan 14	103	Jan 15	98	-4.9%
Jan 15	108	Jan 16	109	0.9%

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

Current Position (Jan 16)	Jan 17 target	Jan 18 target	Jan 19 target	Jan 20 target*
77	111	116	109	125

* The targets are based on the numbers of children currently in Welsh-medium education cohorts leading up to Year 9 by 2020. (It is anticipated that the increase in new entrants to Welsh-medium Education will be at the beginning of the child/ren's schooling rather than additional pupils coming late to Welsh-medium education and adding to existing cohorts) There is ongoing work to devise and implement a strategy to support the retention of

numbers in Welsh-medium schools throughout the academic year. There has been a large increase in numbers January 2016 January 2017 due to a one-off small cohort which has been in existence for this year group since primary school level. The figure flatlines afterwards as they are based on current numbers in Welsh-medium education in the cohorts preceding Year 9. It is not expected that there will be many new Welsh speaking pupils arriving at this stage in their education. The targets are based on 100% retention of numbers currently in the system.

Historic trends regarding pupil assessment through the medium of Welsh:
(from data pack)

Current percentage of learners in Year 9 assessed in Welsh (First Language):

Data taken at PLASC Jan 16

	No of pupils assessed at end KS3 receiving Welsh 1st Language	Total No. of pupils across all BCBC secondary schools assessed at the end of KS3 Cohort	% pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language):
YGG Llangynwyd	77	1475	5.22

How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?

Data Taken at PLASC Jan 13

	No of pupils assessed at end KS2 receiving Welsh 1st Language	Total No. of pupils across all BCBC primary schools assessed at the end of KS2 Cohort	% pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language):
Ysgol Gymraeg Bro Ogwr	29		
YGG Cwm Garw	10		
YGG Cynwyd Sant	25		
Ysgol y Ferch O'r Sger	27		
	91	1445	6.30

All subjects are taught through the medium of Welsh at YGG Llangynwyd.

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

1. Increase the transfer rate from primary to secondary school
2. Devise and implement a strategy to support the retention **of 10%** numbers in Welsh-medium schools throughout the academic year by summer 2018
3. Review the ALN provision to support pupils in Welsh-medium schools to assist with growth and retention of pupils in Welsh-medium primary schools
4. Use the results of the strategic review, to devise strategies to improve language skills on transfer from primary to secondary school.

Supporting Statement:

The LA has conducted an investigation into the numbers of pupils who leave Welsh-medium education throughout the academic year and is working to develop a 'Growth and Retention' strategy to support the retention of numbers. (It is expected that this will be completed and available by summer 2018) It has been noted that in some areas children do not transfer from non-maintained Welsh-medium nurseries to Welsh-medium primary schools and this is something that the Early Years Childcare team are working to address in consultation with the settings and the schools. Priority has been given to addressing the large (and growing) numbers transferring from Welsh-medium primary schools to English Medium primary schools at all ages in the primary sector. The local authority has worked closely with schools and parent groups to understand the reasons behind these transfers and is currently engaged in devising a strategy to grow and retain numbers in this sector, addressing a number of the concerns raised – including support for parents who feel unable to support their child's learning and reviewing support available to pupils with Additional Learning Needs (ALN).

The LA will continue develop its work with early intervention in respect of those pupils at risk of disengagement from Welsh-medium education.

The transfer from Welsh-medium primary schools to the Welsh-medium secondary school is continually monitored by the Welsh-medium cluster of schools and transition arrangements are established to maintain and increase the transfer rate. The local authority is exploring how pupils who were taught wholly or mainly through the medium of Welsh in primary school are supported to continue with the language if/when they transfer to English Medium Secondary schools.

All Welsh-medium primary schools will be adopting the Welsh Language Charter which aims to improve the use of incidental Welsh within and outside the school from March 2017.

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

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

	Current 2015-16	2016- 17	2017- 18	2018- 19	2019-20
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Measure 3.1: Maintain the percentage of learners entered for GCSE Welsh (first language) who are studying for at least two further level 1 or level 2 qualifications through the medium of Welsh at 100% by 2020 (Please note that this does not include those children with particular statements of SEN). 90.2% 100% 100% 100% 100%

Measure 3.2: Increase the percentage of learners entered for GCSE Welsh (first language) for at least five further level 1 or level 2 qualifications through the medium of Welsh by 3% to 95% by 2020 (Please note this does not include those children with particular statements of SEN). 100% 100% 100% 100% 100%

Source: CSC - KS4 data supply 2016

Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh

Outcome 4: More learners aged 16-19 who study subjects through the medium of Welsh in schools

	Current 2015-16	2016- 17	2017- 18	2018- 19	2019-20
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Measure 4.1: Increase the percentage of learners aged 17 who study 2 or more subjects through the medium of Welsh in Welsh-medium schools by 4% by 2020. 100% 100% 100% 100% 100%

Source: CSC - KS4 data supply 2016

What are the authority's targets for increasing this percentage? This can be expressed either as annual targets or as a single end of Plan target

There is no target to increase this percentage during the lifetime of the plan (2017-2020) as the figures will be determined by the existing population currently in Year 5 and Year 6 and by those already in the only Welsh-medium secondary school in the Local Authority. It is expected that the targets for increasing the number of children entering Welsh-medium primary schools (Outcome 1) will begin to impact on KS4 and KS5 figures as these children progress through the schools e.g. children entering reception class in Sept 2017 will reach year 11 by 2028. Likewise the strategy to retain pupils in Welsh-medium education in primary schools and transitioning to secondary school may begin to impact on Year 11 figures from September 2021 at the earliest.

Post 16 vocational courses running in YGG Llangynwyd and in collaboration with YGG Llanhari are: BTECs in Business, Sports and Public Services. There is also a BTEC in Health & Social Care in Y13 in collaboration with Bridgend College. All these courses are delivered through the medium of Welsh.

Outcome 4 - Maintaining and increasing the range of Welsh-medium provision, 16-19:

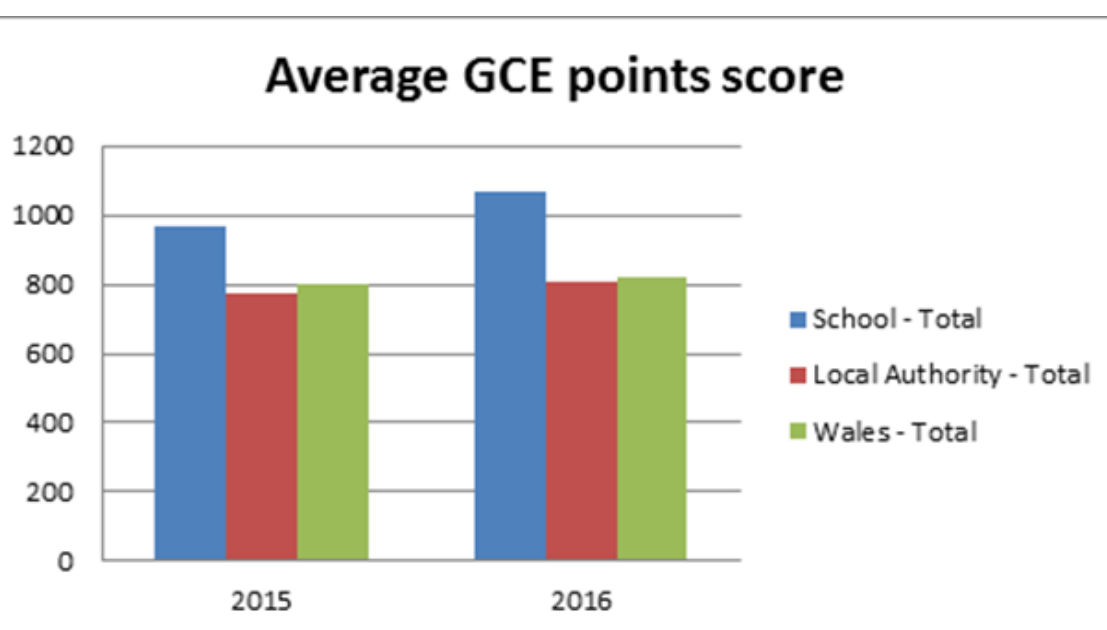
- There is a close working partnership and collaboration with YGG Llanhari in RCT

incurring a cost of approximately £25,000 for transport - shared between the two schools.

- Currently there are 8 collaborative AS courses in Year 12 and 10 collaborative A2 courses in Year 13.
- Overall YGGL is able to timetable 23 courses in Year 12 and 26 courses in Year 13 plus the Welsh Bac. (and including 4 vocational courses). This compares with 30 Level 3 courses and 5 vocational offered in line with the Learning & Skills Measure.

Using the results of schools data to improve the provision of WM education:-

- BCBC undertakes an annual review of Post 16 provision with each Sixth Form including YGGL
- The standards of performance in the national PIs is monitored and discussed with the school. As can be seen from the graph below performance in Welsh-medium provision is well above that of the LA and Welsh averages



- In addition BCBC makes use of Alps value-added data to review the comparative performance of the WM provision against other local EM provision BCBC and across England & Wales:
 - The current standard of A level Welsh 1st is “good”
 - Welsh 2nd A level is broadly satisfactory
 - YGGL has an overall value-added performance of “excellent” and is currently placed 3rd on this measure when compared with the nine sixth form settings in BCBC
 - The value added scores for subjects within YGGL have improved significantly from 2015 to 2016 with particularly excellent or outstanding performance in Applied ICT, English Lit., Geography, Mathematics, Music, Psychology, Religious Studies, Welsh Bac.

Extract from Bridgend College’s Annual Monitoring Report to the Welsh Language Commissioner:

Linguistic Profile of Learners at Bridgend College 2015-2016

Type of Learner	Overall no. of enrolments 2015-2016	No. of Welsh speaking students	No. of Welsh speaking students as %
FE Full Time	2555	153	6%
FE Part Time	3132	78	2.5%
HE Full Time	442	40	9%
HE Part Time	151	42	8%
TOTAL	6280	313	5%

The number of Welsh speakers is relatively low and typically no Welsh speakers at all or 1 or 2 students per group of on average 18 English medium students. Due to the low numbers of Welsh speaking learners, there are no students studying entirely through the medium of Welsh. However, over 500 learners completed the Iaith ar Waith Welsh-medium Customer Care vocational course (485 at Entry level and 31 at Level 2) during 2015-2016 in addition to their main qualifications.

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

- To increase the number of pupils entering Welsh-medium secondary education and thereby increase the number of examination entries.
- Review and increase Welsh-medium Post 16 opportunities
- To include specific mention to Welsh-medium provision in an advisory report to Cabinet by July 2017 outlining future options for Post 16 provision across the county borough. Cabinet have approved the Post-16 Board recommendation to generate specific proposals in relation to Welsh-medium provision.

Supporting Statement:

The number of students aged 14-16 studying through the medium of Welsh is dependent on the numbers of young people within key stage 3; with reference to increasing the range of Welsh-medium GCSE provisions there are pressures arising from the introduction of KS4 Welsh Bac., full course Welsh First language GCSE in addition to English, the new double Maths GCSE and the best 9 performance indicator at key stage 4 (which includes two sciences). These are all resulting in pressure to reduce the number of options available in KS4 and the number of subjects within those options. Whilst collaboration between schools at Post 16 is helpful in maintaining curriculum breadth it is not yet shown to be feasible at KS4. Should YGG Llangynwyd take any decisions to reduce subjects at key stage 4 then this will have a consequential effect to the viability of those subjects in post-16 two years later.

Welsh Second Language becomes compulsory from September 2017 and there is encouragement for young people to continue learning through Welsh and maintain their language 'use it or lose it'

Extract from Bridgend College's Annual Monitoring Report to the Welsh Language Commissioner:

'Bridgend College was previously active in partnership working. Until recently the 14-19 Network Grant enabled partnership work with Ysgol Gymraeg Llanhari and Ysgol Gyfun Gymraeg Llangynwyd to flourish. A range of Welsh-medium courses in Construction, Motor Vehicle and Health and Social Care were delivered successfully. The grant funding allowed both the college and school to run with small numbers of learners who benefited greatly from

having expert vocational tuition through the medium of Welsh at Bridgend College. The current partnership course in Health and Social Care will come to an end in June 2017 and the courses in Construction and Motor Vehicle have also been lost. There is currently no growth in Welsh-medium provision across the borough of Bridgend, therefore planning provision at FE level remains a challenge.'

The Post-16 Operational Board are preparing an advisory paper for the Strategic Review Board to inform a paper to cabinet by July 2017 with an expectation that implementation will begin from 2019 onwards.

Consortium input:

School-to-school work in this area is designed to respond to identified need in the Welsh-medium secondary sector. Their programme for 2016/17 includes programmes designed to enhancing practitioner skills to teach through the medium of Welsh, and the oracy skills of learners. Programmes include:

- Improving Language for Leaders – setting and implementing plan in school
- Oracy across the curriculum – developing pupil oracy skills and confidence
- Training for non-specialists aimed at increasing the number of science teachers to teach subjects other than their main specialism.

Outcome 5: More students with advanced skills in Welsh

Outcome 5: More learners with higher-level Welsh-language skills

This outcome focusses on raising standards and improving attainment in Welsh and Welsh Second Language. Local authorities are asked to demonstrate how schools will increase the number of candidates achieving Advanced Level Welsh and Welsh Second Language qualifications.

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

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

Please refer to annex 1 for the data you need to provide for this Outcome.

Please include the following:

- *How you will improve Welsh language literacy standards;*
- *What specific actions, developments and/or initiatives are being implemented or are planned to enable the authority to meet these targets;*
- *What are your strategies to continue to improve the quality of all Welsh language provision; and*
- *How you will increase opportunities for children and young people to use the language in formal and non-formal settings in line with the Welsh Government's national framework (to be shared with local authorities September 2016). This should include mapping the needs of children and young people in collaboration with the youth services and key stakeholders.*

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

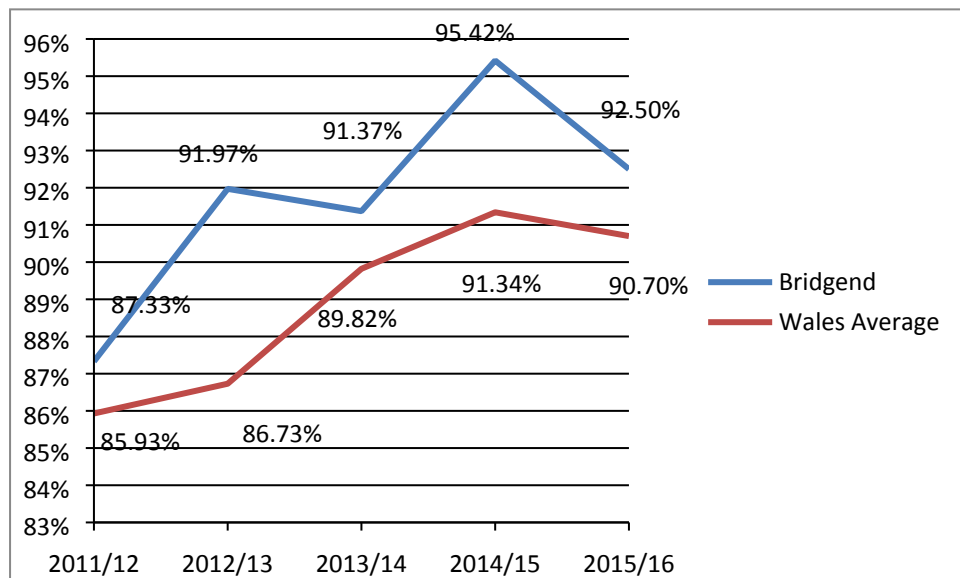
Improving provision and standards in Welsh First Language

What is the percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/bilingual schools?

Data Source :AWCDS Bridgend Performance at LA Level

Academic Year	Bridgend	Wales Average
11/12	87.33%	85.93%
12/13	91.97%	86.73%
13/14	91.37%	89.82%
14/15	95.42%	91.34%
15/16	92.5%	90.7%

Percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/bilingual schools



Over the past 5 years Bridgend has consistently outperformed the Welsh Average. The average differential over this period between Bridgend performance, and that of All Wales is 2.8%

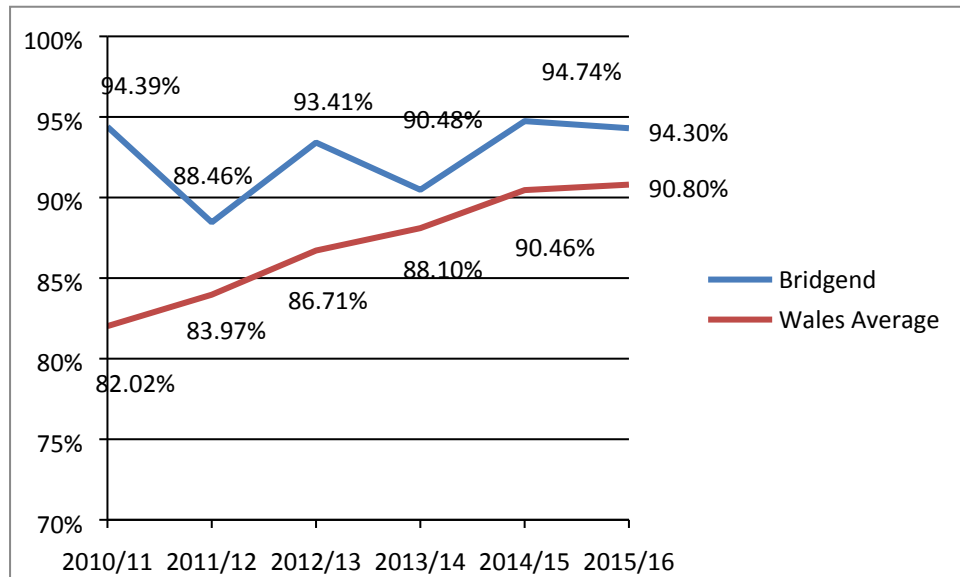
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in

teacher assessment in Welsh?

Data Source :AWCDS Bridgend Performance at LA Level

Academic Year	Bridgend	Wales Average
10/11	94.39%	82.02%
11/12	88.46%	83.97%
12/13	93.41%	86.71%
13/14	90.48%	88.10%
14/15	94.74%	90.46%
15/16	94.30%	90.80%

Percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh



Over the past 6 years Bridgend has consistently outperformed the Welsh Average. The average differential over this period between Bridgend performance, and that of All Wales is 5.6%

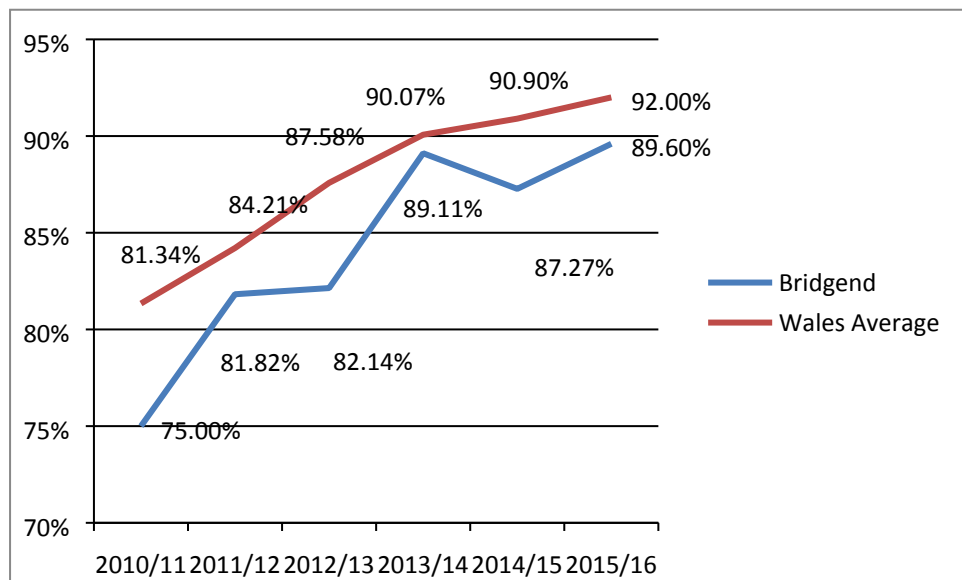
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in

teacher assessment in Welsh?

Data Source :AWCDS Bridgend Performance at LA Level

Academic Year	Bridgend	Wales Average
10/11	75.0%	81.34%
11/12	81.82%	84.21%
12/13	82.14%	87.58%
13/14	89.11%	90.07%
14/15	87.27%	90.9%
15/16	89.6%	92.0%

Percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh



Over the past 6 years Bridgend has been consistently worse than the Welsh Average. The average differential over this period between Bridgend performance, and that of All Wales is -3.5%

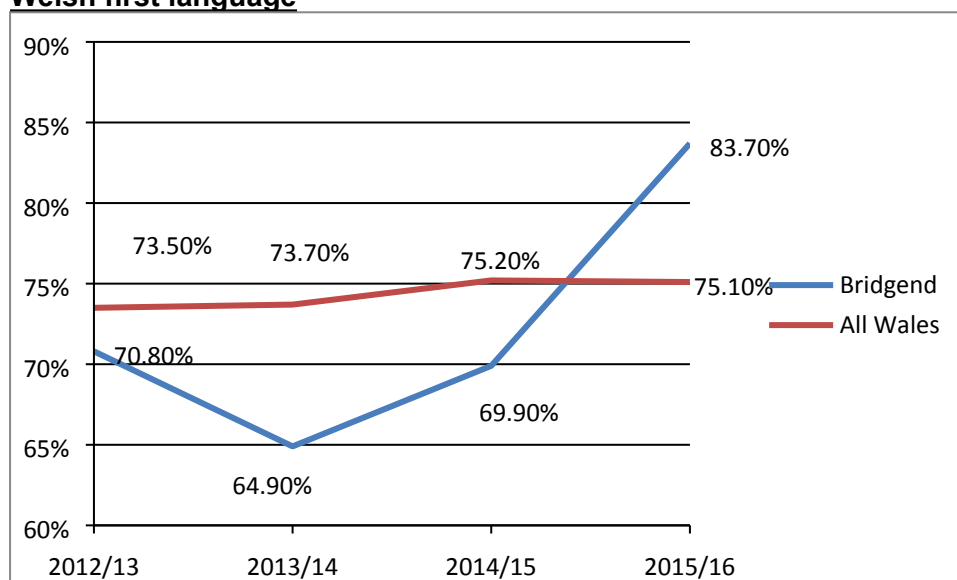
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in

GCSE Welsh first language?

Data Source: Internal Calculations from SSSP, All Wales figures from 'Examination Results in Wales, 2015-16' Statistical Release

Academic Year	BCBC			All Wales
	Number achieving A*-C in Welsh First Language	Cohort	% achieving A*-C in Welsh First Language	% achieving A*-C in Welsh First Language
2012/13	85	120	70.8%	73.5%
2013/14	63	97	64.9%	73.7%
2014/15	58	83	69.9%	75.2%
2015/16	77	92	83.7%	75.1%

Percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language



The Welsh average has stayed relatively consistent over this period, whereas the number at Bridgend has fluctuated widely. This is quite likely as we are analysing such a small cohort in only 1 school. The 2015/16 achievement should be noted in that it outperformed the Welsh average considerably.

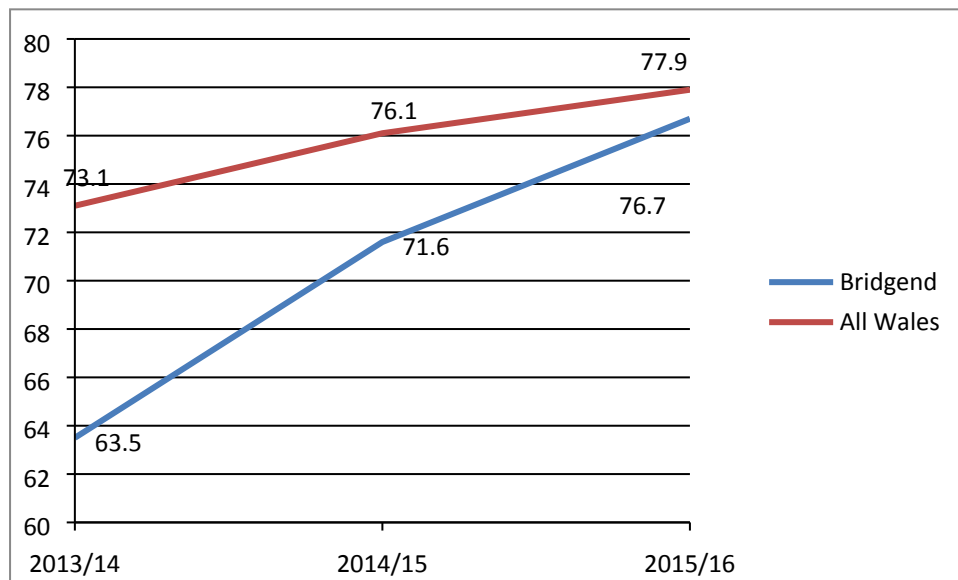
Improving provision and standards of Welsh Second Language

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language?

Data Source: 'National Curriculum teacher assessments of non-core subjects: Wales 2016' Statistical Release

Academic Year	BCBC		All Wales
	%	Rank amongst Welsh LAs	%
2013/14	63.5	21	73.1
2014/15	71.6	18	76.1
2015/16	76.7	12	77.9

Percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language



Over this 3 year period Bridgend has been consistently well below the Welsh Average. However, the Bridgend's performance has risen by 13.2% in this period and is now only just below the Welsh average.

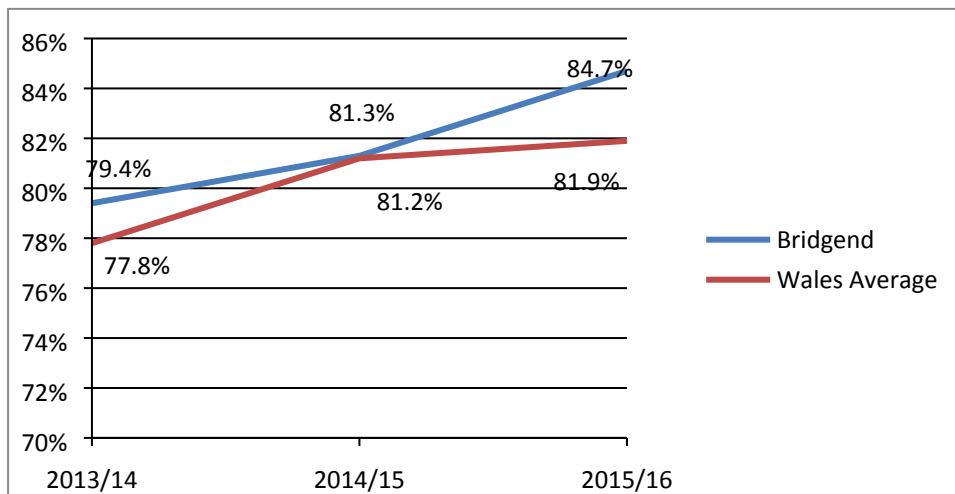
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in

the teacher assessment of Welsh Second Language?

Data Source: National Curriculum teacher assessments of non-core subjects: Wales 2016' Statistical Release

Academic Year	BCBC		All Wales
	%	Rank amongst Welsh LAs	
2013/14	79.4	9	77.8
2014/15	81.3	12	81.2
2015/16	84.7	7	81.9

Percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language



Over this period Bridgend has consistently outperformed the Welsh Average. The ranking amongst LAs in Wales rose in 2015/16 to 7th from 12th.

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course?

Data Source: Internal Calculations from SSSP (Data based on those completing course codes 50074076/50074040)

Academic Year	Number of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course	Cohort	% learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course
13/14	367	392	93.6%
14/15	483	619	78.0%
15/16	462	585	79.0%

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course?

Data Source: Internal Calculations from SSSP (Data based on those completing course codes 50074052/50074088)

Academic Year	Number of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course	Cohort	% learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course
13/14	538	947	56.8%
14/15	557	870	64.0%
15/16	433	784	55.2%

What are your targets for improvement in each of the above – either year on year or at the end of the 3-year Plan period?

What percentage of the cohort is entered for (i) GCSE Welsh Second Language Full Course; (ii) GCSE Welsh Second Language Short Course; and (iii) not entered for either?

Data Source: Internal Calculations from SSSP

Note that some children were entered for both the Full and Short Course

Academic Year	Cohort	Entries at the end of Key Stage 4 in GCSE Welsh Second Language Full Course	% Entries at the end of Key Stage 4 in GCSE Welsh Second Language Full Course	Entries at the end of Key Stage 4 in GCSE Welsh Second Language Short Course	% Entries at the end of Key Stage 4 in GCSE Welsh Second Language Short Course	Not entered for either course	% Not entered for either course
13/14	1672	392	23.4%	947	56.6%	377	22.5%
14/15	1617	619	38.3%	870	53.8%	307	19.0%
15/16	1529	585	38.3%	784	51.3%	338	22.1%

How many are taking Welsh GCSE at the moment?

More learners with higher-level Welsh language skills

What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?

This is not applicable as no children at YGG Llangynwyd took A levels 2 years ago

What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?

This is not applicable as no children at YGG Llangynwyd took A levels 2 years ago

More students with advanced skills in Welsh (This relates to the numbers achieving A Level Welsh and Welsh Second Language quals)

Data Source : Internal Calculations from SSSP

		Cohort who sat exam	Achieved A* - E	% achieved A* - E
Welsh First Language	A2	9	9	100%
Welsh First Language	AS	10	10	100%
Welsh Second Language	A2	21	21	100%
Welsh Second Language	AS	28	28	100%

Current Position	2017/2018	2018/2019	2019/2020
Welsh First Language (WFL): A Level entries as a % of the GCSE WFL entries two years earlier: 9.57%	10%	11%	12%
Welsh 2nd Language (W2L): A Level entries as a % of the full and short course GCSE W2L entries two years earlier: 1.62%	2%	3%	4%

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

- To maintain the high proportion of pupils studying the language in Welsh-medium education
- To increase the numbers of English Medium pupils studying GCSE Full Course Welsh Second Language
- Decide viable delivery methods of Welsh second language via the Strategic Review (as outlined in the Cabinet paper 25 October 2017)
- Schools will be able to respond to changes in the examination specifications for Welsh first and second Language.

Supporting Statement:

There is a large proportion of the Year 12 and Year 13 cohort in the YGG Llangynwyd entered for Welsh AS (19%) and A Level (31%) As noted in the Cabinet report (25 October 2017 point 4.7): Welsh-medium provision is enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in Rhondda-Cynon-Taf County Borough Council.

Consortium input:

Raising standards in Welsh literacy/Welsh is a specific improvement priority in the consortium's business plan. This means that achieving improvement in learner outcomes in Welsh is a key factor when the consortium plans hub school training provision and all other aspects of its school improvement activity.

Outcomes for Welsh have improved dramatically across the region since 2012, with particularly significant increases in outcomes at above the expected levels in the Foundation Phase to KS3. The percentage of pupils achieving an A-C grade in Welsh at GCSE has

jumped almost 9 percentage points since 2012/13 to 85.9%.

Further improvement will be secured by eg:

Continuing to develop professional learning programmes for practitioners designed to:

- Enhance practitioners' own language skills
- Improve teaching by eg providing training on the NAiD scheme (assessment for learning, progress lunch, developing interdependent learning, enquiry based learning, developing activities)
- Improve leadership by providing Welsh-medium leadership programmes for new headteachers and middle leaders.
- Embed successful Welsh teaching practice in English medium schools across the local authority (programmes offered by schools whose current Welsh second language provision is good e.g. the WBQ project between YGGL and Llangynwyd Primary School)

The consortium will also:

- Continue to support networks of Welsh-medium schools to share and develop good practice
- Working with the hub/pioneer network to develop the Welsh continuum and ensure that the consortium's professional learning programme is designed to respond to workforce development needs in relation to the new curriculum.

The consortium is currently (September 2016) in the process of recruiting a serving headteacher to support the Welsh Language Charter and Supporting Young People's Practices project.

The Interim Welsh Second language GCSE needs analysis has been sent to all Schools. The Welsh Language Continuum will be in place from 2020 as part of the new Curriculum. Support is being planned within the consortium for schools in preparation for the changes (ready for September 2017 for GCSE)

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

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

Please consider the following in your response:

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

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

- Implement outcomes of review MLD (Moderate Learning Difficulties) support and extend MLD support to Welsh-medium Secondary Education from April 2017.
- Establish Welsh-medium ALN Provision at YGG Llangynwyd and either at the new site of Cwm Garw or at Ysgol Y Ferch O'Sger -2018.
- Develop Welsh-medium PRU provision in collaboration with the Local Authorities in CSC.
- Continue to undertake provision mapping regarding ALN and explore opportunities to collaborate as a Consortia.

Supporting Statement.

- **Implement outcomes of review MLD (Moderate Learning Difficulties) support and extend MLD support to Welsh-medium Secondary Education from April 2017.**

A recent review has been undertaken and concluded regarding the support which is provided to children and young people with a diagnosis of MLD (Moderate Learning Difficulties) in Welsh-medium Schools. Having consulted with the Headteachers of the four primary schools and the one secondary school it has been agreed that the model of support will change. MLD teachers will work with schools for a whole day at a time and the LSO's will be employed by the schools. The support from the MLD Specialist Teacher will extend to the Welsh-medium Secondary School where previously this was not the case. Currently there are 15 children with a diagnosis of MLD.

- **Establish Welsh-medium ALN Provision at the new site of Cwm Garw-2018/2019.**

Cwm Garw Primary school is being relocated into a new build closer to the Valley's Gateway area in 2018/2019. This affords the Local Authority the opportunity to open Welsh-medium provision on the site as there has been an area dedicated to Additional Learning needs provision which is also mirrored in the English Medium School on the same campus. Initial discussions have been held with Welsh-medium Primary Headteachers regarding the development of this provision. The Local Authority will continue to carry out a needs analysis and liaise with the Headteachers of the Primary and Secondary Welsh-medium Schools.

The Inclusion service have gained additional resource to consult on opening two Welsh-medium Learning Resource Centres. One at KS3 attached to YGG Llangynwyd and the other would either be at Cwm Garw or Ysgol Y Ferch O'Sger. The service intends to consult during this academic year. Currently, there are 13 children who would be able to access the KS2 ASD LRC and there are 0 children who will be able to access the KS3 ASD LRC.

Provisional PLASC 17 Data – MLD Pupils by Year Group

PLASC 17 - MLD Pupils	Year Group									
	3	4	5	6	7	8	9	10	11	
Welsh Schools										
YGG Cwm Garw		1								
YGG Cynwyd Sant	3		1							
Ysgol Gymraeg Bro Ogwr		3	1							
Ysgol y Ferch o'r Sger	1	1	1	1						
Ysgol Gyfun Gymraeg Llangynwyd								1	1	

Data on ALN v Non ALN Performance in Welsh-medium Schools

This data compares the ALN v Non ALN performance of Welsh-medium Schools against that of Bridgend schools overall.

The data is broken down into 4 strands:-

- Those achieving the FPI at end of the Foundation Phase
- Those achieving the CSI at the end of Key Stage 2
- Those achieving the CSI at the end of Key Stage 3
- Those achieving the L2+ indicator at the end of Key Stage 4

Note that this data only compares data from mainstream schools, and comparisons are made across the last 3 years.

Also note that due to the small cohorts in some year groups in the Welsh-medium Schools the percentages can fluctuate and as a result the data needs to be treated with caution when being used for analytical purposes.

All data is taken from internal calculations from PLASC and NDC.

No comparison is possible between the performance of Bridgend Welsh-medium Schools and that of Welsh-medium Schools across the rest of Wales.

- **Develop Welsh-medium PRU provision in collaboration with the Local Authorities in CSC.**

The Inclusion Leads from each Local Authority meet on a monthly basis. Currently the Group Manager Inclusion and School Improvement leads this group. Initial discussions have begun to look at the possible development of a Welsh-medium PRU in collaboration with other LAs. This is a focus for development for the Consortium for the 2017/18 financial year. Collaboration would be required in this area as the numbers in each LA are few. There are currently 4 Welsh-medium pupils who access the Bridge Alternative Provision (KS4 Anxious and mental health provision).

Continue to undertake provision mapping regarding ALN and explore opportunities to collaborate as a Consortia.

Provision Mapping is currently being undertaken led by Group Manager Inclusion School Improvement with regards to ALN provision (which includes Welsh-medium) within the Local Authority. This also forms part of the discussion with Inclusion Leads meetings within the Central South Consortium. Currently, a sensory review of provision and need is being undertaken led by Bridgend on behalf of the other LAs in the Consortium.

**Outcome 7: Workforce planning and continuing professional development.
(CPD)**

This outcome is about developing the teaching workforce's Welsh language skills and ability to teach through the medium of Welsh.

The response should explain the local authority's strategy for ensuring sufficient number of teachers and teaching assistants can deliver Welsh-medium education, and how the Welsh language skills of practitioners in schools will be developed.

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

Please consider the following in your response:

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

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

Objectives:

1. To link with the council's Welsh Language Standards Five Year Strategy to maintain the number of Welsh speakers in Bridgend.
2. To complete the 'Curriculum and Workforce' workstream of the Strategic Review and to act upon recommendations that follow.
3. To continue to link with and promote the Central South Consortium CPD programme
4. To continue to link with Early Years and Mudiad Meithrin
5. To develop a link with and promote the Welsh Government Sabbatical Scheme

Supporting Statement:

- 1. To link with the council's Welsh Language Standards Five Year Strategy to maintain the number of Welsh speakers in Bridgend.**

The council's Communications, Marketing and Engagement team has been promoting the Welsh Language in the work place via the council's Welsh Language Standards Implementation board to support the Welsh Language Standards. They have set up dedicated pages on the staff intranet to assist with requirements e.g. providing a template for answering the telephone. There have also been regular reminders about specific aspects of requirements and briefing sessions for staff about what is required.

The Communications, Marketing and Engagement team has also supported the Urdd Eisteddfod preparations with publicity surrounding the Urdd proclamation procession which

included special features in Bridgenders newsletter.

Figures on Welsh Language skills of Bridgend Education and Family Support employees as at 31/03/2017 are below:

Description	Schools				All Other Services (inc Education and Family Support)			
	Female	Male	Total	%	Female	Male	Total	%
Welsh Speaker								
'A little'	298	46	344	10.80%	305	95	400	12.71%
'Fairly Good'	53	16	69	2.17%	38	10	48	1.53%
'Fluent'	138	20	158	4.96%	80	17	97	3.08%
'No'	268	51	319	10.02%	1013	298	1311	41.67%
No Response	1893	401	2294	72.05%	1002	288	1290	41.00%
Welsh Reader								
'A little'	288	43	331	10.40%	318	102	420	13.35%
'Fairly Good'	56	17	73	2.29%	50	18	68	2.16%
'Fluent'	139	21	160	5.03%	78	15	93	2.96%
'No'	274	52	326	10.24%	989	285	1274	40.50%
No Response	1893	401	2294	72.05%	1003	288	1291	41.04%
Welsh Writer								
'A little'	259	37	296	9.30%	233	71	304	9.66%
'Fairly Good'	54	16	70	2.20%	43	11	54	1.72%
'Fluent'	132	20	152	4.77%	70	12	82	2.61%
'No'	311	60	371	11.65%	1089	325	1414	44.95%
No Response	1894	401	2295	72.08%	1003	289	1292	41.07%

It is worth noting:

- The 'Schools' category covers employees directly employed by governing bodies. Inclusion staff are included under the 'All Other Services' category.
- The 'No Response' category covers employees who have not responded to the Equalities survey.
- The skill levels identified are based on individual self-assessment.

- Please note: 265 employees hold a School position and an 'All Other Services' position – they are counted once in each category.

Recruitment

We have advertised 3 headteacher positions in Welsh-medium schools over the last 2 years. YGG Llangynwyd – less than 5 applicants appointed acting deputy
YGG Bro Ogwr – 7 applicants – appointment to be made
YGG Cwm Garw – 4 applicants – appointed acting deputy
Head positions tend to be low in numbers, however positions for Welsh Heads are very low. The LA is aware that YGG Llangynwyd has difficulty appointing to specialist subject in the school. At a recent Post 16 review meeting with YGGL it was reported that: *“There is significant pressure around the recruitment of Welsh-medium staff for example in Science where the field of applicants has dropped from 22 to 1 over the past 3 years”*

National Professional Qualification for Headship (NPQH)

The NPQH process for 2016/17 was completed in May 2017. In the Welsh-medium sector, the deputy headteacher of Bro Ogwr and acting headteacher of Cwm Garw were successful in gaining the qualification. The new deputy of Llangynwyd, who is also has NPQH. Senior Leadership Team (SLT) members with NPQH include: 1 in Bro Ogwr (Deputy), 1 in Llangynwyd (deputy) and acting headteacher in Cwm Garw. There are no members of SLT in Ysgol y Ferch O’Sger or Cynwyd Sant with NPQH. The next round of NPQH will be starting in the summer term 2017. No one has expressed interest in any discussions.

2. To complete the ‘Curriculum and Workforce’ workstream of the Strategic Review and to act upon recommendations that follow.

The Curriculum and Workforce workstream of the Strategic Review is designed to focus on the curriculum needs of the schools and to ensure that these needs are supported by appropriately trained staff/teachers. The Welsh Language Standards will be factored into this work and will be included in subsequent recommendations. This may also factor in social opportunities and support available to the workforce. It is anticipated that this workstream will report its findings and recommendations to the overarching strategic board in the summer 2017, although it is expected that the consortium will take the lead on this work.

3. To continue to link with and promote the Central South Consortium CPD programme

Teachers:

The number of teachers/level of skill required to implement the new curriculum for Welsh effectively is not yet clear. However, the consortium will use workforce data to continue to design professional learning programmes which reflect regional workforce needs. The Consortium is also working closely with Initial Teacher Training and Education (ITET) providers to develop jointly-delivered (by schools and HEIs) programmes for newly qualified teachers. These are being designed to reflect the requirements of the new curriculum and will include the development of a suitably qualified workforce to deliver the Welsh continuum.

In the shorter term, recruitment to particular teaching posts in Welsh-medium schools remains a challenge. Mathematics, Sciences and English are particularly challenging. This is being addressed by ‘hub’ provision which offers training for non-specialists to enable them to teach subjects other than their main specialism effectively.

Leadership:

Recruitment to headship in Welsh-medium schools is challenging. Identifying, developing and supporting school leaders is also strategic priority for the region more broadly. The support, development and recruitment strategy includes.

Increasing the number of training programmes for school leaders in the Welsh-medium sector. It has also offered to make the programmes available to other regions. These include:

1. An accredited 'New to Headship' programme to be delivered through the medium of Welsh during the 2016/17 academic year;
2. The 'Headship Now' programme (for middle leaders looking to pursue a career as headteachers) is currently being piloted.
3. The Welsh-medium secondary 'hub' schools will deliver a 'middle leadership' programme during this academic year

Additionally:

4. A Senior Leader in Education (SLE) is currently being recruited to develop and support leadership in schools facing challenge
5. The Welsh-medium primary schools are being funded to work in a School Improvement Group (SIG) on leadership: developing middle leaders, sharing good practice, identifying future leaders
6. A recruitment campaign aimed at attracting leaders to work as headteachers in Wales, including current headteachers who are Welsh speaking practitioners currently working elsewhere.
7. The consortium is rolling out a support programme for schools who wish to federate. This is open to all schools. The schools selected for the support programme will be required to demonstrate that federating will:
 8. Impact positively on learners
 9. Increase leadership capacity in the schools

Note: Evaluating the impact on practitioners and learners of the programmes, hubs and SIG activity are part of the consortium's ongoing research programme undertaken in conjunction with Cardiff University.

Additionally, a middle leaders course is available through Melin Gruffydd Welsh-medium primary hub and secondary schools support leadership as part of the Gyda'n Gilydd programme.

Teaching Assistants (TAs)

The number of teaching assistants/level of language skills required to implement the new curriculum for Welsh effectively is being reviewed. The consortium will use workforce data to continue to design professional learning programmes which reflect regional workforce needs. A programme of support for TAs in the Foundation Phase has been provided by Llanhari; a Higher Level Teaching Assistant course is run via CSC and a TA Welsh sabbatical course is available through Cardiff University.

4. To continue to link with Early Years and Mudiad Meithrin

Mudiad Meithrin are keen to work with those who work in the field of education/ childcare to obtain Level 3 diploma in child-social care (Annex B)

5. To re-develop a link with and promote the Welsh Government Sabbatical Scheme

The local authority has explored the details of the Sabbatical Scheme that has been in operation since 2005 offered by Cardiff University to support the development of Welsh skills

of 15 members of Bridgend staff out of 76 members of staff across CSC (at various levels) by providing Welsh Sabbatical courses to both Welsh-medium and Second Language practitioners. Within Welsh-medium they run a course for Teachers aimed at up-skilling the Workforce and support the staff with the language skills to improve the ability of pupils. Welsh-medium Teaching Assistants have the opportunity to improve their Welsh language. For Second language support, they teach Welsh to adults thus providing them with the skills to use in the Classroom.

Numbers completing course 2005-2017 are as follows:

Niferoedd wedi cwblhau cwrs CS Medi 2005 - Gorffennaf 2017/
Numbers completing course 2005-2017

	Mynediad/ Access	Sylfaen/ Foundation	Uwch/ Higher	Uwch i Gynorthwywyr/Senio r Assistant
Awdurdod Lleol/ Local Authority	Cynorthwywyr dysgu - ysgolion cynradd cyfrwng Saesneg / Teaching assistants - English- medium primary schools	Athrawon ysgolion cynradd cyfrwng Saesneg/Teacher s in English- medium primary schools		Cynorthwywyr dysgu - ysgolion cynradd cyfrwng Cymraeg / Teaching Assistants in Welsh-medium schools
Penybont	7	7		1

Cofrestriadau ar gyfer cyrsiau CS 2017/18 / Registrations for courses CS 2017/18

	Mynediad	Sylfaen	Uwch	Uwch i Gynorthwywyr
Penybont	1	1		

Source: Welsh Government

The Scheme offers a range of courses targeted at various cohorts within the teaching workforce. Further information can be found on the following page - <http://learning.gov.wales/resources/collections/welsh-lang-practitioner-training?lang=en#collection-2>. These courses are all free to access. Funding for supply cover is also provided to the participating school.

The Welsh in Education Unit aim is that local authorities and regional consortia, in conjunction with their schools, identify practitioners that would benefit from participating in the Scheme, and then work with the course providers to achieve this. The Scheme's courses in the CSC and EAS regions are co-ordinated by Cardiff University (but courses are delivered across the region – currently in Cardiff, Treforest and Pontypool).

Further information is also available on Cardiff University's website - <http://www.cardiff.ac.uk/welsh/courses/professional-courses-and-welsh-for-adults/sabbatical-scheme>

These opportunities will be promoted to all schools in Bridgend (2017-18) via the Director's newsletter to schools, via the WESP Forum and via Central South Consortium.

Signed: Date:

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

Annex 1 Data:-



Cymraeg i blant is a new project Managed by Mudiad Meithrin and funded by Welsh Government that focuses on increasing the number of nursery age children that are able to speak Welsh. It shares information, advice and support to parents on the benefits of being bilingual, the importance of introducing Welsh to children as early as possible and the advantages of Welsh-medium childcare and education.

Cymraeg i blant sponsors the all Wales maternity notes folder, the scan card and the Child Health Record book which is delivered to every new parent in Wales

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

In addition parents are signposted over to Mudiad Meithrin's Ti & Fi groups and to the 'Cylchoedd Meithrin' the Welsh-medium playgroups as well as receiving information about regular family events that are held in partnership with the Mentrau Iaith and other local early years partners.

Cymraeg i blant / Cymraeg for kids will therefore contribute towards the Welsh Government's target of achieving a million Welsh speakers by 2050.

