

WELSH IN EDUCATION STRATEGIC PLAN ANNUAL REVIEW REPORT

2025-2026

Name of Local Authority

Bridgend County Borough Council

Author:	Welsh in Education Strategic Plan (WESP) Co-ordinator
Approver:	Corporate Director (Education, Early Years and Young People)
Date:	31 July 2026

Introduction to Annual Review Report for the Welsh in Education Strategic Plan

What is the purpose of this report?

It is a **statutory requirement** for you to submit your report to the Welsh Government by 31 July 2026.

The aim of this template is to **provide guidance** and prompts that suggest **what information should be included** to ensure that you satisfy these statutory requirements. If you feel that **other information** is relevant to your narrative and context, you are welcome to include it.

We are grateful for your willingness to respond to the revised template last year. This year for consistency we have tried to avoid any further significant changes, but you will find that there are a few minor changes and additions which have been **marked in red** for convenience. This is to respond to feedback provided by you after the third reporting year, to assist us in preparing for the implementation of the Welsh Language and Education (Wales) Act 2025, and to ensure that you report on some key elements of the Local Authority Education Grant – Cymraeg 2050, as this annual report is now the **main reporting and monitoring medium** for many elements of that grant.

The feedback process

We will consider your progress towards your targets and commitments within your WESP and five-year action plan, as well as your future plans. Following consultation with specialist policy departments within the Welsh Government, we will provide you with **written feedback according to each outcome** during the autumn term. Following this we will **arrange meetings** to discuss your achievements and feedback.

September 2026 is an important milestone in the implementation of your 10-year WESP as you start the fifth year of your Plan. We will ask you to submit an updated **action plan** as well as your annual review report for the **July 2027** reporting year. We can discuss this further in our feedback session.

Use of Data

We request that you use local data (qualitative and quantitative) to report on your progress. We are aware that PLASC data will not be published in time to be used in this report. You will however have access to the core data (submitted to the Welsh Government for validation in January) and you should use these data for comparison with data provided in your 2024–25 report.

Forward look, and The Welsh Language and Education (Wales) Act 2025

The Welsh Language and Education (Wales) Act 2025 was passed by Senedd Cymru on 13 May 2025 and received Royal Assent on 7 July 2025. Not all provisions come into effect immediately; the Act has been drafted so that different provisions come into force over time. We will communicate any timing of any changes clearly to you.

The Act aims to move toward the Cymraeg 2050 target of a million speakers by strengthening the role of Welsh in education, with the general aim of ensuring that all pupils in maintained schools in Wales can use Welsh independently when they leave school.

We have appreciated the opportunities to discuss the implications of the Act for you as local authorities over the past year, and we welcome opportunities to discuss this further. Much of what is encompassed in the Act is already in place, including the WESP, late immersion provision, school categorisation according to Welsh-language provision and work to raise awareness and encourage behavioural change. We look forward therefore to supporting, reinforcing and building on the immense work that you have already accomplished in this field.

KEY ACHIEVEMENTS AND HIGHLIGHTS

Provide up to 7 main achievements and highlights for 2025–2026.

- Estyn undertook a Local Government Education Service (LGES) inspection in March 2026. The inspection was highly positive, with several areas of strength identified and recognised as examples of effective practice across the service.

The report stated: 'The authority is making sound progress in expanding Welsh-medium provision. It has increased the number of Welsh-medium pre-school providers and plans their locations strategically to support children's progression along the language continuum. In addition, there is effective Welsh-medium provision for pupils who attend Learning Resource Centres. The current phase of the school modernisation programme demonstrates a strong commitment to further developing Welsh-medium education, particularly in the primary sector. In addition, the authority has a well-considered approach to strengthening provision for late immersion to support pupils joining Welsh-medium schools. While the modernisation programme has improved access to Welsh-medium education, some geographical gaps remain.'

- The installation of a double mobile classroom at Ysgol Gymraeg Bro Ogwr was completed during the reporting period, increasing capacity to accommodate growth in the early years cohort and supporting the school's continued expansion prior to relocation to the new school site.
- A revised Strategic Outline Programme, for increased Welsh-medium secondary provision has been approved by Welsh Government. Cabinet has approved the acquisition of a central site in Bridgend as an 'enabler' of a future Welsh-medium secondary school build scheme.
- The local authority successfully developed late immersion provision and appointed a permanent leader; the provision has been branded as 'Pont Iaiith', with a dedicated name and logo created to support its identity and promotion. Since September 2025, 10 pupils have accessed Pont Iaiith.
- A childcare provider has been appointed for the Blackmill Welsh-medium Childcare Hub. The Betws Welsh-medium Childcare Hub is scheduled to open in September 2026, offering full-day childcare provision for families.
- There has been an increase in the number of pupils studying AS level and A level Welsh second language in September 2025 (initially increased from 16 to 31 pupils) following co-ordinated network promotion. By the end of the year, 25 pupils studied Welsh Post-16.
- Promotional activity has continued to successfully raise awareness of Welsh-medium education across Bridgend County Borough. Strong partnership working with the Welsh-medium cluster has secured funding

through the Cymraeg i Bawb and Mentrau Iaith grants, enabling the delivery of the innovative 'Cylch i Ysgol' pilot programme. Positive learner and family experiences are being captured through a series of case studies developed in collaboration with Swansea Local Authority and Cymraeg i Bawb, helping to showcase effective practice and the benefits of Welsh-medium education.

- Furthermore, high-profile promotional materials, including banners and posters, have been displayed at train stations throughout the county borough, further strengthening the aim to raise awareness of Welsh-medium education and enhance its visibility within local communities.

RISKS AND MITIGATIONS

Risks: What are the specific local authority-level risks that affect or could affect progress across all outcomes? Give details of individual risks.

- Recruitment and retention difficulties within the Welsh-medium sector may affect the capacity of Cylchoedd Meithrin to maintain and expand Welsh-medium early years provision.
- Suitable venues may not be available to re-establish sessional childcare provision in some areas, limiting opportunities to expand services where demand exists. Although demand for provision exists, the lack of appropriate and available premises remains a significant barrier to expanding services.
- Implementation of catchment areas for Welsh-medium schools may be delayed until 2028–2029, affecting strategic planning and the management of future demand for Welsh-medium education.
- Limited understanding of why some parents consider Welsh-medium education but do not choose it as their first preference may prevent the identification and removal of barriers to uptake.
- Despite recent increases in uptake, there remains a risk to the long-term viability of small AS/A Level Welsh classes, as schools continue to face challenges in sustaining provision and Welsh has previously been identified as a subject at risk.
- The potential lack of capacity or resource to meet the goal of increasing English-medium school participation in Urdd activities. The success of this target depends on the Bridgend Music Service's ability to effectively partner with the Urdd to support these schools.

- There is a shortage of Welsh-speaking specialist staff within the Communication and Relationships Team (CART), limiting the team's capacity to provide support through the medium of Welsh.
- Delays to the Ysgol Gymraeg Bro Ogwr building project will postpone the opening of the Welsh-medium Observation Class until at least September 2028.
- Funding, objections to statutory proposals and planning applications, timing around seasonal ecology mitigation measures, land availability/potential acquisition and resource availability within the local authority.
- Some proposals are generated around the local authority's Local Development Plan with a reliance on housing developers bringing forward sites in a timely fashion to align with WESP targets.

Mitigations: What steps are you taking to mitigate the above risks?

- Work with Mudiad Meithrin and childcare providers to strengthen recruitment and retention through targeted workforce initiatives, training and qualification support, career development opportunities, and regular monitoring of staffing risks. Work collaboratively with childcare settings and Ysgol Gyfun Gymraeg Llangynwyd to promote and support childcare courses, helping to develop a sustainable pipeline of future Welsh-medium childcare practitioners.
- Work with local partners to identify and secure suitable venues, aim to maintain a pipeline of potential sites, explore flexible delivery models, and seek funding to adapt facilities where required.
- Undertake a comprehensive catchment area review and public consultation to assess options and gather stakeholder views.
- Collect and analyse parental feedback through surveys, focus groups, and admissions data to understand barriers to choosing Welsh-medium education as a first preference. Use this evidence to inform targeted engagement, communication, and transition initiatives, and regularly monitor trends to evaluate effectiveness.
- Continue to support schools to deliver a blended learning model which enables learners choose Welsh as a subject as Post-16 without travel constraints. Continue to share Coleg Cymraeg Cenedlaethol's grant information.

- Establish a structured partnership agreement with the Urdd and Bridgend Music Service, including clear responsibilities, participation targets, regular monitoring, and targeted support for English-medium schools.
- Explore a Welsh-medium workforce development plan, including targeted recruitment and provide Welsh language training for existing staff.
- Establish interim Welsh-medium ALN support arrangements while closely monitoring demand and project progress to minimise the impact of delays.
- Ensure buildings are designed and aligned to Welsh Government cost and size standards. Site abnormalities and constraints are identified early and 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 funding), and any land acquisitions to support the delivery of the WESP targets.
- Ecology issues are identified early, and mitigation measures are progressed with the local authority's Countryside Management Officer and the appointed ecologists.

Welsh Language and Education (Wales) Act 2025: What are your plans to prepare for the implementation of the Welsh Language and Education Act, and what support do you need?

The local authority will work closely with Welsh Government to prepare for the implementation of the Welsh Language and Education (Wales) Act 2025. This will help the local authority develop a clear understanding of the requirements arising from the Act.

Dates will be confirmed for Welsh Government representatives to attend an Extended Management Team meeting to provide training and an overview of the new legislation. Representatives will also attend Team Bridgend meetings to share this information and support a consistent understanding of the changes and their implications across the local authority.

The local authority plans to work collaboratively with Welsh Government throughout the implementation of the Act, sharing information, clarifying requirements, and providing support and guidance to schools as they carry out the changes.

Delivery plans will be piloted in collaboration with the local authority, Welsh Government and six schools. This will provide an opportunity to test approaches, identify challenges and effective practice, and help inform wider implementation across the county borough.

At this stage, ongoing support and guidance from Welsh Government will be important to help the local authority carry out the process effectively, particularly in relation to statutory requirements and support for schools.

GENERAL

Welsh in Education Forum

How does your Welsh in Education planning Forum (where applicable) drive the strategic direction of your WESP and support activities in relation to the outcomes?

How does the Forum monitor your progress towards achieving the targets and outcomes of your WESP?

What sub-groups have you established and how do they support WESP activities?

Membership

The Welsh in Education Forum (WEF) is made up of 33 members that include local authority officers, school representation and partners. This is a strong working partnership where all members work closely within sub-groups and task and focus groups to meet actions and targets set within the sub-group development plans.

The WEF benefits from the following representation:

- 14 local authority officers;
- 2 elected members;
- 4 headteacher representatives;
- 2 school governor representatives;
- 2 teacher representatives; and
- 9 delivery partner representatives.

The WEF meets each term online, where key updates are shared with members by the chairs of the sub-groups.

Sub-groups

There are four sub-groups:

- Outcomes 1 and 2;
 - Outcomes 3, 4 and 5;
 - Outcomes 6 and 7;
 - Promotion, marketing and celebrating.
- A chairperson and vice-chairperson are elected for each sub-group.
 - Members for each sub-group have been carefully chosen to be able to fully support the targets and actions.
 - Sub-groups meet in-person once per term before the full WEF.
 - Each sub-group has an annual sub-group development plan that clearly states the focus of the sub-group for the year. This document is shared for partners to update ahead of meetings. Actions are rated red, amber, yellow and green (RAYG) either before or during the sub-group meeting.
 - An agenda and meeting documents are shared one week in advance.
 - Meeting notes are shared and agreed at the next sub-group meeting.

- There is a focus to complete actions including task and finish groups between sub-group meetings.

Welsh in Education Forum Meetings

During the WEF, the WESP Co-ordinator presents progress made since the last meeting and invites the Chair, Vice-chair and key partners to provide further updates and information. Following the presentation of each outcome, there is an opportunity for questions and comments.

Monitoring progress

Reporting to Cabinet

- The WESP five-year plan and WESP annual review report has been presented to Cabinet/Corporate Management Board (CCMB) in 2022 and 2024.
- The WESP update report was reported to Cabinet on 19 September 2023 following its first year of implementation.
- The WESP Annual Review Report 2025-2026 will be reported to Cabinet in September 2026.
- The Cabinet Member for Education and Youth Services is a member of the WEF and participates actively in meetings. The Welsh Language Champion (elected member) also attends the WEF.

Scrutiny oversight

- The WESP five-year plan was presented to Subject Overview and Scrutiny Committee 1 on 1 December 2022.
- A WESP update report was presented to Subject Overview and Scrutiny Committee 1 on 11 April 2024.

Reporting to senior officers

- WESP updates are reported at the directorate's monthly senior management team meetings.
- The WESP is a key part of the Education, Early Years and Young People (EEYYP) Directorate Strategic Plan (2023-2026). Progress is monitored and reported monthly within the EEYYP Directorate's performance management system (STORI).
- The school capital schemes are reported to the bi-monthly meeting of the School Modernisation Strategic Programme Board.
- The Head of Learning, the strategic lead for WESP receives regular updates from the WESP Co-ordinator.
- The WESP Co-ordinator meets with Welsh Government throughout the year.
- The WESP Co-ordinator meets with chairs of sub-groups prior to a sub-group meeting.
- Each sub-group has developed an annual development plan taken from the five-year WESP which focusses the work of the sub-group.
- During termly sub-group meetings, the sub-group development plan is updated and then each action is RAYG rated.

- The Bridgend Association of Special and Secondary (School) Headteachers (BASSH) and the Bridgend Primary Federation discuss the work of the WESP and have representatives who sit on the WEF and receive regular updates throughout the year.
- WESP updates are provided at Team Bridgend meetings, which is attended by officers from the EEYYP Directorate and headteachers.

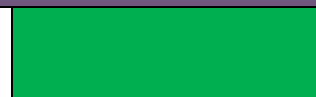
Learner Travel (Wales) Measure 2008

How do you work with other local authorities, schools and further education institutions (as appropriate) to promote access to education and training through the medium of the Welsh language in accordance with the duty set out under section 10 of the Learner Travel (Wales) Measure 2008? Give details on your progress and the main challenges in relation to this issue.

Cabinet was advised of our responsibilities to support the promotion and growth of the Welsh language in considering our new 2025 policy, which reflects that responsibility. In July and September 2024 in approving the new Home-to-School transport Policy 2025, Cabinet considered the more generous policy offer of school transport for those pupils in Welsh-medium schools, in respect of Nursery and sixth forms, linked to the Cymraeg 2025 agenda and our WESP. This policy change followed a full 12-week public consultation, and consultation with a range of partners and stakeholders.

OVERALL SELF ASSESSMENT

Give a self-assessed RAG rating (**red/amber/green**) for your overall progress against the Plan during 2025-2026.



Outcome 1

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

KEY DATA AND OUTCOME SUMMARY

Provide the following data to report on your progress against your ten-year target and any other target noted in your Plan:

Number and percentage of 3-year-olds receiving their education through the medium of Welsh (PLASC data)

Year	Number	Percentage
2024-25	153	9.74%
2025-26	164	10.32%

Data for Cylchoedd Meithrin

Year	Number of settings	Number of children	Number transferring to school	Number transferring to Welsh-medium school	Percentage transferring to Welsh-medium school
2023-24	6	195	130	94	72.31%
2024-25	6	154	115	75	65.2%

Welsh-medium Flying Start data

Year	Number of settings	Number of places	Number of children
2024-25	5	Not fixed*	106
2025-26	4	Not fixed*	91

*The number of Welsh-medium Flying Start places are not limited. Places are purchased when requested at commissioned Welsh-medium childcare settings.

Other Welsh-medium provision

Type of provision	Number of settings	Number of children
There is no other Welsh-medium provision at present		

In September 2026, 'Bloedeuol' will open in the Betws Welsh-medium childcare hub. Currently, it is going through registration with Care Inspectorate Wales and is a member of Mudiad Meithrin. The setting is holding open days and is working closely with Ysgol Gynradd Gymraeg Calon y Cymoedd.

The tender for the Blackmill Welsh-medium childcare hub was awarded to Mudiad Meithrin. The provider is working with the Legal Department to complete the lease agreement and plans to open during the school year 2026-2027.

A new Welsh-medium child minder in the Brynmenyn area has been registered with the local authority and is being encouraged and supported to become a Flying Start provider.

PROGRESS UPDATE

Give a brief update on your progress against the agreed target for this outcome.

The local authority reports the following progress regarding Welsh-medium education:

- Members discuss building developments within sub-group and in WEF meetings. The local authority provides updates through Outcome 2 of this report;
- The number of applications for Nursery at Ysgol Gymraeg Bro Ogwr increased, with demand exceeding the school's virtual published admission number (PAN). In response, the school worked closely with local authority officers to increase capacity further, enabling 71 Nursery places to be available from September 2026;
- Ysgol Cynwyd Sant also experienced an increase in applications for part-time Nursery provision. To support the continued growth of Welsh-medium education, the local authority worked with non-maintained settings to ensure that they remain within, and contribute to, the Welsh-medium sector; and
- An options paper has been presented to the Corporate Management Board to consider opportunities to increase Welsh-medium Nursery capacity in the Maesteg area. In addition, an application has been submitted to Welsh Government for the Small Capital Grant to support an extension to the Nursery provision and enable a permanent increase in the school's PAN.

Admissions task and focus group

Demand for Welsh-medium education continues to grow across Bridgend County Borough. For Nursery admissions, 157 applications were received for 2025-2026. For 2026–2027, 158 applications have already been received, and the application round remains open, indicating continued strong interest in Welsh-medium provision.

Demand for Reception places has also increased, rising from 141 applications for 2025-2026 to 152 applications for 2026-2027. This positive trend demonstrates growing parental confidence in Welsh-medium education and reflects the ongoing

success of promotional and engagement activities undertaken with schools, childcare providers and partners.

The local authority carried out the following admissions work:

- An annual admissions task and focus group (Outcomes three, four, and five) reviews pupil numbers, surplus capacity, and patterns across schools and year groups;
- The focus group placed a greater emphasis on parental preferences;
- Recent data shows 20 parents selected Welsh-medium as a second preference and 29 as a third when the first preference was English-medium;
- Discussions are taking place on how best to collect information regarding the reasons over parental preference. This information will be used to inform targeted promotion and understand latent demand better.

Transition Plans - Cylch i Ysgol

- The sub-group identified that a number of children from some Cylchoedd Meithrin transferred to Welsh-medium schools, and some to English-medium schools after an analysis of Mudiad Meithrin transfer data. The sub-group worked with Mudiad Meithrin and headteachers closely to develop a transition plan. Schools have identified a designated member of staff, and activities are under way.
- The cluster applied for a 'Mentrau Iaith' grant and received £1,700 for the 'Cylch i Ysgol' pilot. Ysgol Gynradd Gymraeg Calon y Cymoedd works with local authority officers closely to develop resources and plan visits. The headteacher will attend childcare providers with a story book about Tedi's day at Ysgol Gynradd Gymraeg Calon y Cymoedd, a pop-up banner, flyers, the 'Pam Dewis Addysg Gymraeg?' booklet, and a postcard for parents. A bank of messages was provided to the childcare provider to tell parents about the visit and how it went.

Bettws Childcare Hub

- The provider has registered with Care Inspectorate Wales and is planning an open day in June 2026. Additional open days are planned during the summer holidays before the expected opening in September 2026; and
- The local authority will support the new provider to develop its provision further, enter into a contract to provide Flying Start places, and promote the provision to families across Bridgend County Borough.

Blackmill Childcare Hub

- The local authority appointed a provider, Mudiad Meithrin in September 2025; and
- Lease negotiations between the local authority and the provider are ongoing to support the planned opening of the provision during the school year 2026-2027.

Mudiad Meithrin – Cylchoedd Ti a Fi, Cylchoedd Meithrin, Cymraeg i Blant

- Mudiad Meithrin and the Childcare Team have identified Porthcawl and Maesteg as areas for development to establish Welsh-medium early years provision. The Childcare Team has supported the identification of suitable sites. However, efforts to secure an appropriate venue in Maesteg have not yet been successful.
- Cylch Meithrin Porthcawl has appointed a leader and an assistant. Mudiad Meithrin's SAS Co-ordinator is progressing the Care Inspectorate Wales registration process, which is expected to be completed early in the autumn term 2026. The Cylch Meithrin will open in September 2026 for reduced hours while the registration process is completed;
- A Cylch Ti a Fi group and a Cymraeg i Blant group are running in Porthcawl in preparation for the opening of the Cylch Meithrin and the Porthcawl Welsh-medium seedling school;
- Mudiad Meithrin is also exploring opportunities to secure a suitable venue in the Bridgend town area to develop Welsh-medium childcare provision; and
- Mudiad Meithrin is currently advertising for a peripatetic Ti a Fi Officer to lead Cylchoedd Ti a Fi during term time until 31 March 2027. The local authority is funding this post in response to demand.

Cymraeg i Bawb sessions:

- Pyle - Welsh Story, Sign and Song
- Pencoed - Welsh Story, Sign and Song
- Sarn – Baby Yoga
- Porthcawl Baby Massage

Cylchoedd Ti a Fi:

- Porthcawl
- Sgêr
- Plant Bach Sarn
- Blaenllynfi (Dechrau'n Deg)
- Maesteg (ar gau dros dro)

Cylchoedd Meithrin:

- Cylch y Sgêr (accept children funded by Flying Start)
- Pencoed (accept children funded by Flying Start)
- Blodeuol (opening September 2026)
- Cylch Cynwyd Sant
- Sarn (accept children funded by Flying Start)
- Blaenllynfi

Catchment Areas

- The local authority will instruct an independent consultant to progress a review of Welsh-medium catchment areas.
- Welsh-medium catchment areas are already in draft form but do not currently influence admission arrangements.
- The earliest catchment change can be presented in a draft school admissions policy is now 2028-2029.

- Legal advice has been sought, and the advice is that there are no requirements to publicly consult on the proposals to introduce Welsh-medium catchment areas.
- A Welsh-medium headteacher focus group was set up to advise the school admissions process and will report to the School Admissions Forum as a proposed introduction of catchment areas in a future School Admissions Policy.

Promotional Activities

Promotional work remains key to the development and growth of Welsh-medium education across the county borough. A range of activities has been undertaken to raise awareness of Welsh-medium education and support parents to make informed choices including:

- placing promotional banners at local train stations to increase the visibility of Welsh-medium education;
- carrying out a dedicated communications schedule to ensure consistent and targeted messaging throughout the year;
- developing Welsh-medium education case studies to highlight positive learner and family experiences;
- reviewing and updating the Welsh-medium education webpages regularly to ensure that parents have access to accurate and current information;
- working with 'Cymraeg i Bawb' closely to promote Welsh-medium education opportunities;
- distributing the 'Pam Dewis Addysg Gymraeg?' booklet widely to parents and carers; and
- supporting the 'Cylch i Ysgol' transition project to strengthen transition arrangements between Welsh-medium early years settings and schools. This helps children and families move confidently into Welsh-medium education.

Give a summary of your progress in expanding Welsh-medium early years provision, including Flying Start, under the headings below.

– What are you doing to increase the number of Welsh-medium childcare places available as well as uptake of these places?

- The updated admissions form for Flying Start childcare provides parents with information about their nearest Welsh-medium provider when they are asked to indicate their preferred setting;
- The local authority expects to make one of its Flying Start settings fully Welsh-medium, including both morning and afternoon sessions, in early 2027;
- The seedling school planned for Porthcawl includes a Welsh-medium daycare setting;

- The new building planned for Ysgol Gymraeg Bro Ogwr includes a Welsh-medium daycare setting;
- The daycare settings at Bettws and Blackmill have identified providers. The local authority is proactively supporting both providers to open as soon as possible;
- All partners continue to distribute the local authority's 'Pam Dewis Addysg Gymraeg?' booklet, which highlights the benefits of bilingual education and the local options available; and
- To support the development of new Welsh-medium sessional provision, the local authority undertook a review of appropriate and available venues during spring 2026. This remains the main barrier to establishing new childcare provision.

– **How do you use the analysis of your Childcare Sufficiency Assessment to identify areas for development?**

The gaps identified in the Childcare Sufficiency Assessment (CSA) inform the five-year action plan, which is reviewed annually.

The 2025-2026 review indicates that demand has not increased significantly and that the development of the four Welsh-medium childcare provisions will meet the immediate need for full-day childcare. However, gaps in sessional provision have been identified in Bridgend town, Maesteg, Cefn Glas and Porthcawl.

Historically, Cylchoedd have operated in each of these areas, but have since closed and not reopened. The main barriers to re-establishing provision are the identification of suitable venues and the recruitment of appropriately qualified Welsh-speaking practitioners. Work continues with partners to address these gaps.

– **Give details on your process of developing provision (tendering processes), including the types and number of provision settings being planned for year 5.**

The local authority consulted the Legal, Procurement and Property departments extensively during the tendering process for Bettws and Blackmill. Officers from these departments provided advice to the Early Years and Childcare Team on the process to follow. The Childcare Strategy and Sufficiency Manager prepared the specification and method statements with support from the Procurement Manager.

The tender documents were advertised widely and were available for four weeks on the Sell2Wales and eTenderWales portals during summer 2024. Applications were assessed and interviews held with support from the Procurement Department.

The local authority offered leases to the highest-scoring providers.

The same process will be followed for Porthcawl and Bridgend town once the buildings are close to completion.

State the collaboration with organisations in the early years sector to strengthen and expand Welsh-medium childcare provision in your area (eg Cwlwm partner organisations). Give details on the nature of this collaboration.

The Early Years and Childcare Team works with CWLWM (Childcare Wales Learning and Working Mutually) partners to support development across all types of childcare provision. Colleagues from Mudiad Meithrin attend the same Outcome meetings as officers from the Early Years and Childcare Team. The team also works closely with Mudiad Meithrin to support developments within existing Cylchoedd Meithrin across the county borough. This partnership includes supporting the Welsh language within Flying Start provision.

The development of Welsh-medium provision remains a priority for the local authority across all types of childcare, from out-of-school provision to child minders.

How do you share information about the availability of early years education and other Welsh-medium provision with parents/carers? Give details on how you work with the Family Information Service, your admissions teams and external agencies to ensure that information is shared effectively.

- The Comms Cymraeg Schedule provides a comprehensive programme of communications to promote Welsh-medium education. The local authority has delivered campaigns targeted at the early years sector, including the use of the Welsh-medium Education Journey video. The Comms Cymraeg Schedule aligns with the admissions calendar.
- A weekly childcare bulletin is shared with non-maintained settings. The bulletin includes information about Welsh-medium education and Welsh-medium childcare provision.
- The Admissions Team shares communications relating to application windows. The Childcare Team then shares this information across existing settings to promote the opening of admissions rounds. The Welsh-medium section of the Admissions Prospectus has been updated to include additional information about Welsh-medium education and links to further information.
- The Childcare Strategy and Sufficiency Manager is a member of the Bridgend Admissions Forum, and information is shared regularly across departments.
- The Family Information Service (FIS) website is updated regularly to reflect the options available to families wishing to access Welsh-medium childcare and Welsh-medium education.
- Relevant information is also shared through the Early Years Facebook page. This aligns with the messages and resources included within the Comms Cymraeg Schedule.
- The Childcare Sufficiency Team attends regular events across the county borough to promote childcare provision, with a particular focus on highlighting Welsh-medium options.

Any further information that may be relevant to this outcome.

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is 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) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	• Transition plans for Cylchoedd Meithrin and Welsh-medium primary schools • Cylch i Ysgol – pilot for transition visits • Cylchoedd Meithrin, Ti a Fi, Cymraeg i Blant and Flying Start • Develop capacity for Cylchoedd Ti a Fi • Monitoring of Mudiad Meithrin transfer data • Progressing with Porthcawl seedling school, Ysgol y Ferch o'r Sgêr, Ysgol Gymraeg Bro Ogwr and associated Welsh-medium childcare hubs • Promoting Welsh-medium offer • Welsh language and refresher courses • Support the new providers for Bettws Hub • Appoint a provider for Blackmill childcare hub
	• Catchment areas

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025—2026.

**FORWARD LOOK**

State your plans and main priorities for Year 5 by outcome.

Outcome 1

- Progress will continue on the development of the Porthcawl seedling school, Ysgol y Ferch o'r Sgêr, Ysgol Gymraeg Bro Ogwr and the associated Welsh-medium childcare hubs;
- A catchment area review/consultation will be undertaken;

- CSA engagement activities will be undertaken, including targeted consultation with Ti a Fi families, Welsh-medium schools, WEF members and other key stakeholders to identify current and future demand for Welsh-medium childcare and early years provision;
- Use CSA findings and focus group feedback to inform the planning and development of Welsh-medium childcare, Flying Start and early years provision across Bridgend County Borough; and
- Continue to strengthen transition pathways between Ti a Fi groups, Cylchoedd Meithrin, Welsh-medium childcare settings and Welsh-medium schools to support progression along the Welsh-medium education continuum.

Outcome 2

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

KEY DATA AND OUTCOME SUMMARY

Target

Note the target approved in your 10-year WESP for the percentage of year 1 children educated through the medium of Welsh.

Target (%)	14% - 18%
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Reception and Year 1 Learners

Number and percentage of learners in Reception Class and Year 1 who are taught through the medium of Welsh, using local PLASC data.

	2025		2026	
Reception class learners	Number:	98	Number:	137
	Percentage:	6.96%	Percentage:	10.08%
Year 1 learners	Number:	120	Number:	97
	Percentage:	8.25%	Percentage:	6.84%

Give any details, reasons and context that are key to understanding the increase or decrease in numbers and percentages of learners in Reception Class and Year 1 educated through the medium of Welsh:

Natural demographic changes have meant that the number of children being admitted into Bridgend schools is currently in decline year-on-year. This is not isolated to Welsh-medium education but is impacting all schools. There has been a 12.5% decrease in the number of Reception pupils in Bridgend schools since 2021-2022.

Admissions

Please provide the following information regarding admission applications for Welsh medium primary schools for September 2026.

Have all applications for Welsh-medium schools been offered a place at their nearest school?	All applicants who applied for a place at a Welsh-medium school for Year 7, Reception or full-time Nursery for September 2026 received an offer for their first-preference Welsh-medium school. Year 7 admission round - there is only one Welsh-medium School in Bridgend. 104 applications were received from those residing
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	within Bridgend County and three were applications from out of county. • Reception Offer Day – Of the applications received, 124 parents chose their nearest Welsh-medium primary school and 17 chose a different Welsh-medium primary school; and • Full-time Nursery Offer Day – Of the applications received, 134 parents chose their nearest Welsh-medium primary school and 18 chose a different Welsh-medium primary school		
How many learners, if some were rejected as their first choice in Welsh-medium school, chose an English-medium/dual language school as their second choice?	On Offer Day, all applicants received an offer for their first-preference Welsh-medium school.		
How many applications noted Welsh-medium schools as their second or third choice and how does this compare to applications from the previous year?		Number of first preference choice English-medium but second preference Welsh-medium	Number of first and second preference choice English-medium but third preference Welsh-medium
	Reception 2025	12	19
	Reception 2026	20	29
	Full-time Nursery 2025	37	41
	Full-time Nursery 2026	19	18
What steps are being taken to understand parents' reasons for setting a Welsh-medium school as a second/third choice but not as a first choice.			
At present, work is under way to identify the most appropriate approach to understanding why some parents select Welsh-medium schools as their second or third preference. This work follows findings from the admissions task and focus group activity undertaken in May 2026. The local authority has not been able to engage directly with these parents during the current admissions round because consent was not sought to use application data for the promotion of Welsh-medium education.			

To address this, discussions are under way with the Consultation, Engagement and Equalities Manager to develop a wider programme of engagement with parents. This work will explore parents' experiences of the school application process and the factors that influence their choices. The findings will help the local authority develop a clearer evidence base, identify barriers, improve understanding of parental decision-making, and inform targeted actions and future promotional activities for Welsh-medium education.

Surplus places

Surplus places data in Welsh-medium schools from the PLASC 2025 collection

Name of school	Capacity	Numbers on Roll	Number of surplus places	Percentage of surplus places %
Ysgol Gymraeg Bro Ogwr	378	292	86	22.75%
Ysgol Gynradd Gymraeg Calon y Cymoedd	210	181	29	13.81%
Ysgol Cynwyd Sant	295	225	70	22.01%
Ysgol y Ferch o'r Sgêr	204	119	85	43.15%
Ysgol Gyfun Gymraeg Llangynwyd	784	703	81	10.33%

Outline your plans to address surplus places in schools:

The current level of surplus places is expected to reduce over time due to the delivery of a number of significant housing sites identified within the local authority's Local Development Plan.

In addition, as part of the Sustainable Communities for Learning Programme, the local authority is currently working to replace a number of Welsh-medium schools to address condition, sufficiency, and suitability issues. It is anticipated that the new 21st century facilities will attract more pupils to Welsh-medium education. Historically, where the local authority has delivered a new school building, the school has invariably experienced a subsequent increase in applications.

When Cabinet approves proposals relating to new Welsh-medium education building developments, the local authority issues a formal press release. This serves to inform the public and key stakeholders of and provides assurance that work continues to support the delivery of the WESP objectives.

Pont Ilaith, the local authority's late immersion provision, supports plans to reduce surplus places by strengthening and expanding access to Welsh-medium education beyond the early years. By enabling pupils to transfer to Welsh-medium education at a later stage, the provision helps to increase pupil numbers in schools where

capacity exists. This maximises the use of available places and contributes to wider Welsh language objectives.

Work to promote Welsh-medium education is ongoing. The local authority updates the Welsh-medium webpages regularly and implements the Comms Cymraeg Schedule. Promotional banners are displayed at every train station in Bridgend County Borough. Information is also shared with non-maintained settings and Cwm Taf Morgannwg University Health Board.

Black, Asian and minority ethnic learners

Number and percentage of Black, Asian and minority ethnic learners (PLASC 2025)

	In Welsh-medium schools		In English-medium schools	
	Number	%	Number	%
PLASC 2025	36	0.16%	1765	8.09%
PLASC 2026	42	2.50%	1677	9.20%

Outline the actions taken by you in collaboration with your local equality networks and partners to engage with parents/carers about opportunities to access Welsh-medium education among families from Black, Asian and minority ethnic groups and communities.

The promotion, marketing, and celebration of Welsh-medium education has been, and continues to be a priority in Bridgend.

The Comms Cymraeg Schedule (communications plan) is designed to engage all communities, including families from Black, Asian and minority ethnic backgrounds. To support this work, the local authority has shared RhAG's a promotional video 'Croeso i Gymru' aimed at families re-settling in Wales as immigrants or asylum seekers. The video promotes Welsh-medium education and reinforces the message that Welsh-medium schools are inclusive settings where diversity is celebrated, and all learners and families are welcomed and supported.

By September 2026, Pont Iaith will have dedicated social media accounts, which will help to engage further with community groups.

Pont Iaith has been in contact with Oasis Cardiff and the local authority's Re-settlement Team to support the asylum seeker families attending the late immersion provision.

The local authority remains committed to ensuring that all promotional materials are inclusive and reflect the diverse communities it serves. The emphasis remains on celebrating multilingualism, identity, heritage and culture as key strengths of Welsh-medium education

Late immersion provision

Provide a breakdown of spend on immersion provision funded through the Local Authority Education Grant.

Spend profile

Item	Budget	Actual spend	Difference
Late Immersion grant	£113078.00	£118582.00	£5504
Staffing – Teacher and Learning Support Assistant		£105075.74	
Cleaning and maintenance		£1713.26	
ICT		£793.00	
Cardiff Late Immersion placement		£11000.00	

Numbers that have attended late immersion centres/units, or that have received late immersion support between 1 Sept 2025 and 31 July 2026.		Number of learners
Primary		
Number of learners who have received late immersion provision		7
Number of the above who are Black, Asian or minority ethnic learners		3
Number of learners who have received follow-up provision		2
Number of learners who have received language proficiency provision (Gloywi laith)		0
Secondary		
Number of learners who have received late immersion provision		3
Number of the above who are Black, Asian or minority ethnic learners		1
Number of learners who have received follow-up provision		1
Number of learners who have received language proficiency provision (Gloywi laith)		0

Give an update on your local provision for latecomers to support the data in the table above.

- All newcomers attended the late immersion unit, Pont laith located on the site of Ysgol y Ferch o'r Sgêr. Pupils attend Pont laith from Monday to Thursday to immerse themselves in the Welsh language and attend their registered school on Fridays. The provision supports pupils up to and including Year 7. Pupils who are eligible for transport receive transport to and from Pont laith.
- A handbook for schools and parents has been produced.
- Clear processes are in place for visits, admission to Pont laith, reporting arrangements and gathering information about pupils. The Leader of Pont laith and the headteachers plan transition arrangements jointly, with pupils

spending increasing amounts of time at their registered school over a half-term period.

- Pont laith holds a termly 'dathliad dysgu' (celebration of learning), where parents and members of staff from schools are invited to watch a short performance, view pupils' work and meet other parents over refreshments.
- A Leader for Pont laith has been appointed on a permanent basis.
- The Leader of Pont laith and the line manager are heavily involved with the regional late immersion network and national late immersion network.
- Promotional posters and video shorts have been shared.
- A case study has been written and shared. This will feature within articles of the Residents' Bulletin, Seaside News and Yr Hogwr.
- Pont laith hosted a stall at Gŵyl Ogi Ogi Ogwr to raise its profile and share developments in Welsh-medium education identified within the WESP.

Capital projects

List your projects that are funded through the Welsh-medium capital investment programme.

Welsh-medium capital project: description	Project value	Update/timetable (eg 'business case received')
Project 1: Ysgol Gymraeg Bro Ogwr - double mobile classroom	£493k	Complete – October 2025.
Project 2: Porthcawl Welsh-medium seedling school plus co-located Welsh-medium childcare	£5.4m plus £971k	The design is complete, the scheme has been tendered and evaluated. A compliant bid was received and is currently being apportioned between both elements. Once complete, the information will be shared with Welsh Government in order to receive the funding confirmation letter. Planning approval has also been received for the scheme. The completion date is anticipated as June 2027.

Welsh-medium rolling programme project: description	Project value	Update/timetable (eg 'business case received')
Bridgend West Primary Schools (replacement Ysgol y Ferch o'r Sgêr 2-form-entry and 60-place Nursery)	£48.5m (total project cost for Bridgend West Primaries)	Following the scheme's transition from Mutual Investment Model to Capital. This change caused significant additional work and delay. However, planning approval was received in July 2025, and the scheme was successfully tendered. Delays then experienced in agreeing the necessary land swap to acquire the Marlas site from Valleys to Coast subsequently required a revised contract sum from the contractor which was in excess of the Council and Welsh Government funding approvals. As the revised contract sum received from the contractor was in excess of approved funding a variation request has been submitted to Welsh Government in respect of their match funding shortfall and approval has been received for additional Council capital match funding. The opening date for the school will be subject to the timing of Welsh Government

		funding approval. Once known a programme to completion will be confirmed.
10-form-entry Welsh-medium secondary provision		The scheme has been brought forward in the and has received Welsh Government approval for inclusion in the Strategic Outline Programme. An options appraisal has concluded, and approval has been received to undertake a feasibility study and master planning (funded by BCBC). Cabinet approval has been received for the acquisition of a central site within Bridgend to support this scheme.

Note any proposed plans for Welsh-medium capital investment for the future.

The following capital schemes are planned:

- 1-form-entry Welsh-medium primary school – Porthcawl area;
- 1-form-entry Welsh-medium primary school – Pencoed area; and
- 1-form-entry Welsh-medium primary school – Bridgend area.

Welsh-medium Capital Grant 2026/27-2028/29

As part of its commitment to expanding and strengthening Welsh-medium education, the local authority submitted a Welsh-medium Capital Grant Expression of Interest totalling £1.65 million to support three priority projects aligned with the aims of Cymraeg 2050 and the authority's WESP.

The highest priority project is the proposed extension at Ysgol Cynwyd Sant to provide additional nursery accommodation and create a dedicated under-5s unit. The development would include a new classroom, toilets, cloakroom facilities, storage space, soft play provision and associated drainage works. The project would increase Welsh-medium nursery capacity from 43 to 60 places, creating 17 additional Welsh-medium nursery places. Subject to funding approval, the project is expected to be completed by December 2027 (at the time of submission) at an estimated cost of £810,968.

The second priority is the establishment of a dedicated Pont Iaith (late immersion) centre on the site of Ysgol Gynradd Gymraeg Calon Y Cymoedd. The proposed facility would provide a purpose-built learning environment for up to 15 learners accessing Welsh-language late immersion provision in the north of the county borough. The centre will support learners to develop Welsh language

skills and facilitate entry into Welsh-medium education, helping to increase participation and retention within the sector. The project was scheduled for completion by October 2027 (at the time of submission) and has an estimated cost of £689,780.

The third priority project, Y Bws Iaith ar Daith, is an innovative mobile resource designed to promote the Welsh language and support bilingualism across the county borough. The bus will serve as a mobile hub for engagement, information and learning activities, helping to raise the profile and status of Welsh while supporting the delivery of WESP objectives and the ambitions of Cymraeg 2050. Initial scoping work has been undertaken, with completion anticipated by December 2027 (at the time of submission). The project has an estimated cost of £150,000.

Increasing Welsh-medium provision

Outline your plans to increase Welsh-medium provision in your schools that are not Welsh-medium schools.

Welsh Government representatives have been invited to attend both an Extended Management Team (EMT) meeting and a Team Bridgend meeting to provide information about the Welsh Language and Education (Wales) Act 2025. The sessions will cover the background to the Act, the school categorisation arrangements, and the expectations of schools and the local authority. The aim is to provide clarity about the actions required, the individuals responsible, and the timescales for implementation. This will help schools work towards the relevant implementation milestones and specified deadlines.

Central South Consortium has worked closely with the local authority to support schools to increase the use of Welsh during the school day, including incidental Welsh and structured lessons. The Associate Adviser for Languages, Literacy and Communication: Welsh in English-medium schools has supported clusters to use the Continuum of Welsh Language Patterns.

The local authority is also undertaking an enquiry-based learning project to explore how technology can support language development. This includes the use of virtual reality headsets alongside Aberwla. The local authority will evaluate the impact on learners' engagement, confidence and progression in Welsh.

At present, there are no plans for schools to move along the language continuum

State how you ensure that information about the availability of Welsh-medium education is shared with parents/carers.

- The Comms Cymraeg Schedule is a comprehensive plan for sharing messages and resources from WEF partners on the local authority's social media platforms;
- Schools share information with parents directly;
- Information regarding Welsh-medium provision and education has been shared with the local health board to include in the relevant anti-natal and post-natal apps;
- Information about Welsh-medium education is shared with non-maintained settings. This includes links to videos, links to the local authority's Welsh-medium webpages, and information about Welsh-medium additional learning needs (ALN) provision; and
- The Admissions Prospectus has been updated to include additional information about Welsh-medium education.

Any further information that may be relevant to this outcome.

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is 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) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	• Progressing with Porthcawl seedling school, Ysgol y Ferch o'r Sgêr, Ysgol Gymraeg Bro Ogwr and associated Welsh-medium childcare hubs • Admission applications • Promoting Welsh-medium education • Further develop Pont laith • Update Welsh-medium education webpages • Case studies – parental choices • Additional temporary accommodation for Ysgol Gymraeg Bro Ogwr
	• Ysgol Gyfun Gymraeg Llangynwyd: site options appraisal with site feasibility study. • Case studies – parental choices

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.



FORWARD LOOK

State your plans and main priorities for Year 5 by outcome.

Outcome 2

- Continue to develop processes for Pont laith and promote the provision further through a range of communication platforms to increase awareness and understanding of late immersion opportunities within Welsh-medium education; and
- Continue with the implementation of building works identified in the WESP, monitoring progress and reporting updates through normal channels.

Outcome 3

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

KEY DATA AND OUTCOME SUMMARY

Number and percentage of learners transferring from yr 6 Welsh-medium education to yr 7 Welsh-medium education (PLASC data and locally available data)

2025			2026		
Yr 6 2024 numbers	Yr 7 2025 numbers	% transferring	Yr 6 2025 numbers	Yr 7 2026 numbers	% transferring
119	116	97.47%	108	109	99.08%

Monitoring

How do you monitor linguistic progression from primary to secondary (or at any other point), including your transitioning arrangements?

Linguistic progression is monitored through established cluster arrangements and transition planning. Central South Consortium supports schools by providing professional learning and promoting linguistic continuity across key stages. Welsh is embedded within many secondary transition days through dedicated activities or lessons, supporting pupils' confidence and progression in Welsh.

Schools update and publish transition plans annually by 1 September. Transition arrangements include information sharing and joint planning to support smooth progression between phases of education

Collaboration

If your transfer data shows a reduction or gives cause for concern, state how you have worked with Welsh-medium schools (and English-medium where relevant) and other partners more widely to understand the reasons, and note any actions being implemented.

The Welsh-medium cluster works closely together through 'Teulu Llan'. This is reflected in the transition data and demonstrates the cluster's effective transition planning.

Is there work underway to identify or support schools that have a high percentage of surplus places to improve their transfer rates? Provide information about patterns in schools, school clusters or specific year groups within schools.

There is ongoing work to identify and support schools with higher levels of surplus places and to improve transfer rates.

- An annual admissions task and focus group (Outcomes 3, 4 and 5) reviews pupil numbers, surplus capacity and patterns across schools and year groups. This year, the group placed a greater emphasis on parental preferences;
- Recent data shows that 20 parents selected Welsh-medium education as their second preference and 29 selected it as their third preference when their first preference was English-medium education. Discussions are under way on how best to collect information about the reasons for these preferences. The findings will inform targeted promotion and improve understanding of latent demand.

Targeted Support

- During the school year 2024-2025, Cylch to Dosbarth Derbyn transition plans were developed with Mudiad Meithrin and Welsh-medium primary school headteachers;
- The Welsh-medium cluster applied for a grant to enable staff to visit Cylchoedd Meithrin. The cluster received £1,700, which enabled one school to pilot the 'Cylch i Ysgol' project. Ysgol Gynradd Gymraeg Calon y Cymoedd is piloting the project with support from local authority officers. Resources have been developed, and visits to Cylchoedd Meithrin, Cymraeg i Blant sessions and English-medium childcare settings are under way; and
- Miri Mawr sessions will take place in the spring term in Pyle and Betws with the aim of increasing applications for Nursery and Reception places in Ysgol y Ferch o'r Sgêr and Ysgol Calon y Cymoedd.

Where relevant, give an update on collaboration with other local authorities to ensure continuity of arrangements for learners who receive Welsh-medium education outside the area.

Pont Ialith provides late immersion provision for pupils up to and including Year 7. The local authority has not needed to work with other local authorities to deliver this provision as Pont Ialith has been able to meet current demand.

From time to time, parents who live in neighbouring local authority areas apply for places at Welsh-medium schools in Bridgend County Borough. The local authority considers these applications in the same way as all other applications and processes them in accordance with its admissions policy.

Language skills

Set out how your schools ensure that all learners make suitable and challenging progress in their skills along the Welsh-language continuum by increasing the amount of Welsh-medium education provided to them.

All schools have access to the Central South Consortium's Continuum of Welsh Language Patterns. Schools are encouraged to use the continuum, attend network meetings, participate in professional learning and request bespoke support. The Associate Adviser for Languages, Literacy and Communication: Welsh in English-medium schools has supported clusters to implement the continuum.

Schools use 'Listening to Learners' resources developed by Central South Consortium to measure the progress of groups of learners in English-medium schools.

What support have you given to learners receiving their education other than at school (EOTAS) to develop their Welsh language skills?

One Welsh-medium Learning Support Officer (LSO) supports pupils attending provision at The Bridge Alternative Provision.

Some pupils access alternative education packages through off-site tuition providers.

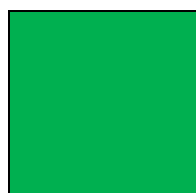
Where a referral is accepted for a learner from a Welsh-medium setting, efforts are made to recruit or identify Welsh-speaking staff to provide appropriate support and maintain continuity in Welsh-medium learning. This helps ensure that no learner is disadvantaged as a result of accessing EOTAS provision.

Any further information that may be relevant to this outcome

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is 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) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:



- Monitoring of admissions data (all year groups)
- Central South Consortium to work with English-medium clusters to develop Welsh using Continuum of Welsh Language Patterns
- School to school support

SELF-ASSESSMENT

Give a self-assessed RAG rating (**red/amber/green**) for your progress in this outcome for 2025-2026.

**FORWARD LOOK**

State your plans and main priorities for Year 5 by outcome.

Outcome 3

- Evaluate the 'Cylch i Ysgol' pilot project and consider opportunities to extend the model across the Welsh-medium cluster;
- Continue to monitor admissions and transfer data annually to identify trends, monitor learner progression and inform future planning; and
- Develop arrangements to gather and analyse parental feedback about preferences for Welsh-medium and English-medium education to improve understanding of the factors that influence school choice.

Outcome 4

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

KEY DATA AND OUTCOME SUMMARY

Provision in maintained secondary schools (Category 2, 3 and transitional)

Give data listing which subjects are offered and taught through the medium of Welsh in years 10, 11, 12 and 13 in the local authority's category 2, 3 and transitional schools.

GCSE (reproduce table for each school)

Name of school and language category: Ysgol Gyfun Gymraeg Llangynwyd Language category: 3					
Subject	Welsh ✓/x•	Bilingual ✓/x•	English ✓/x•	Offered? Yes/No	Numbers taking up offer (* Hybrid)
Mathematics	✓				Bl.10: 131 Bl.11: 121
Numeracy	✓				Bl.10: 131 Bl.11: 121
Further Mathematics (Rhydywaun)	✓				Bl.11: 10*
Cymraeg (1st Language)	✓				Bl.11: 121
Cymraeg Literature	✓				Bl.11: 92
Cymraeg Iaith a Literature (1st Language)	✓				Bl.10: 131
English Language			✓		Bl.11: 121
English Literature			✓		Bl.11: 121
English Language and Literature			✓		Bl.10: 131
Biology	✓				Bl.11: 30
Chemistry	✓				Bl.11: 30
Physics	✓				Bl.11: 30
Double Science	✓				Bl.10: 105 Bl.11: 67
Applied Science	✓				Bl.10: 26 Bl.11: 25
Art	✓				Bl.10: 36 Bl.11: 32
Media Studies	✓				Bl.10: 19 Bl.11: 22
Geography	✓				Bl.10: 18 Bl.11: 16
Product Design	✓				Bl.10: 44 Bl.11: 42
Religious Studies	✓				Bl.10: 22 Bl.11: 17

Physical Education	✓				Bl.10: 30 Bl.11: 39
Music	✓				Bl.10: 12 Bl.11: 8
Drama	✓				Bl.10: 10 Bl.11: 14
History	✓				Bl.10: 19 Bl.11: 12
Health and Care	✓				Bl.10: 26 Bl.11: 20
Digital Technology	✓				Bl.10: 16 Bl.11: 13
Spanish	✓				Bl.10: 13 Bl.11: 19
Skills Challenge Certificate - GCSE	✓				Bl.10: 131 Bl.11: 121

AS/A Level (reproduce table for each school)

Name of school and language category: Ysgol Gyfun Gymraeg Llangynwyd Language category: 3					
Subject	Welsh	Bilingual	English	Offered?	Numbers taking up offer (*hybrid)
	✓/x	✓/x	✓/x	Yes/No	
Music	✓				Bl.12: 1
Physics	✓				Bl.12: 6 Bl.13: 7
Product Design	✓				Bl.12: 10 Bl.13: 4
Media Studies	✓				Bl.12: 6 Bl.13: 6
Mathematics	✓				Bl.12: 8 Bl.13: 17
Art	✓				Bl.12: 3 Bl.13: 4
Religious Education	✓				Bl.12: 2 Bl.13: 3
Welsh (1st Language)	✓				Bl.12: 9 Bl.13: 5
Further Mathematics	✓				Offered but no uptake
Chemistry	✓				Bl.12: 8 Bl.13: 5

Geography	✓				Bl.13: 10
Drama	✓				Bl.12: 3 Bl.13: 1
Psychology	✓				Bl.12: 10 Bl.13: 8
Health and Social	✓				Bl.12: 5 Bl.13: 5
English			✓		Bl.12: 6 Bl.13: 13
Biology	✓				Bl.12: 10 Bl.13: 4
History	✓				Bl.12: 4 Bl.13: 4
ICT	✓				Bl.12: 1 Bl.13: 2
Physical Education	✓				Bl.12: 3 Bl.13: 5

Vocational (reproduce table for each school)

Name of school and language category: Ysgol Gyfun Gymraeg Llangynwyd Language category: 3					
Subject	Welsh	Bilingual	English	Offered?	Numbers taking up offer
	✓/✗	✓/✗	✓/✗	Yes/No	
Years 10 and 11					
Public Services - BTEC Extended Certificate	✓				Bl.10: 20 Bl.11: 17
Sport - BTEC Extended Certificate	✓				Bl.10: 16 Bl.11: 17
Work Related Education - Extended Certificate	✓				Bl.10: 17 Bl.11: 32
Hospitality Award Level1/2	✓				Bl.10: 29 Bl.11: 36
Business Award Level1/2	✓				Bl.10: 35 Bl.11: 38
Years 12 and 13					
Sports	✓				Bl.12: 11 Bl.13: 8
Public Services	✓				Bl.12: 10 Bl.13: 7
Business Studies	✓				Bl.12: 12

					BI 13: 18
Criminology	✓				BI.12: 15 BI.13: 5
Music	✓				BI.12: 3
Childcare	✓				BI.12: 3 BI.13: 3

Describe how you support schools to increase the number of qualifications that learners can study through the medium of Welsh and how you monitor provision.

The Welsh Leaders' Network was established to share information and effective practice. The group meets once each term and operates effectively. Information is shared across the network, and there has been a significant increase in the number of learners studying AS level and A level Welsh.

The Curriculum Leaders Development Network supports the delivery of hybrid Welsh courses. Members have discussed the number of learners across the local authority studying Welsh and the most effective ways to increase and maintain participation. This is reflected in learner uptake data.

Ysgol Gyfun Gymraeg Llangynwyd works closely with other Welsh-medium secondary schools in the region to offer subjects through the medium of Welsh.

All available courses are uploaded onto the Bridgend Pathways website, which provides impartial advice and guidance. The local authority works closely with Ysgol Gyfun Gymraeg Llangynwyd to ensure the information uploaded is reflective of their current offer.

State how the local authority assists with the continuation of the Welsh-medium education provided for persons in year 10 and above by collaborating with other schools and other FEIs.

Ysgol Gyfun Gymraeg Llangynwyd offers a broad range of courses for Year 10 to Year 13, including GCSEs, AS levels, A levels and vocational qualifications. To ensure that it can offer qualifications that meet pupils' interests and aspirations, the school works in partnership with other schools through 'Y Bartneriaeth'. Currently, the school is working with Ysgol Garth Olwg to offer a childcare course through the hybrid model. Further mathematics at GCSE is delivered in partnership with Ysgol Gyfun Gymraeg Rhydywaun.

Bridgend College and the University of South Wales are members of the WEF and work in partnership to support the WESP. Both institutions offer the employability module and encourage learners and students to study and submit coursework through the medium of Welsh

Welsh as a subject**Number and percentage of learners registered and assessed for GCSE First Language, GCSE Second Language**

GCSE										
School	Numbers on roll (provided by the school excluding dual-registered)		Welsh First Language				Welsh Second Language			
	Yr 10	Yr 11	Yr10	%	Yr11	%	Yr10	%	Yr11	%
Ysgol Gyfun Gymraeg Llangynwyd	131	121	131	100%	121	100%				
Archbishop McGrath Catholic High School	132	123					123	93.2%	119	96.7%
Brynteg School	292	277					276	94.5%	259	93.5%
Bryntirion Comprehensive School	213	206					188	88.26%	176	85.44%
Coleg Cymunedol Y Dderwen	229	210					126	55.02%	92	43.81%
Cynffig Comprehensive School	140	128					105	75%	85	66%
Maesteg School	146	162					94	64.38%	120	71.86%
Pencoed Comprehensive School	154	150					101	66%	103	66%
Porthcawl Comprehensive School	197	181					178	90.3%	170	93.9%

Variations in GCSE Welsh entry rates at individual schools can often be attributed to the specific circumstances of learner cohorts.

At Porthcawl Comprehensive School, the proportion entered for Welsh is affected by the intake of pupils transferring from St Clare's School following its closure, many of whom had not previously studied Welsh during Key Stages 2 and 3.

While the majority of learners at Maesteg School are entered for GCSE Welsh, the school offers Agored Cymru qualifications to learners where this is considered the most appropriate pathway. This decision is made on an individual basis and is intended to maximise learners' opportunities to achieve positive outcomes.

Approximately 7% of each year group at Cynffig Comprehensive School is educated within the Learning Resource Centre (LRC). The school reported that remaining pupils who do not follow the Welsh GCSE course include those with additional learning needs, low literacy levels and significantly below-average Cognitive Abilities Test (CAT) scores. These learners follow an alternative pathway and are entered for appropriate Agored Cymru qualifications.

Number and percentage of learners registered and assessed for A Level Welsh First Language and Second Language

AS/A Level										
School	Numbers on roll		Welsh First Language				Welsh Second Language			
	Yr 12	Yr 13	Yr12	%	Yr13	%	Yr12	%	Yr13	%
Ysgol Gyfun Gymraeg Llangynwyd	47	54	9	19.1%	5	9.3%				
Archbishop McGrath Catholic High School	101	69					6	5.9%	0	0%
Brynteg School	124	109					1	0.8%	2	1.83%
Bryntirion Comprehensive School	114	98					10	8.7%	1	1.02%
Coleg Cymunedol Y Dderwen	78	52					0	0%	0	0%
Cynffig Comprehensive School	42	32					0	0%	0	0%
Maesteg School	71	59					2	2.82%	0	0%
Pencoed Comprehensive School	54	59					3	5.60%	0	0%
Porthcawl Comprehensive School	113	133					0	0%	0	0%

State how the local authority is working with its schools and FEIs to co-ordinate the provision of Welsh as a subject (GCSE First Language, GCSE Second Language, and A Level) to persons in year 10 and above in its maintained secondary schools.

The Welsh Leaders' Network has focused this year on the Core Cymraeg GCSE course. At the start of the year, a workshop was held to develop teaching resources for a module within the new curriculum. Members also share information and resources regularly through a dedicated Microsoft Teams channel.

Some schools offer Agored Cymru qualifications and small-group provision for pupils whose Welsh language skills are not sufficiently developed to access GCSE Welsh Second Language or the Core Cymraeg GCSE course.

The Welsh Leaders' Network provides opportunities for schools to share effective practice, discuss curriculum developments and identify approaches to increasing participation in Welsh qualifications. Schools review uptake data for GCSE, AS level and A level Welsh and discuss the most effective ways to maintain and increase participation.

Central South Consortium supports schools through professional learning, network meetings and bespoke support. Schools also share curriculum resources and approaches to support the delivery of Welsh qualifications.

Discussions take place regularly between schools and the local authority about the number of pupils studying Welsh qualifications compared with the number on roll. This information helps schools and the local authority to review participation rates, plan future provision and identify opportunities to increase uptake.

State how you have supported schools to ensure that smaller classes remain viable, and any occasions where it has not been possible to organise the provision of Welsh as a subject, giving numbers.

Information about grants available through Coleg Cymraeg Cenedlaethol has been shared with schools through the local authority's weekly bulletin. During the school year 2025-2026, Maesteg School, Brynteg School, Pencoed Comprehensive School, Bryntirion Comprehensive School, Archbishop McGrath Catholic High School and Porthcawl Comprehensive School accessed grants of £800 from Coleg Cymraeg Cenedlaethol to support provision.

Schools have found it challenging to run small classes, even with support from the Coleg Cymraeg Cenedlaethol grant. The Schools Group maintains a subject risk register, and Welsh was identified as a subject at risk three years ago. To address this, the local authority has supported schools to offer AS level and A level Welsh through a hybrid model using e-sgol. During the school year 2025-2026, participation increased significantly, initially with 31 pupils and 25 by the end of the year studying AS level or A level Welsh compared with 16 pupils during the school year 2024-2025.

Pencoed Comprehensive School and Brynteg School delivered the course during the school year 2025-2026. From September 2026, Brynteg School and Bryntirion Comprehensive School will lead the new Year 12 cohort of AS level Welsh learners. To build capacity across the sector, schools take turns to deliver the course. This helps to develop staff expertise while maintaining sustainable provision and supporting positive learner outcomes.

The local authority, schools and regional partners continue to review learner numbers and curriculum arrangements to ensure that AS level and A level Welsh provision remains viable, sustainable and accessible to learners across Bridgend County Borough.

e-sgol**e-sgol Yr 12**

School	Subject	Welsh	Bilingual	English	Number of learners
Brynteg School	Welsh second language AS Level	✓			4
Pencoed Comprehensive School					4
Archbishop (5 pupils)	Computer Science			✓	16
Coleg Cymundeol y Dderwen (5 pupils)					
Maesteg School (4 pupils)					
Pencoed Comprehensive School (1 pupil)					
Coleg Cymundeol y Dderwen (8 pupils)	Geography			✓	10
Cynffig Comprehensive School (2 pupils)					
	Media			✓	Offered but no uptake
Cynffig Comprehensive School (3 pupils)	Spanish			✓	6
Maesteg School (2 pupils)					
Pencoed Comprehensive School (1 pupil)					

e-sgol Yr 13

School	Subject	Welsh	Bilingual	English	Number of learners
Ysgol Gyfun Gymraeg Llangynwyd (With Ysgol Gymraeg Garth Olwg)	Childcare (CACHE)	✓			3
Brynteg School	Welsh second language A Level	✓			2

If you currently offer e-sgol provision, do you have plans to expand the provision in future?

The local authority encourages schools to use e-sgol to facilitate a range of AS level and A level courses. Welsh was prioritised as the first subject for the hybrid delivery model in response to schools having insufficient capacity to run in-person classes. This approach reflects the local authority's commitment to increasing the number of learners studying Welsh at Post-16.

During the school year 2025-2026, the local authority expanded the hybrid learning offer by introducing an additional four subjects. This enabled 70 learners to access their first-choice A level courses including computer science, geography and Spanish.

From September 2026, the hybrid learning offer will include Welsh, computer science, geography, and media and film studies. There was no demand for a Spanish class for the 2026-2027 school year.

The Bridgend Pathways website includes hybrid learning and learner success stories.

The local authority has contacted e-sgol to explore opportunities for collaborative working with neighbouring local authorities. This work aims to increase learner numbers, strengthen the sustainability of provision and share course delivery across local authority boundaries where appropriate.

Promotion and engagement

List your activities to engage with all parents/carers about opportunities for access to Welsh-medium secondary education and your work to promote the advantages of Welsh-medium secondary education.

- The local authority's Welsh-medium webpages are updated and maintained regularly;
- Close working with Swansea local authority and Cymraeg i Bawb to develop case-study posters and written case studies for promotional purposes. This work will continue during the next school year;
- The Comms Cymraeg Schedule provides a comprehensive plan for sharing messages and resources that promote Welsh-medium education. Promotional content is shared every Tuesday and Thursday across a range of platforms. The local authority also plans to increase the promotion of Welsh-medium education through the Residents' Bulletin, which reaches between 20,000 and 25,000 residents each week;
- Ysgol Gyfun Gymraeg Llangynwyd's cluster has a strong transition plan, and transition activities begin in Year 5;
- Headteachers engage with parents to discuss the benefits and opportunities available through secondary Welsh-medium education;
- There is a strong partnership across the Welsh-medium cluster. The WESP Co-ordinator attends cluster meetings regularly;
- The Bridgend Pathways website provides information about the Post-16 courses available at Ysgol Gyfun Gymraeg Llangynwyd; and
- Ysgol Gyfun Gymraeg Llangynwyd and Bridgend College have developed a partnership and are delivering a mathematics course to support parents of children in Welsh-medium education and plans to develop further courses in the future.

Describe how you have worked with schools to promote the advantages of studying Welsh as a subject at GCSE and A Level among learners and parents/carers

To promote the benefits of studying Welsh at GCSE, AS level and A level, the local authority has worked closely with schools through the Welsh Leaders' Network and undertaken the following actions:

- Information about Coleg Cymraeg Cenedlaethol grant funding has been shared with schools, and six schools received grants to support the delivery of AS level and A level Welsh;
- The Bridgend Pathways website includes quotes and videos from pupils who share their experiences of learning Welsh;
- Menter Bro Ogwr shares video clips with schools featuring former pupils from Welsh-medium and English-medium schools. These videos explain how individuals use Welsh in their everyday lives and employment;
- Schools hold annual careers events for Year 10 pupils, which include videos of people from a range of professions discussing how they use Welsh at work and the benefits of bilingualism;
- Coleg Cymraeg Cenedlaethol held an event at Swansea University in July 2026. Three schools attended to encourage pupils to study AS level and A level Welsh. Some schools invited Coleg Cymraeg Cenedlaethol to facilitate events at their school;
- Trial hybrid learning sessions have been established to allow pupils to experience remote learning;
- Information about opportunities and developments is shared through the Monday Mailshot;
- AS level and A level Welsh are available to all schools through a hybrid delivery model. This will continue to help ensure that provision remains sustainable long term; and
- The Welsh Leaders' Network will explore opportunities to re-establish the regional conference for schools across the local authority. The conference will aim to raise awareness of, and increase interest in, studying AS level and A level Welsh.

Any further information that may be relevant to this outcome.

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is 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) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

:

		• Professional development opportunities and sharing of good practice within networks • Blended learning • Central South Consortium to work with English-medium clusters to develop Welsh using Continuum of Welsh Language Patterns • Promotion of Welsh AS and A level • Develop the Welsh Leaders Network and arranging events to promote A level Welsh • School-to-school support • Accredited courses available to learners in Key Stage 4 and Post-16	
SELF-ASSESSMENT			
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025–2026.			

FORWARD LOOK

State your plans and main priorities for Year 5 by outcome.

Outcome 4

- The Welsh Leaders' Network will explore opportunities to re-establish the regional conference for schools across the local authority. The conference will aim to raise awareness of, and increase interest in, studying AS level and A level Welsh;
- Explore developing a Welsh network for the primary sector;
- Review the number of pupils studying GCSE Welsh Second Language and identify opportunities to increase participation; and
- Continue to promote AS level and A level Welsh.

Outcome 5**More opportunities for learners to use Welsh in different contexts in school****KEY DATA AND OUTCOME SUMMARY**

Give the following information regarding the number of schools operating the Siarter laith and Siarter laith Cymraeg Campus.

	Number of schools	Percentage of schools
Siarter laith primary schools	4	100%
Siarter laith secondary schools	1	100%
Siarter laith Cymraeg Campus primary schools	44	100%
Siarter laith Cymraeg Campus secondary schools	8	100%
Siarter laith Cymraeg Campus – Special School and PRU	3	100%

Give an update on any activities/provision for school-age children to use their Welsh-language skills outside the classroom and the school by working in partnership with your youth services and organisations such as Urdd Gobaith Cymru and Mentrau laith. Provide up to 4 examples.

Urdd Gobaith Cymru

Youth and Community			
Event	Number of schools	Number of pupils	Further information
Jambori	7	556	
CogUrdd a PobUrdd:	4		Welsh-medium: 3 English-medium: 1
Stage and Arts and Crafts competitions	9		Welsh-medium: 5 English-medium: 4
Cwrs Swogio - Young Volunteers weekend.	1	3	Ysgol Gyfun Gymraeg Llangynwyd
Disney 2025	1	9	Ysgol Gyfun Gymraeg Llangynwyd
Urdd Trip to Italy	1	3	Ysgol Gyfun Gymraeg Llangynwyd
Residential Trip to Cardiff	1	3	Ysgol Gyfun Gymraeg Llangynwyd
School Residential Trips	31		

Sports

- Three Welsh-medium schools and six English-medium schools have competed in the Urdd regional sports competitions.

The following clubs have run over the last 12 months

- Clwb aml-chwaraeon Bro Ogwr
- Clwb Cinio Aml-chwaraeon Cynwyd Sant
- Clwb Cinio Pencoed Primary
- West Park Primary
- Food and Fun programmes have run at two Welsh-medium schools and four English-medium schools.

Urdd Youth Theatre

- Four pupils from Bridgend are part of the 'Calon' production which will be performed at the Wales Millennium Centre at the end of August 2026.

Menter Bro Ogwr**Schools**

Activities delivered in schools include:

- Clwb Bananas after-school provision at Ysgol Gymraeg Bro Ogwr and Ysgol Cynwyd Sant;
- Clwb Sbot a Sbri lunchtime clubs in Welsh-medium primary schools;
- Lunchtime youth club at Ysgol Gyfun Gymraeg Llangynwyd;
- Welsh-themed workshops and resource packs linked to events such as Dydd Miwsig Cymru, Dydd Santes Dwynwen and Diwrnod Owain Glyndŵr;
- Cultural projects, including the Mari Lwyd Trail, involving Welsh-medium and English-medium schools across Bridgend County Borough and beyond;
- 'Gwlad, Gwlad' workshops exploring the history of 'Hen Wlad Fy Nhadau' as part of Project 170;
- Transition activities for Year 6 pupils, including the annual summer dance prior to transferring to Ysgol Gyfun Gymraeg Llangynwyd; and
- Volunteering opportunities, employment support, curriculum vitae development and employability skills activities through the medium of Welsh.

Families

Activities for families include:

- 'Story, Song and Craft' sessions in local libraries;
- 'Small Hands, Big Words' sessions and activities for young families;
- Magi Ann's Shwmae Language Tour, including activities in Cylchoedd Meithrin, parent and baby groups, and libraries; and
- Seasonal family events and school holiday activities, including summer play schemes delivered through the medium of Welsh in Welsh-medium primary schools.

Community

Menter Bro Ogwr also provides a range of community-based opportunities, including:

- Coffee mornings and regular in-person and online sessions for Welsh speakers and learners;
- Cultural events such as Gŵyl Ogi Ogwr, Project 170, Yr Hen Galan and St David's Day celebrations; and
- Partnership work with town councils, schools and local organisations to increase the visibility and use of the Welsh language within communities across Bridgend County Borough.

Any other activities to support learners to make continuous progress in learning Welsh (to include schools from all language categories).

The local authority continues to strengthen support for learners to use and develop their Welsh language skills beyond the classroom, with a clear focus on progression and confidence.

The 'Cymraeg yn y Cartref' course is available to support parents and carers to develop their Welsh language skills and use Welsh more confidently at home. Current provision includes Cwrs Mynediad 1 and 2 and Cwrs Sylfaen, which are delivered as online classes for parents and carers.

Schools are encouraged to use the Central South Consortium's Continuum of Welsh Language Patterns to support structured progression in learners' language skills. Practitioners also engage in professional learning opportunities provided by Dysgu Cymraeg to develop their Welsh language skills and build confidence.

The local authority has invested in 'Ffa-la-la' for all schools. This provides accessible and engaging resources that align with, and support, the Continuum of Welsh Language Patterns.

The local authority is also undertaking an enquiry-based learning project to explore how technology can support language development. This includes the use of virtual reality headsets alongside Aberwla. The impact on learners' engagement, confidence and progression in Welsh will be evaluated.

Strong collaborative work is planned between Ysgol Gyfun Gymraeg Llangynwyd and Bridgend College. This includes courses for parents and carers, and a foundation degree aimed at supporting the childcare workforce and increasing Welsh-medium capacity.

From September 2026, Bridgend College, in partnership with Ysgol Gyfun Gymraeg Llangynwyd, will offer a fully funded 'Maths for Parents' course for parents and carers of learners in Years 5 to 8 in Welsh-medium schools. The course has been developed to help parents and carers feel more confident in supporting their children with mathematics, particularly during the transition to secondary education.

The course will focus on key mathematical concepts taught in Years 7 and 8 and will be delivered primarily through the medium of English. However, key mathematical terminology will be taught bilingually to help parents and carers become familiar with the Welsh language vocabulary used in school and homework activities.

Ysgol Gyfun Gymraeg Llangynwyd delivers 'Prentis Iaith' courses for Year 12 and Year 13 learners to support the development of Welsh language skills and confidence.

In English-medium schools, AS and A level Welsh is available through a hybrid delivery model. This helps to ensure continuity of provision where schools do not have sufficient learner numbers to run in-person classes.

How do you promote local successes and share best practice among schools and beyond?

The Comms Cymraeg Schedule was developed last year as part of the work of the promotion, marketing and celebration sub-group. It is used to plan and co-ordinate messages and resources that promote Welsh-medium education throughout the year, ensuring that information is shared in a timely and strategic way.

The Residents' Bulletin highlights local achievements, initiatives and opportunities to engage with Welsh across Bridgend County Borough. From June 2026, all Siarter Iaith and Cymraeg Campus awards have been promoted through the Residents' Bulletin to celebrate schools' achievements and raise awareness of Welsh language development across the county borough.

Case studies are being developed in partnership with Swansea local authority and Cymraeg i Bawb that explore why parents and children choose Welsh-medium education. These case studies will be used to share local experiences, support informed parental choice and promote Welsh-medium provision and education.

Professional networks facilitated by the directorate play an important role in supporting the WESP. These networks provide structured opportunities for school leaders to share effective practice, discuss challenges and successful approaches across clusters and sectors.

Note any training provided to school workforces to assist with the operation of the Siarter Iaith.

Central South Consortium provides support for Siarter Iaith in the following areas:

- Leaders of Cymraeg in English-medium schools Network;
- Effective Leadership of Welsh Programme;
- Siarter Iaith leader meetings;
- Progressing through the Siarter Iaith Cymraeg Campus awards;
- Siarter Iaith Cymraeg Campus Gold award; and
- Siarter Iaith briefings.

Note any support for schools in the form of visits, and validation.

Schools receive support with their Siarter Iaith work through regular visits, validation activities and ongoing engagement. Central South Consortium's Associate Adviser for

Welsh Development works directly with schools to support engagement with the Siarter Iaith. This support includes advice, guidance on award requirements and validation visits.

School progress is monitored through local summary information, including the Bridgend Siarter Iaith Summary (1 April 2025 to 31 March 2026), which provides information on schools' engagement and progression through the award framework.

Schools also receive regular updates and opportunities to share effective practice through network meetings. These opportunities help schools remain up to date with expectations, share experiences and learn from one another. Information and resources are shared through Hwb.

Information about coaching and mentoring support is shared with the local authority through Local Authority Education Grant (LAEG) reports. This provides a clear overview of the support schools receive and helps to identify where additional support may be required.

How do you evaluate Siarter Iaith's impact (including Cymraeg Campus)?

The impact of the Siarter Iaith and Cymraeg Campus programmes is evaluated through regular monitoring and reporting of schools' progress through the award levels, including the number of schools achieving and progressing through Bronze, Silver and Gold awards.

This is complemented by qualitative evidence gathered through school self-evaluation, validation visits and ongoing engagement with schools. Improvement Partners also discuss Welsh language development and learner engagement during school visits. This provides additional insight into how schools embed Welsh in day-to-day practice and school culture.

During this school year:

- twelve schools achieved Siarter Iaith Cymraeg Campus awards;
- six English-medium primary schools achieved Siarter Iaith Cymraeg Campus awards;
- six English-medium secondary schools achieved Siarter Iaith Cymraeg Campus awards; and
- one Welsh-medium primary school has an accreditation visit scheduled for the summer term.

Siarter Iaith Cymraeg Campus Awards Data March 2026

Award Category	Siarter Iaith	Cymraeg Campus	Total
No Award Achieved	0	9	9
Bronze	1	29	30
Silver	1	12	13
Gold	4	3	7
Post Gold	0	2	2

Breakdown of Siarter Iaith Awards 2025-2026			
School type	Award	Number awarded	Awaiting accreditation
Welsh-medium primary schools	Bronze		
	Silver		
	Gold		1
Welsh-medium secondary schools	Bronze		
	Silver		
	Gold		
English-medium primary schools	Bronze	2	
	Silver	3	
	Gold	1	
	Post-gold	1	
English-medium secondary schools	Bronze	2	
	Silver	1	
	Gold	2	
Special schools (including PRU)	Bronze		
	Silver		
	Gold		
Total		12	1

Any further information that may be relevant to this outcome

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is 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) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	• Siarter Iaith / Siarter Iaith Cymraeg Campus • Professional development opportunities and sharing of good practice within networks • Opportunities with Urdd and Menter Bro Ogwr • School-to-school support
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SELF-ASSESSMENT

Give a self-assessed RAG rating (**red/amber/green**) for your progress in this outcome for 2025-2026.

**FORWARD LOOK**

State your plans and main priorities for Year 5 by outcome.

Outcome 5

- Increase the number of English-medium schools participating in Eisteddfod yr Urdd across all competition categories. Bridgend Music Service will work in partnership with Urdd Gobaith Cymru to provide support, guidance and preparation activities for pupils and schools, with the aim of increasing participation and strengthening engagement with the Welsh language.

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 DATA AND OUTCOME SUMMARY

ALN Learners

Number and percentage of ALN learners in Welsh-medium and English-medium schools, based on PLASC data.

	Welsh-medium		English-medium	
Primary	Number	54	Number	652
	Percentage	5.38%	Percentage	5.88%
Secondary	Number	19	Number	446
	Percentage	2.71%	Percentage	5.03%

(You are expected to report on workforce needs under outcome 7)

Number of additional Welsh-language and bilingual provision where the authority makes a decision to locate learners

The local authority has Moderate Learning Difficulties (MLD) Learning Resource Centres (LRC) and Communication, Autism Resource Education (CARE) Bases.

	Type of provision (eg neurodiversity/ language and communication)	Welsh medium (number)	Bilingual (number)	English medium (number)
Primary	MLD LRC Located at Ysgol Cynwyd Sant	Capacity: 15 No attending: 8		
	CARE Base Located at Ysgol Calon y Cymoedd	Capacity: 8 No. attending: 4		
Secondary	MLD Provision Located at Ysgol Gyfun Gymraeg Llangynwyd	No.attending:10		
	CARE Base Located at Ysgol Gyfun Gymraeg Llangynwyd	Capacity: 12 No. attending:8		
	The Bridge Pupil Referral Unit			No. attending:1

Specialist staff – language medium		
Field of work, e.g. educational psychology, teacher specialising in visual impairment or hearing impairment, teacher specialising in autism	Total number of authority staff	Total number of staff able to work through medium of Welsh
Sensory Team		
VI: QTVI Specialist teacher	2	1
VI: Habilitation Mobility Officer	1	1
VI: Special Needs Support Assistant	1	1
VI: Learning Support Officers	6	2
HI: Qualified Teacher of the Deaf	3	1
HI: Senior Specialist Support Officer	1	1
HI: Learning Support Officer	3	0
Communication and Relationships Team (CART)		
Specialist teacher	2	0
Special support officers	3	0
Senior special support officer	1	0
Cognition and Learning, CMMI Team and Early Years Additional Learning Needs Team		
Cognition and Learning: Specialist Teacher	2	1
CMMI: Specialist Teacher	1	0
CMMI: Specialist Senior Support Officer	1	0
EY: Early Years Transition ALN Officer	1	0
EY: ALN Officer	1	0
CMMI: Special Needs Support Assistant	35	1
Educational Psychology Team		
Principal Educational Psychologist	1	0
Senior Educational Psychologist	1	0
Specialist Senior Early Years Educational Psychologist	2	1
Educational Psychologist	3	2
The Bridge (PRU)		
Specialise Support Assistant	5	1
Teachers	15	0
Specialist Support Officer	7	0
Admin staff	2	0
Therapeutic Practitioner	1	0
Deputy Head	1	0
Head	1	0
Post-16 Team		
ALN Lead for ALP and Post-16	1	0

ALN learners' choice of language medium

Describe how you use data or information to identify reasons for ALN learners' choice of instruction language medium, noting whether there are apparent patterns of choosing (or moving to) English-medium education due to lack of Welsh-medium provision or resources.

An admissions task and finish group analysed data, including the number of and reasons for in-year transfers in 2024-2025.

Transfers from English-medium to Welsh-medium schools		Transfers from Welsh-medium to English-medium schools	
Primary schools by year group		Primary schools by year group	
Part-time Nursery	0	Part-time Nursery	1
Full-time Nursery	0	Full-time Nursery	3
Reception	1	Reception	4
Year 1	2	Year 1	3
Year 2	2	Year 2	5
Year 3	3	Year 3	4
Year 4	1	Year 4	2
Year 5	3	Year 5	4
Year 6	1	Year 6	0
Secondary schools by year group		Secondary schools by year group	
Year 7	2	Year 7	1
Year 8	1	Year 8	5
Year 9	3	Year 9	1
Year 10	1	Year 10	0
Year 11	0	Year 11	0
Total	20	Total	33
Reasons for Transfers: English-medium to Welsh-medium		Reasons for Transfers: Welsh-medium to English-medium	
Moved address	6	Welsh to English-medium	11
Alleged Bullying- not changed address	2	Alleged Bullying- not changed address	3
English to Welsh-medium	5	Moved address	8
Unhappy - not changed address	2	Parental Choice - no change of address	2
Parental Choice - no change of address	2	Unhappy - not changed address	6
Permanent Exclusion	1	Transport Issue	1
Return from EHE	2	Other	2

- In some instances, parents have indicated that they would prefer their child to transfer to an English-medium school because they perceive the Welsh language as a barrier to learning. During the school year 2024-2025, no parents identified ALN as the reason for requesting a school transfer.
- The development of the Observation Class has been delayed due to the revised timescales for the construction of Ysgol Gymraeg Bro Ogwr. The local authority will continue to review the need for interim support and explore funding opportunities to support pupils until the Observation Class becomes operational.
- Currently, pupils receive tailored support packages during the early years. In some cases, and with parental consent, pupils have been placed in an English-medium LRC provision where this best meets their needs. The intention is that these pupils will transfer to the Observation Class, the MLD LRC or the CARE Base when appropriate provision becomes available.

What plans do you have in place to address any emerging patterns?

Analysis indicates that more pupils transfer from Welsh-medium schools to English-medium schools than in the opposite direction. However, no parents identified ALN as the reason for requesting a transfer during the school year 2024-2025. This is a positive finding and suggests that specialist ALN provision is not currently a primary factor influencing transfer requests.

The local authority will continue to monitor in-year transfer data and referrals to specialist ALN panels to identify emerging trends, evaluate the effectiveness of provision and inform future developments in Welsh-medium ALN support.

Additional Learning Needs and Education Tribunal (Wales) Act 2018

How have you ensured that you are compliant with your duty under section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 to keep Welsh-medium ALN provision under review during this reporting year.

A five-year provision plan has been developed to meet the increasing demand for ALN provision.

The Welsh-medium elements include:

- A review of provision in LRCs to meet increasing demands.
- Learning resource provision in place to meet the needs of pupils at an early age in mainstream schools.

Note the main findings and actions taken following the review to improve Welsh-medium provision for learners with ALN, and any challenges.

Analysis of non-school-based ALN services has identified that a high number of officers are able to deliver services through the medium of Welsh and also identified roles that are not currently able to so. When vacancies arise in these roles, the ability to deliver services through the medium of Welsh will be included as an essential requirement within the person specification.

An Observation Class is planned as part of the new development at Ysgol Gymraeg Bro Ogwr. This provision will strengthen early identification, assessment and targeted intervention for learners with ALN through the medium of Welsh. In the interim, continuity of provision is ensured through bespoke ALN support packages, enabling learners to access timely and individualised support that meets their needs. These packages provide flexible solutions, including specialist input and enhanced staffing arrangements, and play an important role in maintaining learners within Welsh-medium education where a specialist base provision is not yet available.

The local authority plans to undertake consultation during the school year 2026-2027 on proposals to develop the existing MLD provision into a LRC at Ysgol Gyfun Gymraeg Llangynwyd. The MLD provision opened in September 2024 and forms an important part of the continuum of inclusive ALN support available through the medium of Welsh.

Collaboration

Outline the developments and progress that have occurred through collaboration with other local authorities to share resources and expertise. Include any progress in the context of mapping specific learning resources and research needs.

The local authority works with colleagues within the region in a number of different network:

- Regional Educational Psychologist meetings;
- ALN Strategic Leads meetings;
- Post-16 regional meetings; and
- Early Years meetings.

Any further information that may be relevant to this outcome

Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is 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) rating system.

The actions outlined in the sub-group development plan have received the following RAYG ratings:

	- Monitoring data: LRCs, Access to Education Panel and admissions - Audit of ALN staff Welsh language skills - Professional development opportunities - Complete the public consultation for secondary Welsh-medium MLD Provision - Interim packages for Early Years pupils	
	- Pupil road map for Welsh-medium additional learning needs (ALN) provision - Progress with Ysgol Gymraeg Bro Ogwr's Observation class	
SELF-ASSESSMENT		
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.		

FORWARD LOOK
State your plans and main priorities for Year 5 by outcome.
Outcome 6
- Continue to provide bespoke ALN support packages to maintain learners within Welsh-medium education where appropriate specialist base provision is not yet available; - Work with the Childcare Team to increase awareness of ALN services and Welsh-medium specialist provision among early years settings; and - Undertake consultation on proposals to expand Welsh-medium ALN provision through the development of a LRC at Ysgol Gyfun Gymraeg Llangynwyd.

Outcome 7

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

KEY DATA AND OUTCOME SUMMARY

Include data that shows your progress against your ten-year target and any other relevant target in your Plan eg PLASC data and/or School Workforce Annual Census (SWAC) data, including ALN workforce and specialist ALN workforce).

Number of teachers and support staff recorded in accordance with Language Competency Framework (Category 1 Schools to Category 3P Schools – PLASC Data)

Primary	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	16	186	216	79	26	73	0
Support staff	260	283	110	15	12	48	0

Compared with the school year 2024-2025, there has been a marginal increase in the proportion of teachers and support staff achieving Foundation and Intermediate Common European Framework of Reference for Languages (CEFR) levels.

Secondary	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	206	195	84	17	18	91	0
Support staff	210	93	25	12	6	26	0

As in the primary sector, the secondary sector has also demonstrated improvement during the last year. An increasing proportion of learners have achieved the CEFR Entry, Foundation and Intermediate levels.

Special Schools	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	13	30	15	5	2	4	0

Support staff	161	75	18	5	5	7	0
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Since 2024-2025, the proportion of learners achieving the Intermediate level has increased. The proportions achieving the Higher and Proficient levels have remained consistent.

Number of ALN support staff recorded in accordance with Language Competency Framework

	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Primary	1	6	1	2	0	3	22
Secondary	1	2	0	0	0	0	3
Special							

Please note that this is the first year that Additional Learning Needs Co-ordinators (ALNCoS) have been reported as a separate group within the local authority workforce data. Analysis will be undertaken during 2026-2027 to evaluate progress and identify any improvements in Welsh language skills.

Numbers following a sabbatical course or any Welsh course tailored for educators and offered through the National Centre for Learning Welsh (Data from National Centre for Learning Welsh Dashboard)

Course name and level	Number of staff 2025-2026	
	Teachers	Support staff
Mynediad 1 / Entry 1	4	
Mynediad 1 a 2 / Entry 1 and 2	2	-
	15	
Pob lefel / Mynediad (cwrw ANG) All levels / Entry (NQT course)	2	n/a
Sylfaen 1 a 2 Foundation 1 and 2	3	-
	3	
Uwch Higher	3	

What progress have you made to identify how many headteachers, teachers, additional learning support staff (primary, secondary and ALN) you will need (as noted in your WESP/5-year action plan)? Note specifically any sectors or areas that are more challenging than others in terms of recruiting and retaining practitioners, e.g. primary/secondary, and specific subjects or roles.

An action within the sub-group development plan for the school year 2025-2026 was to identify the staffing requirements for new Welsh-medium developments. To support this work further, the local authority will use pupil projections and numbers on roll to determine appropriate staffing levels and ensure that schools are appropriately resourced to meet future demand.

Ysgol Gymraeg Bro Ogwr will expand by one classroom each year until it reaches a published PAN of 75 for each year group. This will increase the school from a 1.5 form-entry school to a 2.5 form-entry school. The school will require one additional teacher each year for seven years from September 2028.

Ysgol y Ferch o'r Sgêr will expand by one classroom each year until it reaches a PAN of 60 for each year group. This will increase the school from a one-form-entry school to a two-form-entry school. The school will require one additional teacher each year for seven years once the new building is operational.

The Porthcawl seedling school will require two teachers for its Nursery and Reception provision. Depending on the number of applications received, the school is expected to require either one or two teachers when it opens in September 2027.

Age profiling has been undertaken, and the average age of staff in Welsh-medium primary schools is 44 years, while the average age in Welsh-medium secondary schools is 45 years.

What are you doing to plan for ensuring an adequate Welsh-medium education workforce in your schools?

The local authority takes a proactive approach to ensuring a sufficient Welsh-medium education workforce through the delivery of Outcome 7 of the WESP.

Information from the School Workforce Annual Census (SWAC) and the Welsh Language Competency Framework is used to map existing Welsh language skills across the workforce and identify future workforce development needs.

Professional learning and workforce development remain central to the local authority's strategic approach. The local authority works closely with regional and national partners to promote professional learning opportunities and support staff to develop their Welsh language skills. Welsh language professional learning is also available to all local authority staff.

To address demand for a Welsh-medium childcare workforce, the local authority works closely with Ysgol Gyfun Gymraeg Llangynwyd, Mudiad Meithrin and Bridgend College to

support the delivery of accredited childcare and play work qualifications through the medium of Welsh.

What action has been taken during this reporting period to address those needs?

- English-medium schools are supporting staff to develop their Welsh language skills with assistance from the National Centre for Learning Welsh (see data below);
- SWAC data is analysed annually. Analysis identified 76 teachers who are able to teach through the medium of Welsh but are not currently doing so. Of these teachers, 37 work in primary schools and 39 work in secondary schools;
- The Welsh Language Awareness e-module is mandatory for all staff. During the school year 2025-2026, 68.35% of the Bridgend County Borough Council workforce completed the module. The local authority will continue to promote the course corporately to increase participation;
- The Learning and Development Team has promoted Cwrs Mynediad and Welsh Language Meet and Greet sessions to all employees, including school staff;
- As part of the work undertaken through the Outcomes 3, 4 and 5 sub-group, Central South Consortium's Associate Adviser for Languages, Literacy and Communication: Welsh in English-medium schools works with clusters to implement the Continuum of Welsh Language Patterns;
- Improvement Partners work with school leaders to ensure that school strategic plans reflect school self-evaluation and include robust plans for school improvement and workforce development;
- Improvement Partners also work with school leaders to quality assure first-hand self-evaluation evidence, identify areas for development and determine professional learning requirements. Where appropriate, bespoke support is delivered to support school leaders, Areas of Learning and Experience leaders and practitioners;
- In secondary education, Gyda'n Gilydd receives funding through Central South Consortium to develop professional learning opportunities for school leaders and practitioners;
- The local authority provides funding to Ysgol Gyfun Gymraeg Llangynwyd to enable participation in the Cyfleoedd+ model of peer-to-peer collaboration. This funding supports leadership development across five secondary schools spanning two local authority areas and strengthens professional learning across the partnership;
- Mandatory governor training modules are delivered in both Welsh and English. This professional learning supports governors to provide effective challenge and support to school leaders to strengthen their provision for teaching and learning through beneficial professional learning opportunities;
- The local authority analyses school development needs regularly and shares this information with the regional professional learning body to help ensure that professional learning provision reflects the needs of schools; and
- The local authority meets regularly with officers from Dysgu Cymraeg to ensure that the national professional learning body understands the needs of schools across Bridgend County Borough. Although this work remains at an early stage of development, the local authority expects that high-quality national professional learning provision will complement the regional support already available through Central South Consortium and Gyda'n Gilydd.

How has the funding provided for the Welsh Language, through the Local Authority Education Grant, been used? In 2025-26 this funding included:

- **Welsh in education Funding - priority A: provide strategic support for schools to move along the school categories continuum**
- **Welsh in education Funding –priority B: funding to support English-medium schools to improve the teaching of Welsh and begin the journey of introducing more Welsh across the curriculum.**
- **Welsh professional Learning - funding to supplement the Priority B funding to enable local authorities to provide support for English-medium schools to improve the teaching of Welsh.**

The Cymraeg 2050 funding provided through the Local Authority Education Grant in 2025–2026 has been used to support the delivery of the Welsh in Education Strategic Plan and to increase Welsh-language capacity across schools.

This financial year, funding has been used to support:

- WESP Co-ordinator salary;
- Professional learning, including partnership working with Dysgu Cymraeg;
- Transport to Pont Ialith;
- Late Immersion resources; and
- Promotion of Welsh-medium education.

Overall, the funding has strengthened Welsh-language provision, developed workforce skills, promoted Welsh-medium education and supported schools in progressing their Welsh-language journey.

How have you taken advantage of the support provided through the Welsh in Education Workforce Scheme in your schools (e.g. the Welsh in Education Capacity Development Grant, the Transition Scheme, the Welsh-medium teacher retention bursary)?

The Capacity Building Grant is available to Welsh-medium and bilingual secondary schools only. As a result, within Bridgend County Borough, Ysgol Gyfun Gymraeg Llangynwyd is the only school eligible to receive this funding.

During the 2025–2026 financial year, the school was successful in securing a number of grants:

- Mathematics Development – £19,500
- Upskilling Staff in Core Subjects – £5,000
- Childcare Programme – £20,000
- Early Years Project – £45,000

The Mathematics Development project forms part of a collaborative initiative involving a number of schools in the region. However, Ysgol Gyfun Gymraeg Llangynwyd is the lead school and is responsible for coordinating the work across the partnership.

This year, Ysgol Gyfun Gymraeg Llangynwyd, Archbishop McGrath Catholic High School, Brynteg School, Bryntirion Comprehensive School, Maesteg School and Pencoed Comprehensive School have accessed grants worth £800 from Coleg Cymraeg Cenedlaethol to support provision for Welsh AS and A level.
Note any collaboration with Initial Teacher Education providers, the Coleg Cymraeg Cenedlaethol, or the National Centre for Learning Welsh.
The National Centre for Learning Welsh holds regular update meetings with the local authority. While this relationship is positive, the local authority recognises the need to take a more strategic approach to planning future support. The National Centre for Learning Welsh has delivered courses for primary schools, including a physical education course attended by 11 members of staff. The local authority has also engaged with Learn Welsh / Dysgu Cymraeg to strengthen the promotion of professional learning opportunities and provide schools with earlier information about the professional learning offer available. Information about grants available through Coleg Cymraeg Cenedlaethol continues to be shared with headteachers and heads of Welsh to support the delivery of AS and A level Welsh. Three schools in Bridgend County Borough attended Coleg Cymraeg Cenedlaethol's 'Gŵyl yr Haf' with support and co-ordination through the Welsh Leaders' Network.
State how you will identify any gaps that prevent continuity for learners, in accordance with Outcomes 3 and 4, noting any investment by schools to address this.
To identify workforce gaps that may affect continuity for learners, the local authority monitors workforce data across Welsh-medium schools. This includes analysis of staffing structures, succession planning requirements and the availability of specialist subject teachers, particularly at key transition points. An analysis of workforce data was undertaken as at 31 December 2025 to inform age profiling and succession planning. This analysis identified succession planning requirements in two Welsh-medium schools. The findings have been shared with the relevant Human Resources Business Partner to support future workforce planning. Welsh Government funding has supported staff to participate in the Welsh Sabbatical Scheme. The local authority will continue to work closely with Dysgu Cymraeg to promote and support Welsh language professional learning opportunities for the workforce. Post-sabbatical support is provided by the local authority.
Where applicable, outline developments and progress made through working with other local authorities and any relevant organisations to identify how many headteachers will be needed over the next 5 years.
An age profiling analysis has been undertaken within the Welsh-medium schools to determine whether succession planning is required within the next five years.

Primary Schools

Within the senior leadership teams of the four Welsh-medium primary schools, a small number of headteachers are within the age range at which they may choose to access their workplace pension. As a result, the local authority has identified a need to consider succession planning arrangements for these schools.

Secondary Schools

Within the senior leadership team of the Welsh-medium secondary school, there are currently no significant succession planning concerns.

Across the Welsh-medium sector, there are 11 senior leadership posts comprising headteacher, deputy headteacher and assistant headteacher roles. Although the number of headteachers eligible for retirement is low, succession planning will be required in some schools to minimise the risk of future leadership vacancies. The relevant Human Resources Business Partner has been informed and will support workforce planning as appropriate.

During its 2025-2026 transitional year, Dysgu delivered a targeted programme of professional learning focused on leadership, wellbeing and curriculum improvement. This included National Professional Qualification for Headship (NPQH) programmes, headteacher coaching, the Calm Classrooms, Thriving Minds pilot, and the mathematics roadshow. No professional learning programmes were available for middle leaders or senior leaders beyond these initiatives during the year.

Newly Qualified Teachers (NQT)

Newly Qualified Teacher (NQT)				
Primary		Secondary		Special
English-medium	Welsh-medium	English-medium	Welsh-medium	English-medium
20	2	10	3	1

- A further 36 NQTs are undertaking day-to-day supply work across the region and have identified Bridgend County Borough as their preferred local authority. These teachers may also work in other local authority areas;
- Of these 36 NQTs, 33 are primary teachers and three are secondary teachers. One NQT is undertaking induction through the medium of Welsh. Two additional NQTs have chosen to complete their induction through the medium of English. However, these teachers have been identified as Welsh speakers who undertake supply work in Welsh-medium settings and have been contacted to discuss the option of transferring to a Welsh-medium mentor. All three Welsh-speaking NQTs are primary teachers. The remaining 33 NQTs are undertaking induction through the medium of English.

Induction Validators

- Bridgend County Borough has six Induction Validators. Two are Welsh-medium Induction Validators, comprising one primary and one secondary validator. Four are English-medium Induction Validators, comprising two primary and two secondary validators.

How have you helped all school workforce, including headteachers, teachers and learning support workers, to improve their Welsh-language skills?

A weekly bulletin is distributed to all members of Team Bridgend and includes information about Welsh language professional learning opportunities. These opportunities are aimed at school leaders, teachers and support staff.

Courses offered by Dysgu Cymraeg are tailored to meet the needs of the education workforce and are targeted at school staff, including headteachers. One headteacher attended the residential Mynediad course at Nant Gwrtheyrn.

The National Centre for Learning Welsh is also offering a residential Mynediad course at Nant Gwrtheyrn for local authority officers within the EYYP Directorate. Several members of staff have expressed an interest in attending, and two have received a place on the course.

National Centre for Learning Welsh (Enrolment data)					
Course	Welsh-medium		English-medium		
	Primary	Secondary	Primary	Secondary	Special
Mynediad	1		13	5	2
Sylfaen	1		4	1	
Uwch			3		
Pob lefel		1		1	

- 32 practitioners are recorded as studying Welsh on the National Centre for Learning Welsh enrolment database. Practitioners who withdrew from courses are not included in the data.
 - 14 attended classes;
 - 1 attended virtual classes;
 - 8 opted for self-study;
 - 6 attended a residential course; and
 - 3 attended a sabbatical course.

The Learning and Development Team within Bridgend County Borough Council promotes Cwrs Mynediad to all employees, including school staff. In addition, the team facilitates Welsh language networking sessions to support officers who are learning Welsh and to increase opportunities to use the language in the workplace.

How do you analyse your SWAC school workforce data, and measure the progress of workforce skills in response to these data?

All information received through the schools' SWAC has been downloaded and cross-referenced with the Human Resources SWAC data to ensure consistency and accuracy across both datasets. This enables the local authority to use information from the SWAC 2025 Welsh Language template to identify the number of staff within each Welsh language competency category. In future years, the same methodology will be used, together with the data recorded under the Welsh Language Competency Framework, to monitor progress in Welsh language skills across the workforce.

Access to school-level SWAC data also enables the local authority to identify schools that have improved their Welsh language competency profile since the previous year. The analysis can also highlight schools where Welsh language competency levels have reduced, enabling targeted support to be considered where appropriate. However, it is important to recognise that progression through the CEFR levels takes time and may not be evident within a single year.

School Improvement Partners discussed Welsh language competency and professional learning with headteachers. Where additional support was required, the Improvement Partner sign-posted the Welsh Language Professional Learning Officer to facilitate appropriate support.

How do you ensure that the data provide an accurate reflection of staff skills?

At a Team Bridgend meeting, the WESP Co-ordinator presented the rationale for collecting Welsh language competency data and emphasised the importance of ensuring that submissions accurately reflect the current workforce. This information supports effective workforce planning and the strategic development of Welsh language provision. Following the presentation, schools received step-by-step guidance, a data collection form and the Welsh Language Competency Framework to support the collection and submission of this information.

The local authority does not hold centrally collected data on the number of schools that have used the information provided. However, there has been an increase in the number of schools updating staff Welsh language competency levels. This suggests increased awareness and use of the Welsh Language Competency Framework across schools.

Human Resources and Organisational Development has updated the Equalities Monitoring Form. Completion of the form is now a mandatory requirement for all applicants through the signable system, which is expected to improve completion rates and reduce non-compliance. Information relating to successful applicants is uploaded to the Human Resources system and reported annually to the Cabinet Committee Equalities and Employee Relations at the end of March.

Paper copies of the Equalities Monitoring Form are available from the Human Resources Department for staff who do not use computer systems. Staff who use computer systems are encouraged to update their Welsh language competency information through the sensitive information section of Employee Self-Service on a quarterly basis.

Any further information that may be relevant to this outcome	
Members of the WEF work proactively to support the WESP. As part of the work of this sub-group an annual development plan is 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) rating system. The actions outlined in the sub-group development plan have received the following RAYG ratings:	
	• Audit of ALN staff Welsh language skills • Analyse SWAC data and use of Welsh Competency Framework • Welsh language and refresher courses • Professional development opportunities: Mudiad Meithrin, CSC, Ysgol Gyfun Gymraeg Llangynwyd, Bridgend College
SELF-ASSESSMENT	
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2025-2026.	
FORWARD LOOK	
State your plans and main priorities for Year 5 by outcome.	
Outcome 7	
• We are committed to analysing data, and work is ongoing to ensure we maximise its use to support workforce planning; • Explore a targeted recruitment campaign for Welsh-medium schools for teachers and support staff; and • Strengthen the use of SWAC data and clarify how it can inform planning.	