

Appendix 3

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 Blasu = 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 in 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.

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2023/v1

- 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 in undertaken in the following ways:

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- 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.
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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

- 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 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 studies Welsh GSCE 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 in undertaken in the following ways:

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- A WESP report will be reported to CCMB on 30 August 2023 following its first year of implementation.
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- 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 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.
- 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.
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- 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 coordinators)

		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 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

- 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)
<ul style="list-style-type: none"> • 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.

IMPLEMENTATION AND MONITORING

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- 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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.