

Bridgend County Borough Council Welsh Education Strategic Plan 2014-2017



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Appendix 1: The Action Plan – Tackling national targets at a LA level

Section 1: Your vision and aim for Welsh-medium education

The vision and aims underpinning our Welsh Education Strategic Plan (WESP)

Bridgend County Borough Council's vision is that our provision of Welsh-medium education and support for the teaching of the Welsh language should:

- deliver the key principles of equality, choice and opportunity for all;
- respect, promote and embody the linguistic and cultural diversity of Bridgend and Wales;
- recognise a common Welsh heritage;
- reflect the social, economic and cultural needs of Wales in the 21st century;
- provide opportunity to reflect on and develop personal identity and a sense of place and community;
- be consistent with the national aspirations set out in the Welsh Government's Welsh-medium Education Strategy (WMES);
- take into account 'A Living language, A Language for Living – the Welsh government's Welsh language Strategy 2012-2017

This vision informs not just the WESP, but also Bridgend's Single Integrated Partnership Plan, its Strategy for School Modernisation, its Inclusion Strategy and its Transformation Plans for 14-19 educational provision.

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

- ensure that Welsh-medium education is available to all children of pre-school age and above whose parents / carers wish them to receive their education through the medium of Welsh, and this within reasonable travelling distance from children's homes;
- ensure a developing continuum from Welsh-medium primary education through to Welsh-medium secondary education, so that pupils who have received their primary education through the medium of Welsh will be able to

attend a Welsh-medium secondary school and progress accordingly into further and higher education and training;

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

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

Section 2: The Action Plan

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

You should also complete Appendix 2

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
<p>Increase the number of seven-year-old children taught through the medium of Welsh</p> <p><i>What is the percentage of seven-year-old children currently taught through the medium of Welsh? What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?</i></p> <p><i>Describe how the local authority fulfils the statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh.</i></p>			
	<p><u>Current Performance</u></p> <p>Currently 9.65% of children aged 7 years are taught through the medium of Welsh in four Welsh-medium primary schools. All parents who require Welsh-medium education for their children aged 7 years are able to access this provision.</p> <p>Projected numbers indicate that the actual number and percentage of children aged 7 being taught through the medium of Welsh, will remain steady at close to 9% or above across the next 2 academic years.</p>		

Actual Number and Percentages

Actual Number	Actual Number for Welsh Schools at yr 2	Actual Numbers for All Schools at yr 2	Percentage
Jan-15	157	1627	9.65%

The Local Authority (LA), through its Strategic Planning and Resources unit, monitor and evaluate parental demand and availability of places within the Welsh-medium sector to ensure that all children who received Welsh-medium education during the early years are able to access Welsh-medium provision in the primary phase. In 2014 all pupils who requested Welsh-medium provision in the primary phase were able to access it.

Projected Numbers and Percentages:

Projection	Projected Number for Welsh Schools at yr 2	Projected Numbers for All Schools at yr 2	Percentage
Jan-16	142	1595	8.9%
Jan-17	159	1666	9.54%

Target: 100% of all applications for Welsh Medium education will be fulfilled.

Activity:

A new survey of Welsh Medium education will ascertain the demand for the next 3 years and this will be linked to the school modernisation programme and strategic review of education in Bridgend. The survey will be conducted for a 12 week period during the Summer Term 2016

A feasibility study has been submitted to the School Modernisation Board (26.11.15) to consider opening a starter class at Brynteg Comprehensive School and this will be given wider consideration through the Welsh Medium element of the strategic review which will deliver by mid-2016 to inform Band B of the 21st Century School Modernisation. Progress on this development has been delayed due to difficulties related to highway access and the suitability of the site as a longer

			<p>term measure . This has prompted the inclusion of this project into planned strategic review of education provision across Bridgend. There will be a Band B workshop in May 2016 to confirm plans for Welsh Medium provision.</p>
	<p><u>Mudiad Meithrin update December 2015</u></p> <p>There are 10 Cylchoedd Meithrin registered with Mudiad meithrin for 2015-16. They are situated in Pencoed,Sarn,Cwmgarw, Porthcawl, Bridgend Town (Tabernacl), Y Sger (Corneli) Bryntirion and 3 in Maesteg- (Cynwyd Sant, Y Diwlith and Lon y Parc). Cylchoedd Meithrin Nantymoel and Bryncethin are no longer members of Mudiad Meithrin.</p> <p>During 2015, Mudiad Meithrin introduced its new Quality Assurance Scheme which outlines the standards and quality required of a Cylch Meithrin. There are 3 levels (bronze, silver and gold). All cylchoedd are expected to register at the bronze level. This requires 1. Registration with CSSIW, 2. Conformity with Mudiad Meithrin's Welsh Language policy. The 'Safonau</p>	<p>GM for Business Strategy and Performance will meet with MM regarding the survey</p>	

Serenog' is a document which sets out standards and a definition of a cylch meithrin.

Currently there are 7 ' Cylch Ti a Fi' groups registered in Bridgend. A peripateticTi a Fi Officer (Swyddog Taleithiol Ti a Fi) was appointed by Mudiad Meithrin to work for 15 hours per week as a leader for the following Ti a Fi groups- Bracla, Coity, Pencoed & Betws. Regrettably, the Cylch Ti a Fi in Pil (Pyle) closed due to low numbers.

Following internal re organisation by Mudiad Meithrin 2 support officers commenced working in Bridgend in April 2015. The main officer has established links with all the cylchoedd Meithrin and has commenced a programme of meetings with the Welsh Medium primary headteachers with a view to establishing closer links between the cylchoedd Meithrin and the local Schools.

The transition data from Cylchoedd Meithrin to Welsh Medium Primary Schools for 2014-15 has been collated by Mudiad Meithrin and sent to the Welsh in Education Unit. The Unit has been provided with qualitative and quantitative data as appropriate.

Currently there are 10 ' Cylch Ti a Fi' groups in Bridgend. A Ti a Fi Officer (Swyddog Taleithiol Ti a Fi) has been appointed for 15 hours per week by Mudiad Meithrin to support the work of these groups. The opening of one new Ti a Fi group each year remains a Mudiad Meithrin target for Bridgend.

During 2013, parents' evenings and open days at

	<p>cylchoedd meithrin in Bridgend have been supported by the MM development officer. These have promoted the benefits of bilingualism and Welsh-medium primary education. Mudiad Meithrin County Committee submitted a successful grant application to produce parent information pamphlets.</p> <p>To produce an updated pamphlet outlining the the Welsh-medium early years settings and primary schools in Bridgend; the advantages of bilingualism and information on other agencies working to promote the Welsh language such as Urdd, Menter, Cymraeg i Oedolion. (Information pending about this re: work of TYFU leaflet that is distributed by FS in the 18 month pack by HV's)</p> <p>In response to demand, cylchoedd meithrin extended their opening hours/number of sessions offered in the Pencoed area and this is still in place.</p>		
	<p>Welsh in Education Officers provide high quality training and mentoring support for all Welsh-medium primary schools. (Appendix 3)</p> <p>Linguistic progression is here defined as:a)continuing to study subjects through the medium of Welsh.</p>	<p>Two Welsh in Education Officers (WEOs) work within the Welsh medium primary schools.</p> <p>CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network. These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer</p>	<p>The progress/improvement of each school's performance is monitored by CSC Challenge Advisers.</p>

		<p>practitioner-led programmes of training and support to other schools across the region.</p> <p>All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement. These areas for improvement will include WM and WSL where the schools agree these to be a development area. Improvement hubs and specialist centres based in schools and using the expertise of effective practitioners, offer programmes of support. CSC has established three Welsh medium hubs, 3 Welsh second language secondary school hubs to offer support across the region. A primary school Welsh second language hub is now planned.</p>	<p>Details of the support programmes can be found on the region's development deck.</p>
	<p>In September 2013 a new project TYFU started in Bridgend to increase the use of Welsh in families with children 0-7 years. Tyfu is being effectively implemented in Bridgend and BCBC FIS/Childcare team have met with Tyfu representative, Sioned. There will be a link from the FIS website to the Tyfu in the near future. Public awareness of Welsh-medium education has been raised through publications and events such as the Children in Focus Exhibition.</p>		
	<p>The LA conforms fully with the requirements of the Learner Travel Measure (Wales) 2008. In terms of distance criteria, Bridgend has chosen to exercise its discretion and currently provides free transport for primary age pupils who live in excess of 1.5 miles from</p>	<p>In September 2015 BCBC Cabinet determined to change the qualifying criteria for both primary and secondary pupils to 2 and 3 miles respectively (statutory distances) for free home to school transport from September 2016. However, those in receipt of</p>	

	<p>their school and for secondary pupils who live in excess of 2 miles, although revisions to these distances are currently under review.</p>	<p>free transport against the current distances will continue to receive it until the transition from primary to secondary or move schools and their siblings will also receive transport at the current distances as long as they are in the same school at the same time. Furthermore, Welsh Medium primary age pupils are able to choose any Welsh Medium primary school within the County Borough and as long as the distance from home to school is greater than 2 miles, free home to school transport will be provided.</p>	
	<p><u>Planned Action</u></p> <p>The Local Authority (LA), through its Strategic Planning and Resources Unit, to:</p> <ul style="list-style-type: none"> • Continue to monitor and evaluate parental demand and availability of places within the Welsh-medium sector each year to ensure that all children who received Welsh-medium education during the early years are able to access Welsh-medium education in the primary phase; • Undertake an annual review of parental preference and intention; • Use parental preference information together with birth rate, demographic and trend data to inform the planning of school places, through the identification of potential shortfalls in meeting demand and potentially surplus places. The likely impact of new and planned residential development on levels of need will be considered. <p>(2014 and annually)</p>	<p>Annual Strategic Review information used to inform the planning of Welsh-medium education in the County Borough during 2014-2017. A further parental preference survey will be conducted in the summer term 2016. This will complement the ongoing work around data collection.</p>	<p>This will include the demand survey to support the overall strategic review that will report later in the year.</p>

	<p>The LA to use the data and other evidence available, to undertake an annual strategic review and subsequent action planning in order, where necessary, to:</p> <ul style="list-style-type: none"> • Establish community based Welsh-medium primary schools in parts of the County Borough where access is currently more constrained and in response to parental wishes; • Create separate additional, short term provision on the site of existing English-medium schools; • Increase capacity and provide additional accommodation within existing Welsh-medium primary schools. <p>(2014 and annually)</p>	<p>Proposal to create a starter class (in the surplus capacity at Brynteg School) to accommodate the excess demand at Bro Ogwr is under consideration with the strategic review being conducted.</p>	<p>Delayed due to the strategic review work across Bridgend. A 'Welsh Medium Primary Provision in Bridgend Project Brief' was approved by the corporate Management Board (March 2016) to increase the availability of Welsh medium primary provision as quickly as possible.</p>
	<p>Welsh-medium primary headteachers to promote Welsh-medium primary education, by meeting prospective parents of children attending cylchoedd meithrin, to provide literature and information outlining the quality of the Welsh-medium educational provision available. (Academic Years 2014-17)</p> <p>Since April 2015 Mudiad Meithrin has 2 Support Officers working in the county who offer support, advice leadership and pastoral care for the Cylchoedd. In</p>	<p>100% of Welsh-medium primary headteachers promote Welsh-medium education to parents of children attending cylchoedd meithrin during 2014-17</p> <p>Increase the number of 'Cylch Ti a Fi' groups by one per year during 2014 and annually.</p> <p>Welsh medium headteacher to liaise with Mudiad Meithrin.</p>	<p>Mudiad Meithrin offer support to all Welsh-medium primary headteachers to strengthen links and promote Welsh-medium education to parents of children</p>

	<p>addition, a peripatetic Ti a Fi Officer supports named Cylchoedd Ti a Fi (see above). The local authority no longer provides funding for Mudiad Meithrin employed Support Officers within the County. There are currently 7 Ti a Fi groups registered qwith Mudiad Meithrin.</p> <p>Cylch Meithrin Gwdihw has opened in Bryntirion.</p>	<p>Welsh-medium primary education promoted to 100% of parents attending cylchoedd meithrin during 2014-17. Increase the number of cylchoedd meithrin in an area of identified need in 2014 and annually. Targets for Support Officers are set by Mudiad Meithrin and include:</p> <ul style="list-style-type: none"> • Working closely with local Welsh Medium Primary Schools and establishment of stronger links between the Schools and feeder Cylchoedd Meithrin • Establishing good working relationships with LEA Advisory Teachers • Improving linguistic skills of staff (which coincides with the new quality standards in this regard) • Development of the Cwmgarw/ Betws area in line with primary school relocation. • A provision of a diverse range of training to be provided through Mudiad Meithrin’s new training scheme known as ‘AcadeMi’ 	<p>attending cylchoedd meithrin during2014-17</p>
	<p>Mudiad Meithrin (MM) Development Officer to:</p> <ul style="list-style-type: none"> • Promote Welsh-medium primary education to parents of children attending cylchoedd meithrin. • Support the development of cylchoedd meithrin in areas of identified need, with the support of the Local Authority’s (LA’s) Childcare Team. A new cylch meithrin January 2014 in Bryntirion is now registered with CSSIW. • Track transition rates from the non-maintained cylchoedd meithrin settings and funded non- 	<p>Increase transition rates from cylchoedd meithrin to Welsh-medium education during 2014-17:</p> <p>Target: 100% of children in non-maintained settings transfer to Welsh Medium Primary schools. The most recent data is now available from the Welsh in Education Unit of the Welsh Government.</p> <p>Actions: promotional leaflet to be distributed to all</p>	

maintained cylochoedd meithrin to Welsh-medium education, and use information to inform future development work.

- Maintain and, where necessary, increase liaison between local schools to ensure linguistic continuity from early years to primary education.

2014-15

Name of Nursery	Number transferred to Welsh medium Education	% Transferred to Welsh medium Education
BRYNCETHIN	0	0.00%
CYNWYD SANT	18	100.00%
FLYING START LON Y PARC	3	60.00%
GWDIHW	5	50.00%
NANTYMOEL	0	0.00%
PENCOED	24	52.17%
PLANT BACH SARN	13	52.00%
PORHCRAWL	1	3.57%
TABERNACL	11	57.89%
Y DIWLITH	16	84.21%
Y SGER	32	88.89%

settings.

Name of funded Non-maintained setting	Percentage of pupils transferring to Welsh medium schools 2012 2013	Target 2014	Target 2015	Target 2016	Target 2017
CM Cynwyd Sant	83% 100%	100%	100%	100%	100%
CMY Diwlith	94% 100%	100%	100%	100%	100%
CM Pencoed	54% 55%	94%	100%	100%	100%
CM Y Sger	90% 93%	100%	100%	100%	100%
CM Plant Bach Sarn	29% 46%	79%	100%	85%	100%
CM Tabernacle	42% 61%	90%	100%	100%	100%
CM Porthcawl	7% 20%	47%	67%	87%	100%
CM Bryncethin	89% 0%	100%	100%	100%	100%

Welsh in Education Officers to provide high quality training and mentoring support for all Welsh-medium primary schools.
(2014-17)
Raise public awareness of Welsh-medium education through publications and events such as the Children in

100% of Welsh-medium primary schools have access to high quality training and mentoring support during 2014-17.

A sample of the support offered by the CSWC model:
For info: current Hub support programme offer

LA to continue to comply fully with Learner Travel Measure (Wales)

Focus Exhibition.
(Spring Term 2014 and annually to 2017)

includes:

Assessment for Learning in Welsh Second Language Lesson

Tuesday 1 December 2015
Cowbridge Comprehensive School

Developing Reading at KS3

Thursday 14 January 2016
Cardiff High School

Sector Leading Practice in Welsh Second Language

Monday 25 January 2016 Treorchy Comprehensive School

Challenging the More Able and Talented (Welsh 2nd Language)

Tuesday 23 February 2016
Treorchy Comprehensive School

Digital Skills in the Welsh Second Language Classroom

Tuesday 15 March 2016
Cowbridge Comprehensive School

Developing Digital Literacy in Welsh Second Language

Tuesday 10 May 2016 Cowbridge Comprehensive School

Welsh Second Language Teaching

2008, relating to transport to Welsh-medium schools, during 2014-17

Methodology

Tuesday 7 June 2016

Treorchy Comprehensive School

Rhaglen Gwella Athrawon

Wednesday 11 May 2016

Ysgol Bro Morgannwg...

For info: Current offer by WEOs, delivered in Ty Dysgu, (in addition to in-school support) includes:

Network for Welsh Second Language Coordinators (Primary)

Intensive Welsh Language Training (Basic Level) 2 days

Network for Welsh Second Language Coordinators (Primary)

Darllen Difyr

29 January 2016

Welsh Leaders Network

Thursday 4 February 2016

Intensive Welsh Language Training (Basic Level)

Thursday 5 May 2016

Darllen Difyr

Thursday 19 May 2016

Welsh Leaders Network

		<p>Thursday 16 June 2016</p> <p><u>Intensive Welsh Language Training (Intermediate Level)</u></p> <p>Thursday 16 June 2016</p>	
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Adopt systematic processes for measuring the demand for Welsh-medium childcare and Welsh-medium statutory educational provision. Act promptly on the findings of parental surveys.

What is the situation regarding Welsh-medium childcare provision according to recent surveys? What are your intentions for improving the situation? What use have you made of the Childcare Sufficiency Assessment in drawing up this Plan? What provision is available for three-year-old children through the medium of Welsh? What are your plans for improving this situation? (Appendix 2) (2014-17)

How do you assess the demand for Welsh-medium education? When and how was the last parental survey held? How have you used the results? How have you responded to the demand? How will the results affect your future plans for provision of school places?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Welsh-medium Childcare provision was reviewed as part of Bridgend's statutory Childcare Sufficiency Assessment completed in 2013. This assessment indicated that there was sufficient Welsh-medium childcare available for working parents or parents returning to work or training.</p> <p>Bridgend has 10 Mudiad Meithrin settings. 9 are registered with CSSIW and 6 receive funding to deliver Foundation Phase education. In the past year 2 settings have de-registered as an Estyn Provider, and one has withdrawn from being a Mudiad Meirthin and has become an English medium provision. An analysis of the demand and take-up of places in cylchoedd meithrin</p>		

	<p>in July 2013 indicated that there were surplus places 5 of the 8. BCBC Childcare Development Knowledge tells us that there is surplus space in at least 6 out of the 10 registered cylchoedd meithrin 5 OUT OF THE 6 Estyn registered settings).</p>		
	<p><u>Planned Action</u></p> <p>Mudiad Meithrin and the MM Development Officer to continue to monitor and evaluate the number of Welsh-medium childcare places available and work closely with the LA's Childcare Team to use this information to inform the future planning and development of Welsh-medium childcare provision in the County Borough. (Autumn, Spring and Summer terms 2014 and ongoing through to 2017)</p> <p>In March 2015 BCBC did not recomission a MM Development Officer due to budget and funding restrictions. However, there are very postive working and partnership reallionships with the MM Officer and BCBC Childcare team, and regular meetings are being held.</p>	<p>Mudiad Meithrin and the Local Authority will continue to work closely and in partnership. This will include the sharing of information and attendance by Mudiad Meithrin staff at at key meetings.</p> <p>Maintain the number of cylchoedd meithrin, in areas of identified need, in 2015 and 2016.However ensuring careful considereation to the long term sustainabilty of these childcare business', to ensure that BCBC and WG funding is used effectively.</p> <p>A new, CSSIW-registered Cylch Meithrin has opened in Bryntirion (Cylch Meithrin Gwdihw), which provides 16 childcare places. Flying Start has funded places in this setting, in response to parental demand. This provision has received a high level of financial suoppprt from BCB childcare team grants due to sustainability issues for the business.</p>	<p>The LA Childcare Team have also supported Cylch Meithrin Cwm Garw to become registered with CSSIW to provide 24 places – this setting ran unregistered for many years.</p> <p>Successful Cylchoedd Ti a Fi have also been developed in Coity Higher and Brackla – these are settings where parents stay with their children and so do not require CSSIW registration.</p> <p>BCBC Childcare Development Officers in partnership with MM will continue to support the unregistered Cylchoedd Meithrin in</p>

			Nantymoel to become registered with CSSIW.
	<p><u>Current Performance</u></p> <p>Bridgend County Borough Council continues to place great importance on early years education, aiming to create an inclusive foundation for learning, so that all pupils receive the best possible start and ensuring any particular areas of need are identified at an early stage.</p> <p>In 2013, the LA met its statutory duty to have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents. The LA's policy and admission arrangement has allowed all parents/carers the opportunity to express a positive preference for the school they would wish their child to attend.</p> <p>Welsh-medium early years education in Bridgend is provided by eight CSSIW registered cylchoedd meithrin in the non-maintained sector and nursery classes in four maintained Welsh-medium primary schools. Pupils attend on a part or full-time basis according to the number of places available. In 2004, the Welsh Assembly Government declared its intention that all children should have access to a free part-time nursery place the term following their third birthday. Recognising the importance of nursery education, Bridgend County Borough Council has increased this level of provision and provides full-time English and Welsh-medium education for children who attend maintained schools during the academic year in which they attain their fourth birthday although this provision is currently under review in light of budget constraints. During 2012-13, 154.5 Welsh-medium nursery</p>		

	<p>places were funded in the maintained sector and 170 in cylchoedd meithrin.</p>		
	<p>Positive collaboration between the LA and Mudiad Meithrin has ensured that a sufficient number of Welsh-medium nursery places are available throughout the County Borough. (See Appendix 3). In September 2015, all parents who requested early years education were able to access it.</p>		
	<p>The LA and Welsh in Education Partnership (Forum) commissioned a parental preference survey in 2013 and findings were reported to the WEP in November 2013. Over 3,500 questionnaires were distributed and 542 responses were received. (15% response rate)</p> <p>It was identified that many parents would possibly want their children to speak Welsh but do not necessarily want them to learn all their subjects in Welsh. We should be looking at improving the Welsh language being taught in English medium schools, so by the time a child is nine years old they are bi-lingual. It appears from the provisional results that parents might want their children to speak both languages.</p> <p>The LA, through its Strategic Planning & Resources Unit, uses information together with birth rate, demographic and trend data to inform the planning of schools places, through the identification of potential shortfalls in meeting demand and potentially surplus places. The likely impact of new and planned residential development on levels of need is considered. The LA has used all available information to inform Bridgend County Borough's 21st</p>		

	Century Schools Strategic Outline Programme.		
	The LA, through its Consortia School Improvement Service, MM Development Officer, Welsh in Education Officers and Foundation Phase Team provide training and mentoring support to the maintained and non-maintained sectors to continue to provide quality early years education.	See Appendix 6.	
	<p><u>Planned Action</u></p> <p>The LA to continue to provide and fund quality Welsh-medium education, for children the term following their third birthday, for those parents who request it, in registered non-maintained settings or maintained schools (Academic Years: 2014-17)</p> <p>The LA to provide parity of provision and to continue to extend the Welsh-medium provision, where necessary. (2014-17)</p> <p>100% of children, whose parents request it, are able to attend Welsh-medium Flying Start provision the term following their second birthday, in registered non-maintained Mudiad Meithrin settings.</p> <p>Where numbers of parents are consistent and no local provision was within the community, Flying Start has developed a Cylch Mudiad within the Caerau community.</p> <p>In the majority of cases Welsh language Flying Start provision for eligible children is delivered in partnership with the local Meithrin provider. This partnership supports sustainability and support mechanisms for the Meithrin and therefore supports the wider</p>		<p>Welsh-medium provision extended in areas of identified need during 2014-17.</p> <p>100% of children, whose parents request it, are able to attend Welsh-medium education the term</p>

	<p>community and children who attend the relevant Meithrin.</p> <p>All parents are fully informed regarding childcare options at the child's eighteen months visit by the FS Health Visitor with the options for Welsh Language childcare fully explored and discussed in this visit.</p> <p>It is important to note that the FS HV team has a primary focus on the delivery of the public health agenda and that the team can effectively signpost and offer information only. However... Within the wider FS multi agency team representatives from Welsh Language agencies such as the Bridgend Childcare Team Mudiad Meithrin Development Officer undertake a key role with representation at all FS Professionals Meetings (held termly). This supports the knowledge of all members of the FS team in the importance in developing parental understanding regarding choices regarding options when selecting childcare.</p> <p>The Mudiad Meithrin Officers present information to the HV team forum in order to support the development of informed parental choice regarding childcare options through the medium of Welsh. FS Health Visitors develop relationships with Welsh Medium childcare providers via the monthly childcare manager HV meetings.</p> <p><i>How much consultation takes place with staff from MM, Twf, Welsh in Education Officers?</i></p> <p>The Officer who supports Welsh in Education is the Group Manager for school improvement and works very closely with the Flying Start Team in Bridgend.</p> <p>Within the wider FS multi agency team representatives from Welsh Language agencies such as t Mudiad Meithrin undertake a key role</p>		<p>following their third birthday, during 2014-17 subject to the outcome of the Nursery Consultation currently underway 13.1.14 – 24.2.14. Update(Feb 2015) The outcome of the nursery consultation resulted in no change to provision</p>
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	<p>with representative at all FS Professionals Meetings (held termly). Mudiad Meithrin childcare providers are invited to attend the FS Childcare Provider forum</p> <p>Twyf/TYFU officers are in contact with the FS team in Bridgend and support events such as the FS fun days</p>		
	<p><u>In the FS plan 2014-15 the question below is posed:</u> Please provide details of Welsh Language provision within your Local Authority and how this is offered to parents. Bridgend's response is as follows:</p> <ul style="list-style-type: none"> • In the Sarn area, parents are able to access an existing Welsh Language playgroup which had previously provided places for the FS programme (Meithrin Plant Bach). • An effective partnership relationship is in place with the team at Plant Bach Sarn and historically places have also been sought by FS from the Meithrin provisions in Bryncethin. • In the Lewistown/Blackmill area, parents will be supported to access existing Welsh Language playgroup in the Sarn Meithrin settings. • Meithrin Plant Bach currently provides Welsh Language childcare to the Sarn community and an effective relationship is in place to further develop this partnership 		

	<p>Demand for Welsh language provision in the Lewistown/ Blackmill community is currently very low with the nearest Welsh Language primary Schools some distance away.</p>		
	<p>The LA, through its Strategic Planning & Resources Unit, to use parental preference information together with birth rate, demographic and trend data to inform the planning of schools places, through the identification of potential shortfalls in meeting demand and potentially surplus places. The likely impact of new and planned residential development on levels of need will be considered. The LA to use all available information to ensure that Bridgend County Borough's 21st Century Schools Strategic Outline Programme is achieved. (2014 and reviewed termly through to 2017)</p>	<p>Information from parental preference survey used effectively in 2013 to inform future planning of Welsh-medium places for 2014-17</p>	<p>Next survey Early 2016</p>
	<p>The LA to use the data and other evidence available, to undertake an annual strategic review and subsequent action planning. The LA to target resources to areas of the County Borough to ensure access for all parents who request it. (2014 and reviewed termly through to 2017)</p>	<p>All elements of Bridgend County Borough Council's 21st Century Schools Strategic Programme achieved in line with Welsh Government time-scales.</p> <p>Annual Strategic review and subsequent action planning undertaken in 2014-17 and resources targeted where necessary during 2014-17.</p> <p>Community based Welsh-medium primary schools established in parts of the County Borough where access is currently more</p>	<p>Separate additional, short term provision created on the site of existing English-medium schools, where necessary, during 2014-17.</p> <p>Increase capacity and provide additional accommodation within existing Welsh-medium primary schools, where necessary, during 2014-17.</p>

		constrained and in response to parental wishes, where necessary during 2014-17	
	The LA, through its Advisory Service, Welsh in Education Officers and Central South Consortium via a partnership working approach provide training and mentoring support to the maintained and non-maintained sectors to continue to provide quality early years education.(2014-17)		100% of maintained and non-maintained settings have access to high quality training and mentoring support during 2014-17.

Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.

How do your plans for the future number of Welsh-medium places affect your proposals for the 21st Century Schools Programme?

How do these plans match your 21st Century Schools Programme proposals?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>The Strategic Outline programme (SOP) submitted to the Welsh Government in December 2010 included Welsh-medium provision requirements. These requirements were based on the pupil projection numbers at the time. There is sufficiency of places in the secondary sector and in the primary sector, although in the latter case this is true of total capacity, but there is pressure on places in one of the schools while a number of surplus places exist in two. Pressure on places at Ysgol Y Ferch O'r Sger was addressed by installing temporary accommodation in the Spring Term for use in 2014-15 onwards to meet demand from the area and this continues to be reviewed.</p> <p>We currently have a number of surplus places across the County Borough, with the majority of these places being in the 2 schools in the north</p>		
	<p><u>Planned Action</u></p> <p>To address the imbalance in capacity a Welsh-medium primary school has been included in Bridgend's band A priority schemes for Welsh Government's 21st Century Programme, for which we have received approval in</p>		

	<p>principle. The proposal to move YGG Cwm Garw further south has been approved by cabinet.</p> <p>Further consideration regarding a change in catchment area between Cwm Garw and Bro Ogwr will take place once the new school has been in place for at least one academic year in order to assess demand. The new school at Bettws would better meet the demand for Welsh Medium education by moving the school to the Valleys Gateway area. YGG Cwm Garw currently has 41% (87 places) surplus capacity and the current building is in poor condition (Grade C).</p>		
	<p>Following statutory consultation, it has been agreed to relocate Ysgol Gynradd Gymraeg Cwm Garw from Pontycymer to a new build Welsh-medium primary school on the current Bettws Primary School site, which is a distance of 4.7 miles. This would create a school capacity of 210 pupils plus a nursery of 45 full time equivalents based on the current early years policy. It would also allow for growth in demand for Welsh medium education and accommodate extra pupils coming from an enlarged catchment which will meet the anticipated demand from the new housing developments within the Valleys Gateway area of the County Borough. The re-drawing of catchment areas will assist in releasing places at YG Bro Ogwr which is the catchment school for the new Parc Derwen development in Coity (1500 houses). The new Ysgol Gynradd Gymraeg Cwm Garw, which is part of the Garw Valley South development, is a Band A project within the 21st Century</p>	<p>A long term solution is currently being looked into for the Porthcawl and Cynffig catchment area. There are possibilities of a starter unit in Porthcawl being developed. However, this is at the very start of the planning process, and will not be for another 2-3 years. This will be subject to the planned strategic review of places and provision of all school in BCBC</p>	

	Schools Programme and is scheduled for opening September 2018,.													
	<p>To progress these schemes, it will be necessary to work through and have approved by Welsh Government the strategic, outline and full business cases. Council has approved the necessary match funding for the scheme.</p> <p>The development of Welsh-medium units in areas of the County Borough where demand is greatest is to be explored. (2014-17)</p>	<p>Band B School Modernisation Programmes are due to commence in 2019-20 and in the meantime there will be a review of options in readiness for Band B. Current numbers at Ysgol Y Ferch o'r Sger are as follows:</p> <table border="1" data-bbox="1146 571 1850 986"> <thead> <tr> <th data-bbox="1146 571 1339 721">Age range</th> <th data-bbox="1339 571 1505 721">Current numbers (Oct 2015)</th> <th data-bbox="1505 571 1850 721">Capacity</th> </tr> </thead> <tbody> <tr> <td data-bbox="1146 721 1339 833">Rising 3s (Part-time Nursery)</td> <td data-bbox="1339 721 1505 833">0</td> <td data-bbox="1505 721 1850 833" rowspan="2">Capacity within the adjoining Integrated Children's Centre</td> </tr> <tr> <td data-bbox="1146 833 1339 944">3-4 years (Full-time nursery)</td> <td data-bbox="1339 833 1505 944">34</td> </tr> <tr> <td data-bbox="1146 944 1339 986">4-11 years</td> <td data-bbox="1339 944 1505 986">223</td> <td data-bbox="1505 944 1850 986">229</td> </tr> </tbody> </table> <p>The current capacity at the school, including the mobile, is 229 and the PAN is 32 and the projections for Ysgol Y Ferch O'Sger are included in appendix 5</p>	Age range	Current numbers (Oct 2015)	Capacity	Rising 3s (Part-time Nursery)	0	Capacity within the adjoining Integrated Children's Centre	3-4 years (Full-time nursery)	34	4-11 years	223	229	<p>The temporary accommodation at Ysgol Y Ferch o'r Sger is meeting demand for Welsh-medium provision in the west of the County Borough for the and it is anticipated that they will continue to do so for the foreseeable future (as detailed in Appendix 5 Projections 2015-2023). The numbers are being monitored closely and are remaining stable.</p> <p>Longer term, provision at Ysgol Y Ferch o'r Sger has been identified as a</p>
Age range	Current numbers (Oct 2015)	Capacity												
Rising 3s (Part-time Nursery)	0	Capacity within the adjoining Integrated Children's Centre												
3-4 years (Full-time nursery)	34													
4-11 years	223	229												

			Band B within the 21 st Century Schools Programme.
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Ensure collaborative working through consortia

*How do you intend to support elements of Welsh-medium provision through partnership working and regional consortia?
Have you considered working with neighbouring local authorities on planning Welsh-medium school places?*

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Phase One of the proposals for regional collaboration through a Central South Consortium has been approved by the Welsh Government. A Joint Education Service (JES) became operational from 1st September 2012 and replaces and extends the scope of the previous ESIS shared school improvement service. The Central South Consortium comprises Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and Vale of Glamorgan Councils and is governed by a Joint Committee of elected members, to which the JES Head of Service is accountable, and overseen by a Management Board. The JES has been created in order to provide a unified, high quality school improvement service that will provide consistent, systematic and rigorous challenge to schools and their governing bodies and respond to the Welsh Government's agenda to raise standards and the quality of provision in our schools. The JES will perform most of the statutory and regulatory responsibilities of the five authorities in respect of school improvement, although ultimately these remain, at present, with the authorities individually. Following phases of this programme will bring in further services over the next few years. These services are expected to include governor support services, ALN and Inclusion Services, Educational</p>	<p>The consortium is now responsible for school improvement services for the five local authorities as outlined. There are no current plans to extend the consortium's remit to cover ALN and the planning of school places; discussion around centralising the HR function are ongoing..</p>	<p>The consortium is undertaking detailed work on school workforce planning</p>

	<p>Psychology Services and, possible Schools' HR support. Logic suggests that these services should also include those concerned with school modernisation and the strategic planning of school places – but there are not firm plans for these yet.</p> <p>The three main imperatives driving the move towards regional consortium operation are the need to:</p> <ul style="list-style-type: none"> (a) raise standards by focusing more closely on literacy, numeracy and reducing the impact of disadvantage; (b) narrow the gap between high and low performance by targeting resources at areas of greatest need, and; (c) achieve greater efficiency so that more resources can be released to 'front-line' services. 		
	<p><u>Planned Action</u></p> <p>The Joint Education Service (JES) to provide (a) a Program Manager role for Welsh in the curriculum – both first and second languages, and (b) curriculum and professional development support for schools and teachers through a reorganised and reconfigured Athrawon Bro Service. (2014-17)</p>	<p>100% of schools receive support from Welsh in Education Officers during 2014-17.</p>	<p>The WEO support is detailed elsewhere in this document – Appendix 6.</p>
	<p>The LA to continue to work with Central South partner authorities to plan the implementation and deployment of the Welsh Education Improvement Grant on a consortium basis. (2014-17)</p>	<p>Welsh Education Grant used effectively to support the achievement of the Welsh Education Strategic Plan objectives in 2014 and 2015.</p>	

		The WEG is no longer a standalone grant; it forms part of the EIG. However, the aims of this strategic plan in terms of school support and workforce development in relation to Welsh medium and Welsh second language continue to be delivered by the region on behalf of its constituent local authorities.	
	The LA to continue to plan further phases of consortium development so that further services come into the scope of a new regional Joint Education Service, including those listed above. (2014-17)	These discussions are ongoing.	
	The LA to consider the scope for the inclusion, within a regional education service, of services to support the planning of school places and school modernisation, and to maintain, in the interim, a close dialogue of the development of Welsh-medium education to reflect regional, as well as local, priorities, needs and aspirations. (2014-17)	Planning of school places and modernisation are not the responsibility of the consortium currently. However, WEOs do offer support to schools in the appointment of staff. Increasingly the consortium is supporting succession planning in terms of the leadership of WM schools – this has been identified as a priority.	
	The LA to continue to work with partner authorities in the development of a regional/consortium-based approach to 14-19 Transformation planning and to 14-19 Annual Network	Regional/ Consortium-based approach to 14-19 Transformation planning and 14-	

	Development Plans. (2014-17)	19 Annual Network Development Plans in place during 2014-17 This remains the responsibility of the individual local authorities currently. The consortium has a role in overseeing the delegation of the 14-19 grant to schools who then commission the provision they need. We are focusing on increasing delegation and consistency in this year	
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Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.

What are your plans for extending access to Welsh-medium provision through centres for latecomers or late immersion programmes?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p>Current Performance</p> <p>Following attempts to run the existing model of immersion at the end of Year 6 and during the first two years of secondary schooling, it is proposed that an immersion project be run for younger children (from ages 8 to 10) as a vertical immersion class. This class would transfer eventually to YGG Llangynwyd in year 7 where additional support for linguistic development will be provided. Pupils would eventually join YGG Llangynwyd mainstream in year 8.</p>		
	<p>Planned Action</p> <p>Discuss the feasibility of running an immersion project for children from the ages of 8 – 10 years with the Welsh Government, seeking their approval to begin the class in September 2014, subject to WG funding support. (Academic Year 2014)</p> <p>Review provision for latecomers annually from September 2013 as plans to work collaboratively cross consortia progress. Late immersion programmes and/or a dedicated centre for latecomers</p>	<p>Funding arrangements have changed: WEG no longer exists.</p>	<p>Scheme established subject to viable numbers and funding</p>

	<p>could be developed jointly supported by separate element of WEG grant 2014/15</p> <p>If funding is available to run the scheme:</p> <ul style="list-style-type: none"> • Obtain agreement from secondary and primary headteachers across English- medium schools in Bridgend for the pilot project to run. • Identify the location for the immersion class (to be hosted in a primary school). • Raise awareness of the project and hold information evenings as required. • Establish a pre-immersion group during the first half of the summer term 2014. • Welsh in Education Officers to work with pupils intending to undertake the scheme. • Scheme to run from September 2014 for pupils in years 3-5. • Provide additional support for year 7 pupils who have attended the immersion scheme with the target of pupils transferring to full Welsh-Medium education in Year 8. (funding /viable numbers permitting) • Monitor progress of pupils following the scheme; • Report to parents on progress; • Report to Welsh-medium Education Partnership (Forum) on progress. <p>(2014-17)</p>	<p>To consider immersion schemes in collaboration with other LA's in Central South Consortium (Cardiff)</p> <p>Feasibility to undertaken summer 2014 to assess numbers for a 2015-16 start as a pilot study in the first instance.</p>	<p>and pupils achieve results commensurate with age by the end of year 6 2017 onwards.</p>
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Establish a Welsh-medium Education Forum and establish links with the Children and Young People’s Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.

*What are your planning processes for Welsh-medium education? What is the role of the Welsh-medium Education Forum within those processes? What is the link between those processes and the Children and Young People’s Partnership? How do you intend that the authority’s strategic education plans/documents reflect the aims of the Welsh in Education Strategic Plan?
How do you consult with key stakeholders, especially those representing parents, during the preparation of this Plan?*

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>As part of the process of developing its previous Welsh Education Scheme, the LA created a Welsh Education Partnership for Bridgend. The purpose of the Partnership was:</p> <ul style="list-style-type: none"> • to assist the LA in the development of the Scheme; • to provide response and feedback to inform the finalisation of the Scheme; • to monitor the progress of the Scheme’s implementation over the course of its lifetime; • to provide a forum for communication and the exchange of views, information and data concerning Welsh language education within the County Borough. <p>Bridgend’s Welsh Education Partnership has worked effectively to monitor the progress of the Scheme’s implementation. The Partnership and its individual members have also contributed significantly to the preparation of a Strategic Plan which has been approved by the Welsh Government and will continue to play a critical role in co-ordinating and providing feedback, responses and suggestions from key stakeholders.</p>		<p>Since December 2013, the Welsh Education Partnership Forum has met 3 times in each academic year to review the WESP and informal/formal feedback from Welsh Government, to review responses to the consultation regarding the WESP and to review progress made in relation to the WESP. Nominated</p>

	<p>Bridgend's key strategic Welsh Education Partnership group has been used as the basis for forming a Welsh-medium Education Forum for Bridgend. This key strategic group comprises representatives of a wide range of stakeholders and providers concerned with Welsh- medium education and the reading of Welsh. Its membership currently includes:</p> <ul style="list-style-type: none"> • Group Manager, School Improvement; • Corporate Equalities Co-ordinator, BCBC; • Representative, Welsh-medium Primary Headteachers; • Representative, Welsh-medium Secondary Headteachers; • Representative, English-medium Primary Schools; • Representative, Welsh Department Heads, Secondary Schools; • Representative, Mudiad Meithrin; • Representative JES; (CSC) • Group Manager, Post 14-19 Education and Training; • Group Manager, Inclusion Service; • Group Manager, Strategic Planning and Resources, BCBC; • Group Manager, Business Strategy and Performance • Representative, Menter Bro Ogwr; • Local Representative RhAG; • Representative, School Governors; • Representative, Bridgend College; • Principal Advisor, Human Resources, BCBC • Elected Member representative(s) including the Welsh language Champion <p>The Welsh Education Partnership is working effectively. Attendance at meetings has been good and regular, six monthly monitoring reports are being compiled, discussed and approved as appropriate.</p>		<p>colleagues in this forum are requested to provide updates</p>
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	<p><u>Planned Action</u></p> <p>The LA to continue to use the Welsh in Education Partnership forum as a key group in consulting on the revised Welsh Education Strategic Plan. (Autumn term 2013)</p> <p>To continue to plan a clear and systematic monitoring cycle for the revised forum so that it can play an active role in evaluating the progress made in the implementation of the Strategic Plan. (April 2014 onwards)</p>	<p>Continue to ensure representation from a range of agencies e.g. school governor, Tyfu project</p> <p>Three meetings per year to review and revise the WESP and monitor its implementation</p> <p>Revised Welsh In Education Strategic Plan submitted to Welsh Government by January 2014</p> <p>Welsh in Education Strategic Plan operational from 1st April 2014.</p>	<p>Progress in achieving targets in Welsh in Education Strategic Plan systematically evaluated and discussed with DfES Officers annually during 2014-17.</p> <p>Good progress made in achieving Welsh Education objectives with positive outcomes during 2015-16 with increasing numbers of pupils being entered for full-course Welsh at GCSE.</p> <p>There has been limited progress with regard to the development of a starter class in Bridgend due to the planned capital programme and the strategic review for all schools.</p>
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<p>Provide information for parents/carers</p>	<p><i>How do you provide information to parents about Welsh-medium provision in the Foundation Phase/KS2/KS3/KS4? How do you provide information to parents about the linguistic nature of provision and likely linguistic competence in Welsh and English resulting from this provision? Do you include information about provision that is in close proximity to your local authority but situated in a neighbouring local authority?</i></p>		
	<p><u>Current Performance</u></p> <p>The Welsh-medium sector is represented on the Bridgend Admissions Forum, which reviews the existing policy and arrangements annually.</p> <p>Information is available annually to parents / carers within the County Borough via the Council's published guide to school admissions and arrangements. This is made available to all parents / carers applying for a school place for the first time and is also available on the Council's website.</p> <p>The specific section in relation to Welsh-medium education sets out the Council's policy that every child should have the opportunity to learn and use the Welsh language effectively. It also specifies that the provision is made in the following ways:</p> <ol style="list-style-type: none"> 1. The teaching of Welsh as a second language in English-medium schools across the key stages: <ul style="list-style-type: none"> • at key stage 1, Welsh is taught to all pupils. The emphasis is on using the language with purpose and in meaningful situations. In addition, the incidental use of the language during the school day is encouraged. • at key stage 2, the language is further developed orally, with greater emphasis on reading and writing skills. 		

	<ul style="list-style-type: none">• at key stage 3, Welsh is taught to all pupils and at key stage 4, it is now compulsory. Opportunities are provided in all schools for pupils to continue their studies for both the 16+ and 'A' level examinations. <p>2. Provision for Welsh-medium education:</p> <ul style="list-style-type: none">• Welsh-medium education is available at the Council's four Welsh-medium primary schools to all pupils whose parents select that medium of education;• In the Foundation Phase, all subjects are taught and all activities are run through the medium of Welsh;• English is introduced as a subject in KS2. Although all the other subjects are taught through the medium of Welsh, standards in English are equally safeguarded;• Welsh-medium secondary education is available at YGG Llangynwyd. The school continues to grow incrementally and from September 2014, all key stage 3 key stage 4 and post 16 pupils receive their education at the school. Children living within Bridgend County Borough may attend the Welsh Unit at Dolau Primary. Bridgend is responsible for any transport costs if pupils reside closer to Dolau than to Ysgol Bro Ogwr.		
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	<p><u>Planned Action</u></p> <p>LA to continue to ensure that information is available to all parents/carers within the County Borough, via the Council's published guide to school admissions and arrangements. This publication is distributed to all parents / carers applying for a school place for the first time and to those applying for a secondary school place. Information is also available on the Council's website. (2014 and annually to 2017)</p> <p>Provide information for parents / carers living in the County Borough regarding the availability of Welsh-medium places at Dolau Primary in Rhondda Cynon Taf. Parents /carers will be advised to apply to Rhondda Cynon Taf for a school place. (2014 and annually to 2017)</p>	<p>Provide 100% of parents with information on Welsh-medium education when they apply for places in the primary and secondary sectors during 2014 and annually to 2017</p>	
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Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school

You should also complete Appendices 2/3

Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)

What is the percentage of learners in Year 9 who are assessed in Welsh (First Language)? What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>In June 2015 6.8% (108 pupils) of Year 9 learners in Bridgend were assessed in Welsh (First Language).</p> <p>Following the opening of Bridgend’s first Welsh-medium secondary school, the local authority now has in place the full continuum of Welsh language provision from 3 – 19 years. As cohort numbers in YGG Llangynwyd increase from September 2016, this is projected to lead to an increase from 2019 onwards.</p> <p>Work will continue to explore options to expand capacity in the west of the county where it is known that demand is rising as mentioned on page 21 above. If the provision in the west of the county (i.e around the Porthcawl area close to where Ysgol y Ferch O’Sger is situated) is increased that will, in time, impact on the numbers of children coming through to be assessed in Welsh Medium by Year 9.</p>	<p>TARGETS/PLANNED ACTIONS:</p> <ul style="list-style-type: none"> • Increase the numbers of pupils entering Welsh Medium secondary education by reducing/eliminating the drop out rate from Year 6-Year 7 <p>Improve provision for Welsh second language at KS2 and KS3 – especially in light of the Donaldson Review</p>	<p>The LA has conducted a review to ascertain the ‘leakage’ from Welsh medium primary schools to English medium prior to entering secondary school. This has amounted to almost 30 pupils each year. Primary schools have been alerted to the concerns raised by this. It has been identified that some parents choose to send their children to Welsh Medium primary</p>

			<p>school with the intent to switch to English Medium by the time they reach secondary school age. This is being addressed through leaflets promoting the value of continuing in Welsh Medium education. A strategy is being identified to resolve this 'leakage' issue. It is anticipated that this will be in place by September 2016.</p>
	<p><u>Planned Action</u></p> <p>Maintain high rates of transfer between primary and secondary sectors.</p> <p>LA to continue to monitor the percentage of year 9 learners in Welsh-medium education. (2014-17)</p> <p>LA to continue to undertake work to predict, with greater certainty, the demand for Welsh language education and plan accordingly, especially given the pressure on capacity in two of our Welsh-medium primary schools and surplus places in the other two. Bridgend CBC to continue to ensure that parents are fully informed about the choices they have regarding educational opportunities in both the Welsh and</p>	<p>The options here are likely to be the suggestion of starter classes in a school where there is space to grow. The detail of the options available will need to be given full consideration and will need to go to Cabinet for approval.</p>	

	English languages. (2014-17)		
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Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4

What are the rates of progression between:

- *non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase;*
- *non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase;*
- *funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools;*
- *non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools;*
- *Foundation Phase and Key Stage 2*
- *Key Stages 2 and 3*
- *Key Stage 3 and 4.*

(Appendix 2)

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Bridgend has 10 Mudiad Meithrin settings of which 6 are registered with CSSIW and receive funding to deliver Foundation Phase education.</p>		
	<p><u>Planned Action</u></p> <p>Mudiad Meithrin to gather and collate the following information relating to the rates of progression from funded non-maintained provision to maintained schools, as suggested by the Welsh</p>	<p>Increase transition rates from Cylchoedd Meithrin to Welsh-medium education during 2014-17: Explore potential collaboration with Mudiad Meithrin to promote progression and training for staff on how to promote the benefits of</p>	

	<p>Government:</p> <ul style="list-style-type: none"> • non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase; • funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools; (Autumn Term 2014 and annually to 2017) <p>Through the work of the MM maintain and, where necessary, increase the transfer rates between cylchoedd meithrin and Welsh-medium school provision. Mudiad Meithrin to continue to promote Welsh-medium primary education to parents of children attending cylchoedd meithrin. (Academic Year 2014 and annually to 2017)</p> <p>Welsh-medium primary headteachers to continue to promote Welsh-medium primary education, by meeting prospective parents of children attending cylchoedd meithrin to provide literature and information outlining the quality of the Welsh-medium educational provision that is available. (Academic Year 2014 and annually to 2017)</p>	<p>bilingualism and Welsh Medium education to parents (as offered in the consultation response) MM have undergone significant restructuring in 2014-15 and are developing a refocus on quality aspects of the care offered by MM settings.</p>													
	<p><u>Current Performance</u> The rate of progression from the Foundation Phase to Key Stage 2 in September 2015 was very good (see table below).</p> <table border="1" data-bbox="315 1246 1218 1361"> <thead> <tr> <th colspan="4">Year 2 to Year 3 Comparisons</th> </tr> <tr> <th>School</th> <th>Sep t 14</th> <th>Sep t 15</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Year 2 to Year 3 Comparisons				School	Sep t 14	Sep t 15	Comments						
Year 2 to Year 3 Comparisons															
School	Sep t 14	Sep t 15	Comments												

	Bro Ogwr	71	66	66 children transferred from Bro Ogwr. 1 child transferred to an English Medium school in Bridgend, another 1 to Cynwyd Sant and 3 left BCBC schools completely.		
	Cwm Garw	22	20	19 children transferred from Cwm Garw and 1 from Bro Ogwr. 3 children left BCBC schools completely.		
	Cynwyd Sant	38	37	37 children transferred from Cynwyd Sant. 1 child transferred to an English Medium school in BCBC.		
	Y Ferch O'r Sger	27	28	27 children transferred from Y Ferch Or Sger as did 1 new child to BCBC.		
	<p><u>Current Performance</u></p> <p>Transition rates between KS2 and KS3 are monitored as one of the existing targets in the current Welsh Education Scheme and reported annually to the Welsh Education Forum.</p> <p>Actual figures for September 2015 show that 93% of pupils transferred from Welsh-medium primary education to Welsh-medium secondary education. Pupil numbers for the individual schools are as follows:</p> <ul style="list-style-type: none"> • Ysgol Cwm Garw – 100%. 					

	<p>Out of the cohort of 13 pupils, 13 transferred to Welsh-medium secondary provision.</p> <ul style="list-style-type: none"> • Ysgol Bro Ogwr - 93% Of the cohort of 40 pupils, 37 transferred to Welsh-medium secondary provision at Llangynwyd. • Ysgol Cynwyd Sant - 92% Out of the cohort of 36 pupils all 33 transferred to Welsh-medium secondary provision. • Ysgol Y Ferch O' Sger - 85% Of the cohort of 26 pupils, 22 transferred to Welsh-medium secondary provision. 																										
	<p><u>Current Performance</u></p> <p>The rate of progression between year 9 and 10 in Welsh-medium provision in September 2015 was as follows:</p> <p>Of the 110 Year 9 pupils at Sept 2014, 108 remained in YGGL; 1 went to Porthcawl; 1 went to Brynteg. In Sept 2015 there are 110 pupils in Year 10 at YGGL (108 from YGGL and 2 pupils from outside of BCBC)</p>	<p>Projected Numbers and Percentages of pupils in WM/whole cohort</p> <table border="1"> <thead> <tr> <th>Projection</th> <th>Projected Number YGG at yr 9</th> <th>Projected Numbers for All Schools at yr 9</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Jan-16</td> <td>75</td> <td>1453</td> <td>5.16%</td> </tr> <tr> <td>Jan-17</td> <td>103</td> <td>1503</td> <td>6.85%</td> </tr> <tr> <td>Jan-18</td> <td>99</td> <td>1516</td> <td>6.53%</td> </tr> <tr> <td>Jan-19</td> <td>107</td> <td>1599</td> <td>6.69%</td> </tr> <tr> <td>Jan-20</td> <td>106</td> <td>1540</td> <td>6.88%</td> </tr> </tbody> </table>	Projection	Projected Number YGG at yr 9	Projected Numbers for All Schools at yr 9	Percentage	Jan-16	75	1453	5.16%	Jan-17	103	1503	6.85%	Jan-18	99	1516	6.53%	Jan-19	107	1599	6.69%	Jan-20	106	1540	6.88%	
Projection	Projected Number YGG at yr 9	Projected Numbers for All Schools at yr 9	Percentage																								
Jan-16	75	1453	5.16%																								
Jan-17	103	1503	6.85%																								
Jan-18	99	1516	6.53%																								
Jan-19	107	1599	6.69%																								
Jan-20	106	1540	6.88%																								

	<p><u>Planned Action</u></p> <p>The Local Authority, through its centralised admission/ transfer process, to continue to monitor transition rates across the key phases:</p> <ul style="list-style-type: none"> • Foundation Phase to Key Stage 2 • Key Stage 2 to Key Stage 3 • Key Stage 3 to Key Stage 4. <p>(Autumn Term 2014 and annually to 2017)</p> <p>The Council will monitor all school transfer requests from Welsh-medium schools to English-medium schools. (Autumn Term 2014 and annually to 2017)</p> <p>Where parents / carers initially choose a Welsh medium education for their child and subsequently choose an English-medium school the Council will explore the reasons/ rationale behind this choice. (Autumn Term 2014 and annually to 2017)</p>	<p>100 % transfer rates from Foundation Phase to Key Stage 2, 95% Key Stage 2 to Key Stage 3 and 100% Key Stage 3 to Key Stage 4 during 2014-2017.</p>	

Promote a higher proportion of Welsh-medium provision within bilingual schools

What methods do you use to measure linguistic progression:*

- *between funded non-maintained Welsh-medium provision and maintained Welsh-medium provision within the Foundation Phase?*
- *between Foundation Phase and Key Stage 2?*
- *between Key Stages 2 and 3?*
- *between Key Stages 3 and 4?*

How do you use Guidance document 065/2012 “Promoting Linguistic Progression between Key Stages 2 and 3”

Appendix 3)

**Linguistic progression is here defined as: a)continuing to study Welsh first language; b)continuing to study subjects through the medium of Welsh.*

What is the situation regarding the proportion of the curriculum offering a) Welsh-medium; b) bilingual subject teaching within Welsh-medium and bilingual schools?

How do you monitor the situation of individual schools regarding the proportion of Welsh-medium teaching? What are your plans to increase the proportion of Welsh-medium teaching within particular schools in the Foundation Phase/KS2/KS3?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p>Current Performance The LA does not currently have any ‘bilingual’ schools: provision is made through either Welsh-medium primary and secondary schools, which offer full curriculum coverage through the medium of Welsh and which teach Welsh as a first language, or English-medium schools, in which Welsh is taught as a second language. There are currently no plans to amend this approach to provision as the LA is able to meet the</p>		

	<p>expressed wishes of parents, in terms of medium of instruction, through current arrangements.</p> <p>The LA has supported the promotion of a pilot initiative to enable pupils to transfer from English-medium primary education to Welsh-medium secondary education, through a proposed 'immersion' programme. Unfortunately, this programme was unable to proceed due to lack of interest.</p>		
	<p><u>Planned Action</u></p> <p>The LA to continue to review whether there is a need to amend the LA's current approach to provision in the light of developing trends of preference within the County Borough and any consequent pressure on school places. (2014-17)</p>	<p>LA to complete annual reviews during 2014-17 and use this information to inform the planning of school places.</p>	
	<p>The LA is currently considering the feasibility of running an immersion programme for pupils aged 7 to 10 and this will feature in the next WESP.</p>	<p>TARGET: Scheme implemented and pupils achieve KS2 results commensurate with expected performance during 2014-2017</p>	

*What is the percentage of Year 11 learners who are studying for 5 or more qualifications through the medium of Welsh?
What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?*

	<p><u>Current Performance</u></p> <p>At present, 100% of Year 11 pupils at Ysgol Gyfun Llangynwyd study five or more qualifications through the medium of Welsh. All lessons, including collaborative courses with Bridgend College and the Ysgol Llanhari in RCT are delivered through the medium of Welsh (with the exception of English Language & English Literature).</p> <p><u>N.B</u> The number of key stage 4 learners from Bridgend attending Ysgol Gyfun Llanhari in RCT for their Welsh medium education is currently very low at below 3%.</p>		<p>This will now be significantly less as the pupils from Bridgend at Llanhari is now very small.</p>
	<p><u>Planned Action</u></p> <p>YGG Llangynwyd continues to provide Welsh-medium education for pupils aged 14-19 years and ensure pupils achieve qualifications through the medium of Welsh working in partnership, as appropriate, with other Welsh-medium providers. (2014-15 ongoing)</p>	<p>100% of pupils aged 14-19 years, who request it, are able to receive Welsh-medium education and achieve qualifications in line with their ability. 100% of learners at KS4 at YGG Llangynwyd study</p>	

	Subject to Welsh Government approval, the 14-19 Network to continue to financially support curriculum developments at YGG Llangynwyd until the grant ceases.	achieve qualifications through the medium of Welsh	
	<p><i>How will the provision for Welsh-medium post-14 options be sustained?</i></p> <p><i>How do you support schools to ensure adequate take-up of post-14 Welsh-medium provision on offer?</i></p>	Continue to offer above the Learning and Skills demands. Maintain transfer rate	
	<p><u>Current Performance</u></p> <p>Ysgol Gyfun Gymraeg Llangynwyd offers 35 courses to Year 10 learners and Year 11 learners. The school is comfortably meeting the demands of the Learning and Skills Measure at key stage 4.</p> <p>Currently the numbers of pupils transferring from KS3* into KS4 at YGG Llangynwyd is high. The transfer rate for September 2014 was 95% based on all leavers during and at the end of the year and the year and 98% at the end of Year 9 into Year 10</p> <p>* This includes all pupils on roll on the NOR date in May 2013</p>	YGG Llangynwyd meets the demands of Learning and Skills Measure at KS4 in 2014 and through to 2017.	

Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009

	<p><u>Planned Action</u></p> <p>Subject to Welsh Government approval, the 14-19 Network to continue to financially support curriculum developments at YGG Llangynwyd until the grant ceases. This will include supporting the development of vocational courses through the medium of Welsh in three areas i.e. motor vehicle maintenance, health and social care and construction, with involvement by partners.</p> <p>YGG Llangynwyd to continue to work with partner providers to deliver an appropriate range of courses at KS4 and KS5 in order to meet the demands of the Learning and Skills Measure. This work will include the active engagement of the school with the South East Wales Forum and other local networks</p>		<p>An appropriate range of Level 1 and 2 vocational courses available through the medium of Welsh during 2014-17.</p>
	<p>YGG Llangynwyd to continue to work with partner providers to deliver an appropriate range of courses at KS4 and KS5 in order to meet the demands of the Learning and Skills Measure. This work will include the active engagement of the school with the South East Wales Forum and other local networks</p>	<p>Consider offering a Meithrin Language course as a supplementary qualification to post 14 year olds to develop an early years workforce with appropriate language skills locally. 2014-15 (see offer from consultation response)</p>	
	<p>YGG Llangynwyd to work with the 14-19 Network and its partners to ensure that Key Stage 4 provision is planned and delivered in order to provide appropriate progression routes into the post-16 phase.</p>	<p>Explore potential collaboration with external agencies to offer high quality childcare courses 2014-15</p>	

	<p>To provide a programme of joint training and development for staff working across institutions in order to provide an improved curriculum offer for learners through the medium of Welsh.</p> <p>Further develop opportunities for learners to use and develop their Welsh language skills so that they are better able to use these skills in the workplace e.g. through Customer Service related qualifications.</p>	<p>Sustained high level of transfer of learners from Key Stage 3 to Key Stage 4 at YGG Llangynwyd to maintain continuity in terms of learners' linguistic development during 2014-17.</p>	
	<p>To identify ways in which the post 14 curriculum at YGG Llangynwyd and across Bridgend can be sustained beyond the lifetime of the 14-19 grant.</p> <p>Improve the transfer rates from KS3 into KS4.</p>		<p>100% transfer rates from KS3 to KS4</p>

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

Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning

You should complete Appendix 4

Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh

*What is the percentage of learners aged 16-19 who study 2 or more subjects through a) the medium of Welsh
b) bilingually (e.g. elements of qualifications/modules)?*

What is your view on this percentage and does it require any particular action in partnership with schools either to maintain this level or to increase it?

How do you support schools to collaborate with other providers of post-16 education to increase the opportunities on offer to study subjects through a) the medium of Welsh b) bilingually?

How does the authority contribute to and benefit from the work of the 14-19 Regional Welsh Medium Forum?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u> Existing post-16 provision for Bridgend learners is being delivered through a partnership approach which involves YGG Llangynwyd, Bridgend College and Llanhari. This provision is delivered through the medium of Welsh. Currently 123 learners study 2 or more subjects through the medium of Welsh. Since September 2013 collaboration arrangements were established for the following post 16 courses:</p> <p>AS/A2 Level: Sociology (AS/A2), Photography (A2) Psychology (A2) and BTEC Sport at Llanhari Media Studies; Design Technology; ICT, Drama and Physical</p>	<p>TARGET/PLANNED ACTIONS:</p> <ul style="list-style-type: none"> • Examine KS5 numbers at YGG Llangynwyd/Bridgend College and develop staffing partnership 2016-17 (e.g. for re-sit examinations) 	<ul style="list-style-type: none"> • YGGL to become part of the wider partnership of schools with Llanhari (as part of the Cyfleoedd in RCT) • To consider the potential for Welsh Medium / English medium collaboration for GCSE second

	<p>Education at Llangwynyd; Level 3: Health and Social Care at Llangwynyd and Bridgend College</p>		<p>language</p> <ul style="list-style-type: none"> • to improve opportunities for use of Welsh as an informal language.
	<p>An electronic Welsh language toolkit is in place within the LA to help promote bilingualism. Additional funding from the 14-19 network, over and above the designated allocations for Welsh medium developments has been made available to Menter Bro Ogwr to promote bilingualism in the context of Learning</p>		
	<p>The Head of YGG Llangynwyd is the former chair of the South East Wales Regional Forum and still represents Bridgend on the Forum and Bridgend College is also represented on this group. Significant developments have taken place over recent years via this forum which is also in receipt of regional funding via the 14-19 Network and the Central South Consortium.</p>	<p>Welsh medium provision post 16 in the County meets the Learning and Skills Measure during 2014-17.</p>	
	<p>There are very strong links between post 16 Welsh Medium developments and the wider developments taking place across Bridgend and the region in relation to the 14-19 agenda.</p> <p>In September 2014 66.0% of YGG Llangynwyd year 11 cohort, progressed to study 2 or more subjects through the medium of Welsh post 16</p>	<p>70% in September 2014 of YGG Llangynwyd year 11 cohort, to study 2 or more subjects through the medium of Welsh post 16. Target to increase by 1% per year by September 2015. (2014-17)</p>	

	<p><u>Planned Action</u></p> <p>Continue planning for the future of post-16 curriculum offer to be made at YGG Llangynwyd from September 2015 onwards.</p> <p>Continue the meetings of the Welsh Medium Strategic Group (WMSG) which is in place to oversee curriculum developments in line with the demands of the Learning Pathways agenda and the Learning and Skills Measure. (2014-17)</p>		
<p>Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision <i>What is your role in supporting collaborative arrangements for teaching subjects through the medium of Welsh? What is your contribution to maintaining and improving this Welsh-medium provision for the 14-19 age group?</i></p>			
	<p><u>Current Performance</u></p> <p>Within the LA, the WMSG, comprising senior leaders from YGG Llangynwyd, Ysgol Llanhari, Bridgend College and LA officers, is responsible for the strategic development of Welsh-medium education within the region. This group is directly linked to the 14-19 Network and develops provision in line with Bridgend's Strategic Outline Case for 14-19 Transformation.</p>		
	<p><u>Planned Action</u></p> <p>The WMSG to actively develop collaborative provision with both local and regional partners to meet the progressive requirements of YGG Llangynwyd, as it becomes an 11-18 Welsh-medium school. (2014-17)</p> <p>Further develop collaborative bilingual provision for students in Bridgend College 16-19. (2014-17)</p>	<p>Continued support for 14-19 Welsh Medium education at a strategic and operational level through the WMSG, 14-19 Network together with representation on the Regional SE Wales Forum during 2014-17.</p>	

Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships
*How do 14-19 Networks plan and provide for post-16 Welsh-medium education? What arrangement has been set in place between schools and FE colleges? How much Welsh-medium provision is offered by independent work-based learning providers?
 How do you ensure that you have a full picture of the extent of 14-19 Welsh-medium provision in your authority?*

	<p>Current Performance Within the Bridgend Learning Partnership Formal Learning Group and Quality (FLG) are responsible for the collection and analysis of all data related to the achievement and provision of Bridgend students following collaborative courses. The WMSG undertakes a quality assurance function as well as a curriculum planning function in order to improve student achievement and evidence the way in which they are meeting the Learning and Skills Measure.</p> <p>There are good links between the 14-19 Network and local/regional WBL providers.</p>		
	<p>There are clear strategic lines of communication between the WMSG, the 14-19 Network and Bridgend Learning Partnership through common membership of key groups. There is also a comprehensive communication system across the Partnership for sharing minutes, actions and outputs, therefore overall, Welsh-medium strategic development is fully integrated into 14-19 strategic planning across the whole of Bridgend.</p> <p>An Assistant Headteacher of Ysgol Gyfun Llangynwyd attends Formal Learning Group meetings and acts as a link between the WMSG; the 14 – 19 Network and the Bridgend Learning Partnership.</p>		

	<p><u>Planned Action</u></p> <p>The WMSG to continue to monitor all developments relating to the expansion of learning opportunities through the medium of Welsh. This will include the gathering and analysis of data which will feed into the wider 14-19 quality assurance work which is undertaken by the 14-19 Network (see 14-19 Quality Assurance Framework for more detail relating to standards, outcomes etc.). All data to be incorporated into the 14-19 Annual Self Assessment Report and the 14-19 Quality Improvement Plan, both of which are submitted to WG as part of the Regional Network Development Plan. (2014-17)</p>	<p>The quality and take up of Welsh Medium provision included in all interim, end of year and self assessment reports to Welsh Government during 2014-17.</p> <p>The 14-19 RNDP grant will ensure effective lines of communication by providing a Welsh – English translation service for plans, minutes and other relevant documents. (2014-17)</p>	
	<p>To maintain effective communication arrangements between the WMSG, 14-19 Network and the Welsh Education Partnership Forum. These include systems for sharing minutes of meetings and common membership of the key groups.</p>		

Outcome 5: More learners with higher skills in Welsh

You should also complete Appendix 5.

Improve provision to address literacy in Welsh

How do you intend to improve standards of literacy in Welsh?

Current Performance

The Local Authority is committed to raising standards in literacy across all schools and has developed a range of strategies to address pupils' literacy in both Welsh and English. The strategies include :

- Adopting a focused approach to literacy training for all practitioners;
- Providing targeted intervention support for pupils aged 7 – 14 who are under-attaining in reading and writing;
- Closing the gender gap.

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Planned Action</u> The LA to continue to:</p> <ul style="list-style-type: none"> • Monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports, and information received from the LA Review and Development programme and Key Officers; • Provide access to a comprehensive training programme to develop staff's skills; • Respond to any initiatives promoted by the Welsh Government to develop pupils' literacy skills; • Provide additional support to Welsh-medium primary 	Annual report to the Welsh Education Partnership (Forum) on standards of literacy in Welsh-medium schools during 2014-17.	To further develop a close working relationship between the LA's Welsh-medium schools and the CSCJES school improvement service which impacts positively on raising standards in Welsh first language (as illustrated by aggregated targets below where available for 2014-

	<p>schools through the Program Manager for Welsh in the Central South Consortium Joint Education Service (CSCJES) and Welsh in Education Officers. (2014-17)</p> <p>Improve provision to address literacy in Welsh All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement.</p> <p>These areas for improvement will include Welsh literacy where the schools agree this to be a development area. The SIG will then commission the support from improvement hubs and specialist centres within CSC. These improvement hubs are themselves CSC schools where good practice/practitioners have been identified in the required area.</p> <p>The Welsh medium hubs are: Ysgol Gymraeg Melin Gruffydd (Cardiff); Ysgol Gynradd Gymraeg Cynwyd Sant (Bridgend), Partneriaeth Bro Morgannwg (Vale of Glamorgan).</p> <p>These are developing professional learning programmes for teachers and leaders across the system. Currently, they are offering support to other schools aimed at strengthening teaching and learning, and leadership practice; their programmes are designed to respond to the needs of practitioners/schools.</p> <p>Examples of in-school programmes on offer specifically for literacy:</p>		<p>2016).</p> <p>The CSC is currently analysing the latest results/ data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.</p>
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Raising Standards in Whole School Literacy through Partnership Working

A range of strategies to foster the love of reading across the school.

Darllen Difyr

This day will focus on developing Welsh reading skills in Foundation Phase and key stage 2.

Raising Standards in Whole School Literacy through Partnership Working

Assessment for Learning and the National Literacy and Numeracy Framework

CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network.

These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.

In addition, two Welsh in Education Officers (WEOs) based centrally in the consortium work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh medium sector offering support for the new GCSE specifications for Welsh 1st Language and literacy.

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

Current Performance

The following table shows the percentage of pupils who, in 2015, achieved at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium schools..

	2011	2012	2013	2014	2015
Bridgend	93.7	87.3	92.0	91.37	95.42
Wales	90.9	85.9	86.7		

Improve provision and standards of Welsh First Language

Improving Welsh 1st language results across the region is an explicit consortium target.

The regional priorities in this area, specifically for schools designated red or amber under the national categorisation system are:

- quality of teaching
- literacy, numeracy and attendance (see details of programmes under 5.1)
- self evaluation/improvement planning
- leadership

This is being addressed by the development of programmes such as:

FP O5+ LLC Welsh

2014	20 15	20 16
91.37 %	92 %	??

Target exceeded.

Fig. 1 (FP LCW O5+)			
	2013	2014	2015
Bridgend	92%	91%	95%
Wales	87%	90%	91%

The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks

	<p style="text-align: center;"><u>Rhaglen Gwella Athrawon</u> Ysgol Bro Morgannwg</p> <p>Leadership programmes for aspiring and experienced headteachers have also been developed. These were initially developed in English in association with the Institute of Education (IoE) in London. The consortium is now looking at developing a similarly demanding Welsh medium programme; some WM practitioners have attended the IoE provision.</p> <p>CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network.</p> <p>These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.</p> <p>In addition, two Welsh in Education Officers (WEOs) based centrally in the consortium work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language and literacy.</p> <p>The CSC is currently analysing the latest results/ data and</p>	<p>and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.</p>	
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	<p>will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.</p>								
<p><i>What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?</i></p>									
	<p>The percentage of learners at the end of Key Stage 2 who reached at least Level 4 in teacher assessment in Welsh is outlined in the table below. LA results continue to be consistently above national averages and despite a dip in 2012, have returned to the level of achievement and improvement displayed in 2011. The LA's level of performance is significantly above the national average at KS2 surpassing its target of 90%. These results are monitored on an annual basis by both the schools' system leaders and CSCJES' Program Manager for Welsh.</p>	<p>FP O6+ LLC Welsh</p> <table border="1" data-bbox="1205 821 1478 1086"> <tr> <td>2014</td> <td>20 15</td> <td>20 16</td> </tr> <tr> <td>31.65 %</td> <td>32. 50 %</td> <td>??</td> </tr> </table> <p>The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge</p>	2014	20 15	20 16	31.65 %	32. 50 %	??	
2014	20 15	20 16							
31.65 %	32. 50 %	??							

Key Stage 2	2011	2012	2013	2014	2015
Bridgend	94.4	88.5	93.4	90.48	94.74
Wales	82.0	84.0	86.7	??	??

any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

KS2 L4+ Welsh

2014	20 15	20 16
90.48 %	92 %	89 %

Fig. ii (KS2 Cym L4+)			
	2013	2014	2015
Bridgend	93%	90%	95%
Wales	87%	88%	91%

Target exceeded

The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow

partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

KS2 L5+ Welsh

20 14	20 15	20 16
30. 95 %	31 %	39 %

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

In 2015, YGG Llangynwyd achieved the following results

Fig. iii (KS3 Cym L5+ & L6+)						
	2013		2014		2015	
	L5+	L6+	L5+	L6+	L5+	L6+
Bridgend	82%	37%	89%	43%	87%	45%
Wales	88%	46%	90%	53%	91%	56%

KS3 L5+ Welsh

20 14	20 15	20 16
89. 11 %	88 %	85 %

Target not met.

The CSC is currently analysing

Level 5+	2011		2012		2013	
	Level 5+	Level 6+	Level 5+	Level 6+	Level 5+	Level 6+
YGG						
Llangynwyd	75	42	82	47	82	37
Wales	81	38	84	41	88	46

Level 5+	2014		2015	
	Level 5+	Level 6+	Level 5+	Level 6+
YGG				
Llangynwyd	89.11	42.57	87.27	44.55
Wales	??	??	??	??

the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

KS3 L6+ Welsh

2014	2015	2016
14	15	16
42.57%	43%	31%

Target met.

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

Fig. iv (KS4 A*-C Welsh First Language)			
	2013	2014	2015 (p)
Bridgend	74%	67%	77%
Wales	73%	74%	75%

See table in work book page 3 and include in updated Appendix 4

KS4 L2 Welsh

20 14	20 15	20 16
71. 33 %	68 %	68 %

Target exceeded based on provisional results.
See earlier comments on target setting.

N.B. Targets are derived from individual pupils' past performance and will therefore vary by cohort. Declining targets do not demonstrate a lack of ambition.

<i>What do you intend to do to raise attainment levels</i>		
	<p><u>Planned Action</u> The CSCJES Program Manager for Welsh and Welsh in Education Officers responsible for Welsh First Language in the primary and secondary phase (subject to appointment) will continue to work with the Authority's Welsh-medium primary schools and YGG Llangynwyd to support the raising of standards in Welsh and literacy across the curriculum. (2014-17)</p> <p>To further develop a close working relationship between the LA's Welsh-medium schools and the CSCJES school improvement service which impacts positively on raising standards in Welsh first language. (2014-17).</p> <p>Schools will have access to a comprehensive training programme for staff, through the CSCJES to enable them to deliver National Curriculum programmes of study, in order to respond to the Literacy Framework for Wales and other initiatives promoted by the Welsh Government to raise standards. (2014-17)</p> <p>The LA and the CSCJES school improvement service will continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the LA's Review and Development programme and key officers. (2014-17)</p> <p>The CSCJES Program Manager for Welsh and Welsh in Education Officers will ensure that there is a language continuum between the primary key stages to enable pupils who are taught through the</p>	<p>See earlier detail about support model – WM and WSL improvement hubs, WEO officers etc. Improving WM standards remains a specific target in the consortium's business plan; this is reported to and monitored by the individual local authorities regularly.</p> <p>A Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, based in the consortium and working with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy will also be supported.</p> <p>Three secondary Welsh second language hub schools have been established and now offer an extensive programme of events aimed at secondary school Welsh second language practitioners. Details of events can be found on the CSCJES DevelopmentDeck.</p>

	<p>medium of Welsh to have sufficient Welsh language to access the curriculum across the Key Stages. (2014-17)</p> <p>Welsh-medium schools will continue to focus on developing Welsh language skills throughout the primary phase and English language skills in Key Stage 2, by using assessment to inform learning; setting challenging targets and monitoring and evaluating standards and the quality of provision.(2014-17) (Appendix 4)</p> <p>Improve provision and standards of Welsh Second Language All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement.</p> <p>These areas for improvement will include Welsh second language where the schools agree this to be a development area. The SIG will then commission the support from improvement hubs and specialist centres within CSC. These improvement hubs are themselves CSC schools where good practice/practitioners have been identified in the required area.</p> <p>The Welsh second language hubs are: Cardiff High School (Cardiff), Treorchy Comprehensive School (RCT) Cowbridge Comprehensive School (Vale of Glamorgan). These offer an extensive programme of events aimed at secondary school Welsh second language practitioners</p> <p>These are developing professional learning programmes for teachers and leaders across the system. Currently, they are offering support to</p>		
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other schools aimed at strengthening teaching and learning, and leadership practice; their programmes are designed to respond to the needs of practitioners/schools.

Examples of in-school programmes on offer specifically for Welsh second language include:

Assessment for Learning in Welsh Second Language Lesson

Developing Reading at KS3

Sector Leading Practice in Welsh Second Language

Challenging the More Able and Talented (Welsh 2nd Language)

Digital Skills in the Welsh Second Language Classroom

Developing Digital Literacy in Welsh Second Language

Welsh Second Language Teaching Methodology

In addition, eight WEOs (Welsh in Education officers) continue to work within the consortium: the level of support of support delivered to schools varies according to the need of the school.

WEOs categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEOs have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas.

The Welsh second language website (www.cscjes.org.uk) contains a language continuum, scheme of work and all related resources. There

is also a newly established YouTube channel (CSCJES Welsh in Education) which contains songs, books read aloud and an on-line portfolio of levelled oracy and reading clips.

All primary schools were invited to attend centrally based sessions to introduce the new scheme of work and website. Sessions have also been carried out at individual schools by request.

The WEO team has also produced a new reading pack to assist schools in raising standards in reading. Training sessions are being offered within staff meetings, cluster meetings and also as one of our centrally based events.

The CSC is currently analysing the latest results/ data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.

Improve provision and standards of Welsh Second Language

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

Current Performance

The percentage of learners at the end of key stage 2 who reached at least level 4 in the teacher assessment of Welsh second language has increased significantly over the last three years both locally and nationally. The 2013 figure exceeds the target set initially for 2015 and the gap between the local and national figures continues to close.

	2011	2012	2013
LA	32.4%	50.7%	60.6
Wales	51.4%	61.6%	67.6

Training and support provided continues to have a positive effect on teachers' confidence in monitoring and challenging pupils' progress in Welsh Second Language.

Provision:

The WEO team has produced a new reading pack to assist schools in raising standards in reading. Training sessions are being offered within staff meetings, cluster meetings and also as one of our centrally based events.

Please see Appendix 4 for overview of results 2015

5.4

Fig. v (KS2 L4+ Welsh Second Language)

	2013	2014	2015
Bridgend	61%	64%	72%
Wales	68%	73%	76%

Primary: The Welsh second language website (www.cscjes.org.uk) contains a language continuum, scheme of work and all related resources. There is also a newly established YouTube channel (CSCJES Welsh in Education) which contains songs, books read aloud and an on-line portfolio of levelled oracy and reading clips.

All primary schools were invited to attend centrally based sessions to introduce the new scheme of work and website. Sessions have also been carried out at individual schools by request.

Eight WEOs continue to work within the consortium the level of support of support delivered to schools varies according to the need of the school. WEOs

		<p>Pattern of significant progress continuing.</p>	<p>categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEO members have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas.</p> <p>Secondary: The three newly established Welsh second language hub schools offer training programmes (information on the CSCJES</p>
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			<p>DevelopmentDeck). There is also free bespoke support available for secondary schools which are in red or amber categories.</p>
	<p><u>Planned Action</u></p> <p>CSCJES Welsh in Education Officers to continue to support schools in the planning and delivery of Welsh language development and Welsh second language in order to raise levels of attainment. Ongoing support for the Foundation Phase and Key Stage 2 to be through exemplar lessons/ team teaching within classes and also staff training during twilight sessions or closure days. (2014-17)</p> <p>To further develop a close working relationship between the LA's English-medium schools and the CSCJES school improvement service which impacts positively on raising standards in Welsh second language. (2014-17)</p>	<p>Two Welsh in Education Officers (WEOs) work within the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, based in the consortium and working with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy is also supported.</p> <p>Eight Welsh in Education Officers work within English medium schools supporting practitioners in promoting excellent standards of teaching and learning and literacy in Welsh second language.</p>	<p>WEOs categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEO members have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red</p>

			<p>categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas.</p> <p>Information relating to the planned programme of events within the Welsh medium hub schools and the Welsh second language hubs can be found on the CSCJES website (DevelopmentDeck). This support is accessed/requested directly by schools or is offered in response to requests of Challenge Advisers who monitor schools across the region.</p>
	<p>Training events specifically designed to meet school needs to be offered as part of the CSCJES programme. A Welsh language programme of support in the use of Welsh and the development of pupils' bilingual skills to be provided for all staff in classes throughout the primary phase. (2014-17)</p> <p>Schools to access relevant resources created by the Welsh in Education Officers (WEO) through the second language wikispace. The WEOs' wikispace will be replaced by the Welsh</p>	<p>In addition to direct WEO support delivered in-school at the request of schools themselves or in response to the identification of need by Challenge Advisers, the Central South Wales school improvement hubs are offering WM programmes such as:</p> <p><u>Raising Standards in Whole School</u></p>	<p>These are available to all schools.</p>

	<p>in Education Officers website (Welsh first language and Welsh second language). All schools to be notified when the website is live. (2014-17)</p>	<p><u>Numeracy through Partnership Working</u> Friday 18 March 2016 Venue: Ysgol Sant Curig</p> <p><u>Raising Standards in Whole School Literacy through Partnership Working</u> Friday 5 February 2016 Ysgol Sant Curig</p> <p><u>Assessment for Learning and the National Literacy and Numeracy Framework</u> Friday 22 April 2016 Y.G.G. Cynwyd Sant</p>	
	<p>The LA to continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the Review and Development programme and key officers. (2014-17)</p> <p>The LA, in collaboration with the CSCJES, to continue to develop a language programme which supports the development of the Welsh language throughout all key stages in the primary phase. (2014-17)</p>	<p>See detail of programme offer elsewhere in this document. Schools use their self-evaluation to identify areas for development (including WM and WSL) and commission this support from hub schools/WEOs or a combination of both. Monitoring of progress and detemining of targets for improvement is agreed between local authorities and the consortium and monitored by challenega advisers.</p>	

What has been the impact of the Key Stage 2/3 Cluster Moderation Pilot?

Current Performance

The Welsh Adviser and Welsh in Education Officers led a programme to support schools during 2011-12 in preparing for WJEC accreditation. Evidence gathered from this programme of support indicates there has been an improvement in good practice across most schools and a developing awareness of the need to ensure that effective planning is in place to support language development. Practitioners have shown increased confidence in the assessment of Welsh second language following the cluster moderation exercise. Schools have been encouraged to continue with regular cluster moderation work.

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language?

At the end of Key Stage 3, the percentage of learners who reach at least Level 5 in the teacher assessment of Welsh Second Language continues to show an upward trend. Significant improvement was recorded in 2013, slightly ahead of improvement nationally, and surpassing locally set targets. Pupil performance is closely monitored by the CSCJES Program Manager for Welsh and schools are challenged to raise standards as part of the LA's monitoring procedures.

Level 5+	2011	2012	2013	2014	2015
LA	66.7%	68.1%	74.2%	79.4	81.32
Wales	64.6%	68.2%	73.3%	77.8	81.15

Fig. vi (KS3 L5+ Welsh Second Language)

	2013	2014	2015
Bridgend	74%	79%	81%
Wales	73%	78%	81%

	<p><u>Planned Action</u></p> <p>The LA, in conjunction with the CSCJES school improvement service, to continue to provide curriculum support for schools to raise levels of attainment. (2014-17)</p> <p>Schools access a training programme for staff, through the CSCJES, to enable them to deliver the National Curriculum programme of study. (2014-17)</p> <p>The LA to respond to initiatives promoted by the Welsh Government to provide training for staff to support the raising of standards at Key Stage 3 . (2014-17)</p> <p>The LA, in conjunction with CSCJES, to support Welsh Language development across the curriculum and the teaching of Welsh as a second language. (2014-17)</p> <p>The LA, in conjunction with CSCJES, to continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the Review and Development programme and key officers. (2014-17)</p>	<p>See detail of support offer outlined elsewhere in this document.</p>	<p>100% of schools have access to a training programme during 2014-17</p>
	<p><i>What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full</i></p>		

Course?

Current Performance

The achievement of learners at the end of Key Stage 4 in GCSE Welsh Second Language Full Course are outlined in the table below:

	2011	2012	2013
W2L – Full Course	A*-C	A*-C	A*-C
LA	67	71.3	75.3
Wales	74	74	77

The number of learners who sat GCSE Welsh Second Language Full Course as a percentage of the cohort is outlined in the table below:

	2011	2012	2013	2014	2015
Cohort	1504	1621	1687	1680	1617
Entry	546	578	527	363	620
%	36.4	38	31	21.50	38.16

Fig. vii (KS4 GCSE Full Course Welsh Second Language)

	2013	2014	2015 (p)
Bridgend	77%	90%	78%
Wales	77%	78%	79%

Key Stage 4 (full course):

There has been an improvement in the Welsh Second Language at A*-C from 71.33% to 78.23% from 2012-15. This figure is based on a much extended cohort 38% compared to 23% in the previous year in line with our target to increase numbers taking full course Welsh second language. The performance at the higher level (A*-A) has also improved significantly from 24.35% in 2012 to 29.19% in 2015

How many learners sit GCSE Welsh second Language short course as a percentage of the cohort?

Current Performance

The achievement of learners at the end of Key Stage 4 in GCSE

Fig. ix (KS4 GCSE Short Course Welsh Second Language)

Key Stage 4 (short course):
Entry into GCSE short

Welsh Second Language Short Course is outlined in the table below:

	2011	2012	2013
W2L – Short Course	A*-C	A*-C	A*-C
LA	54	52	58.3
Wales	34	50	50

	2013	2014	2015 (p)
Bridgend	62%	57%	64%
Wales	51%	51%	N/A

course Welsh GCSE is above Wales' averages at 52.75% in spite of a 1.4 percentage point reduction since 2014. Pupil performance on the short course was above Wales' averages at A*-C in 2014 (Bridgend 56.93%) and A*-G (Bridgend 96.30%) and these figure have improved again in 2015 by 6.96 percentage points to 63.87% and 1.86 percentage point to 98.16% respectively following the reduction to the cohort being entered for Short course.

The number of learners who sat GCSE Welsh Second Language Short Course as a percentage of the cohort is outlined in the table below:

	2011	2012	2013	2014	2015
Cohort	1530	1528	1797	1680	1617
Entry	470	642	877	947	869
Percentage	30.7	42.0	48.8	56.4	53.7

This data shows a decrease in those undertaking the full course whilst the short course shows a marked increase.

There are a number of reasons cited for the increase in the Short Course Welsh second language and the consequent decrease in Full course Welsh second language. These include:

- the narrowing of option blocks available to pupils in order for schools to expand the core subject provision and the WBQ thus reducing

- The unintended impact of relative performance against other non-core subjects on the key Level 2 Inclusive Indicator (that greatly affects school categorisation) may encourage some schools to review their curriculum and option blocks.

	<p>The short course will be phased out. Final assessment 2018.</p>	<p>pupil choices with a consequent impact on Welsh second language as well as other non-core subjects;</p> <ul style="list-style-type: none"> the influence on pupil choices of the quality of provision /difference in outcomes (grades achieved) of Welsh second language compared to other subjects. This is an identified key area of work for the LA to address with the CSC Challenge Advisers and Programme Manager. 	
	<p><u>Planned Action</u></p> <p>The LA to continue to ensure that every pupil in an English-medium secondary school is given the opportunity to sit an external examination in Welsh Second Language by the end of KS4 and to increase the percentage of pupils entered for GCSE Welsh Second Language. (2014-17)</p> <p>The LA to continue to evaluate the provision and standards for Welsh Second Language at Key Stage 4 through analysis of school data, comparative data, Estyn inspection reports, and information received from the LA's Review and Development programme and officers.</p>	<p>There are a number of reasons cited for the increase in the Short Course Welsh second language and the consequent decrease in Full course Welsh second language. These include:</p> <ul style="list-style-type: none"> the narrowing of option blocks available to pupils in order for schools to expand the core subject provision and the WBQ thus reducing pupil choices with a consequent impact on Welsh second language as 	<ul style="list-style-type: none"> The unintended impact of relative performance against other non-core subjects on the key Level 2 Inclusive Indicator (that greatly affects school categorisation) may encourage some schools to review their curriculum and option blocks. Ongoing Labour Market Intelligence to promote the value of Welsh second language will be complemented by the

	<p>(2014-17)</p> <p>The LA, in conjunction with the CSCJES school improvement service, to disseminate effective practice and provide support for schools, where required. (2014-17)</p> <p>To increase the number of pupils who follow the GCSE Welsh second language (full course) and to reduce the number who do not sit any external exam in the subject as follows:</p> <ul style="list-style-type: none"> • Consult with secondary school curriculum leaders to consider reasons for the decrease in take-up of full course Welsh second language and increase in Short Course. (Summer 2014) • Develop a programme to promote full course Welsh second language to pupils (by Autumn 2014) • Monitor impact in take-up of offer 2014-17 	<p>well as other non-core subjects;</p> <ul style="list-style-type: none"> • the influence on pupil choices of the quality of provision /difference in outcomes (grades achieved) of Welsh second language compared to other subjects. This is an identified key area of work for the LA to address with the CSC Challenge Advisers and Programme Manager. 	<p>Welsh Government's Marketing Campaign to be shared at the WESP Forum on 25.2.15</p> <p>At the Forum meeting (25.2.15)the revised WBQ was mentioned as a cause for concern as the language requirement has been removed – thus reducing the potential opportunity for delivery of Welsh Second language</p>
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Increase opportunities for learners of all ages to practise their Welsh outside the classroom *How will you help to develop the incidental use of Welsh in English-medium schools?*

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>The CSCJES Welsh in Education Officers work closely with schools to further raise the profile of the Welsh Language, providing the following support for schools:</p> <ul style="list-style-type: none"> • Demonstrating to teachers how to provide opportunities for pupils to use everyday Welsh, during exemplar lessons provided in primary schools; • Encouraging the Helpwr Heddiw strategy, with pupils being given responsibility for giving instructions and commands to their peers through the medium of Welsh; • Providing input into Foundation Phase courses on Welsh language development; • Producing an Everyday Welsh document which shows progressive banks of language for use in schools (copy on wikispace); • Providing a bank of Welsh signs for use on displays (copy on wikispace); • Providing training for teachers (intensive Welsh courses); • Providing training for Learning Support Officers (LSOs) (intensive Welsh courses). • All resources created by the Welsh in Education Officers (WEO) to be available electronically via the 	<p>Three secondary Welsh second language hub schools have been established and now offer an extensive programme of events aimed at secondary school Welsh second language practitioners. Details of events can be found on the CSCJES DevelopmentDeck.</p> <p>Provision:</p> <p>Primary: The Welsh second language website (www.cscjes.org.uk) contains a language continuum, scheme of work and all related resources. There is also a newly established YouTube channel (CSCJES Welsh in Education) which contains songs, books read aloud and an on-line portfolio of levelled oracy and reading clips.</p> <p>All primary schools were invited to attend centrally based</p>	<p>Eight WEOs continue to work within the consortium the level of support of support delivered to schools varies according to the need of the school. WEOs categorise primary schools by means of a Welsh second language RAG. Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently. WEO members have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward. Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain</p>

	<p>WEO website. Information will be distributed to all schools September 2013.</p> <p>In addition, many English-medium primary and secondary schools offer residential experiences in Welsh speaking settings, notably the Urdd centres at Llangrannog and Glan Llyn. The local authority has also worked directly with schools and in partnership with Urdd Gobaith Cymru and Menter Bro Ogwr in order to further promote opportunities for learners of all ages to develop their Welsh language skills outside the classroom.</p> <p>(figures in appendix)</p>	<p>sessions to introduce the new scheme of work and website. Sessions have also been carried out at individual schools by request.</p>	<p>areas.</p> <p>The WEO team has produced a new reading pack to assist schools in raising standards in reading. Training sessions are being offered within staff meetings, cluster meetings and also as one of our centrally based events.</p> <p>Secondary: The three newly established Welsh second language hub schools offer training programmes (information on the CSCJES DevelopmentDeck). There is also free bespoke support available for secondary schools which are in red or amber categories.</p>
	<p><u>Planned Action</u></p> <p>The LA to:</p> <ul style="list-style-type: none"> continue to support a range of initiatives and providers, including Menter Bro Ogwr, to develop the use of Welsh outside the classroom and improve the informal use of Welsh amongst pupils, through closer collaboration with the feeder schools; 	<p>Increased number of initiatives to develop the use of Welsh outside the classroom and improve informal use during 2014-17.</p>	<p>Local authorities across the central south region continue to work closely with organisations such as Urdd Gobaith Cymru and the Mentrau Iaith to offer extended out of school opportunities through the medium of Welsh.</p>

	<ul style="list-style-type: none"> • support initiatives within English medium primary and secondary schools to support the use of Welsh in social situations; (2014-17) <p>Specific training aimed at increasing opportunities for learners of all ages to practise their Welsh outside the classroom to be offered as part of the CSCJES programme. Training needs to be identified by the Welsh in Education Officers and fed back to CSCJES. (2014-17)</p> <p>Increase opportunities for learners of all ages to practise their Welsh outside the classroom/school</p> <p>Local authorities across the central south region continue to work closely with organisations such as Urdd Gobaith Cymru and the Mentrau Iaith to offer extended out of school opportunities through the medium of Welsh.</p> <p>WESP monitoring groups meet in each local authority. Membership of these includes local authority and consortium officials, councillors, headteachers, parents, Welsh-language groups and initiatives like the Mentrau Iaith, yr Urdd, MYM and sporting associations. Discussion of and support for these out-of-school activities forms an important part of these meetings, officials, headteachers and others are able then to promote with schools and parents the range of out-of-school opportunities available.</p> <p>Increase opportunities for learners of all ages to practise their</p>	<p>Maximised opportunities for learners of all ages to practise their Welsh language skills through multi-agency working during 2014-17.</p>	<p>Initiatives such as the “Yard Games” pack and “Helpwr Heddiw” are well received and are being used within the sector.</p> <p>The CSC is currently analysing the latest data and will consider regional and individual local authority targets in the light of the current position. The consortium and its constituent local authorities are determined that all the targets for the coming period are robust but challenging. These will be considered over the coming weeks and communicated to partners at the start of December. This will allow partners to analyse the targets and challenge any targets that do not appear to be sufficiently challenging at the LA/Consortium level.</p>
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Welsh outside the classroom (*How will you help to develop the incidental use of Welsh in English-medium schools?*)

The eight WEOs (Welsh in Education officers) who work in English medium schools across the region vary their offer of support on this aspect depending on need.

WEOs categorise primary schools by means of a Welsh second language RAG rating (red/amber/green. NB: This is an internal system, not to be confused with the national categorisation system). Schools which have been categorised as green or yellow continue to receive support but Welsh second language coordinators are encouraged to carry out Listening to Learners Assessments, learning walks and Helpwr Heddiw audits independently in those settings. WEOs have created assessment sheets containing guidelines which can be used to make judgements and plan the way forward.

Schools which have been placed in amber or red categories are those where classroom intervention is appropriate due to a need to improve standards in certain areas. This includes in-classroom support and wider support in terms of incidental Welsh.

5.6 Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.

Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.

How many GCSE Welsh and Welsh Second Language candidates go on to study Welsh at AS/A Level in schools in your local authority? How will you work with schools and other learning providers to increase the number of entries in A Level Welsh and Welsh Second Language?

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>To date, Ysgol Llanhari has been the provider of a range of post-16 courses through the medium of Welsh. From September 2013 post-16 education is being offered at YGG Llangynwyd for the first time. Pupils are able to choose from a range of Welsh medium courses which will include AS and A level Welsh first language as well as vocational provision at levels 2 and 3 through the medium of Welsh.</p> <p>The school is collaborating with local partners in order to extend the choice of courses and pathways available. The partnerships with other schools and Coleg Penybont have expanded as the school provides over 30 courses post 16.</p> <p>In Bridgend County Borough, Welsh second language AS/A Level courses are offered as part of the local curriculum and on a consortium basis.</p>		
	<p><u>Planned Action</u></p> <p>YGG Llangynwyd has developed a post-16 curriculum which satisfies the Learning and Skills Measure and which aims to attract a KS5 cohort which is no less than the average retention rate for the LA during 2014-17.</p>		<p>Explore national training scheme course mentioned by Mudiad Meithrin to increase the numbers of Welsh speakers and learners who choose to prepare for a career</p>

	<p>Ysgol Gyfun Gymraeg Llangynwyd to provide post-16 education, enabling pupils to choose from a range of courses, including vocational provision through the medium of Welsh, in addition to AS/A2 level courses. (2014-17)</p> <p>Bridgend County Borough to continue to offer Welsh second language AS/A Level courses as part of the local curriculum and on a partnership basis. (2014-17)</p>		<p>in the early years</p>
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Outcome 6: Welsh-medium provision for learners Additional Learning Needs

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>All Welsh schools have undertaken an audit of Additional Learning Needs (ALN) provision through the 'Planning & Reviewing in Partnership' (PRIP) process, set up as part of the ALN Quality Assurance (ALN QA) Framework. The underpinning principle of the ALN QA Framework is to determine whether the ALN provision meets or exceeds customer expectation. The ALN QA framework correlates to Estyn's Key Questions relating to Pupil Outcomes; Quality of Provision; Leadership and Management.</p> <p>The outcomes of the PRIP meeting provides the basis for:</p> <ul style="list-style-type: none"> • Setting up localised teams of professionals including Additional Learning Needs Co-ordinators (ALNCOs), support staff, Inclusion Service staff and outside agencies, to build collaborative capacity to ensure more timely access to support for children and young people with ALN. 	<p>The PRIP process has been reviewed. PRIP meetings occur on an annual basis</p>	<p>TAPPAS meetings are embedded. The TAPPAS co-ordinators meet each term with SLT inclusion Section 8 of the PRIP report to address this during 2014.</p>
	<ul style="list-style-type: none"> • Producing, implementing, monitoring and reviewing a 'Team Around the Pupil, Parents and School' (TAPPAS) Action Plan for each cluster that addresses specific areas for development. 	<p>.</p>	<p>Annual appraisals and 6 monthly review to be undertaken in line with Bridgend County</p>

	<ul style="list-style-type: none"> • Implementing the Continuous Professional Development (CDP) Strategy, based on an analysis of learning needs, through an 'action learning' approach, which targets teachers at the different stages of their careers and which takes account of the needs of support staff. • Implementing evidence-based early identification and intervention programmes for Behavioural, Emotional and Social Difficulties, Specific Learning Difficulties, Speech and Language Difficulties, and monitoring those children highlighted as being 'at risk'. 		<p>Borough policy Staff Continuous Professional Development is captured during the Performance Management/Appraisal cycle. An Inclusion Training Directory is produced on a termly basis. Referrals made to the Inclusion Service from schools 'reacted to' and professional advice issued</p>
	<p><u>Planned Action</u></p> <p>Inclusion Service to continue to support Welsh-medium primary schools in auditing their ALN provision through the PRIP process, provision mapping, Additional Learning Needs Partnership (ALP).. focusing on:</p> <ul style="list-style-type: none"> • Evaluation of the PRIP process has been completed by all primary and secondary schools; • Meeting with Systems Leader for ALN to discuss PRIP analysis and the refinement of the process • Evaluation of provision mapping has been completed to ensure outcomes for pupils with ALN; • Quality of Welsh-medium provision for ALN; • Quality of Welsh-medium teaching and learning for 	<p>Partnership working with Central South Consortium Challenge Advisers and Headteachers of Welsh medium schools.</p>	<p>100% return of evaluation. Continued meetings with the SIMS data team to identify the training needs of schools, considered by Inclusion Senior Leadership team .</p> <p>100% of Welsh medium primary schools supported in auditing</p>

	<p>pupils with ALN;</p> <ul style="list-style-type: none"> Quality of leadership and management. <p>Inclusion Service to support Welsh-medium schools in developing an Action Plan that will be put in place and monitored through the TAPPAS team, through meetings held on a half-termly basis. (2014-2017)</p>		<p>their provision and implementing targets during 2014-17.</p> <p>Welsh Medium schools TAPPAS meetings held 5 times a year.</p>
	<p><i>How does your authority appraise demand for Welsh Language ALN provision?</i></p>		
	<p><u>Current Performance</u></p> <p>The demand for Welsh Language ALN provision is appraised through the Planning and Reviewing in Partnership meetings. The annual meeting with the Headteacher, ALNCo and the senior management team of the Inclusion Service monitors the progress of the individual Welsh-medium schools within Bridgend, as well as the Welsh-medium schools within a cluster. Reviewing the data, in particular the incidence of ALN, is part of the focus of the meeting. Dissemination of the findings from the PRIP is then provided to the Welsh schools cluster and an action plan put in place outlining individual, as well as cluster actions, to ensure the needs of children and young people with ALN are met.</p>		
	<p><u>Planned Action</u></p> <p>Inclusion Service to continue to appraise the demand for Welsh Language ALN provision through the Planning and Reviewing in Partnership meetings held annually.</p>	<p>100% of schools supported in auditing the demand for Welsh Language ALN provision and</p>	<p>Revisit MLD provision As part of the ALN nurture review, Welsh Medium provision to be considered with</p>

	<p>(2014-2017) Inclusion Service to continue to analyse the PRIP findings and provide an Action Plan for the Welsh-medium primary schools that outlines individual as well as cluster actions, to ensure the needs of children and young people with ALN are met. (2014-2017)</p>	<p>reported throughout the PRIP during 2014-17</p>	<p>Headteachers Continuous revision of the provision at The Bridge</p>
	<p><u>Current Performance</u></p> <p>Currently the main source for parent liaison is through the review process for individual children. An ALN network for parents is being developed for the Welsh-medium schools' cluster as part of the Local Authority's Parent Partnership Strategy for ALN. The LA is currently setting up networks in localities for parents of children and young people with ALN. A pilot network was set up in July 2011.</p>	<p>Liaison with parents to assess the need for Welsh Language ALN provision during 2014-17</p>	
	<p><u>Planned Action</u></p> <p>Inclusion Service to continue to liaise with parents as part of the statutory review process for children with ALN. (2014-2017)</p> <p>Inclusion Service to extend the network for parents accessing Welsh-medium primary education and use information gathered from this network to assess the need for Welsh language ALN provision and to inform the planning of this provision. (2014-2017)</p>		<p>Agreed proposals to develop a joint service provision for Welsh medium pupils with the Vale of Glamorgan during 2014-17 resulted in the Vale of Glamorgan purchasing 2 days seconded Educational Psychologist support in 2013-14.</p>

	<p>Linking with the family engagement officer, SNAP and Ontrack, the Inclusion Service to support the cluster to gather, evaluate and disseminate parental views in relation to ALN provision and to put in place recommendations that arise from the review. (2014-2017)Inclusion Service to develop questionnaires to survey parents. (2014-2017)</p>		
<p><i>Outline the plans you have for developing enhanced Welsh Language ALN provision on a collaborative basis with other local authorities/at consortium level</i></p>			
	<p><u>Current Performance</u></p> <p>Inclusion leads work in partnership with Consortium.</p>	<p><u>Target / Planned Action</u></p> <p>Continued meetings with Consortium/Inclusion leads. Terms of reference have been agreed and Welsh Medium is a standing agenda item.</p>	
<p>Outcome 7: Workforce planning and Continuous Professional Development</p>			
<p>7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education</p> <p><i>How many primary school teacher vacancies to teach through the medium of Welsh were not filled at the start of September 2013?</i> <i>How many secondary school teacher vacancies to teach through the medium of Welsh were not filled at the start of September 2013?</i> <i>What steps are you taking to develop future leaders within Welsh Medium Schools?</i></p>			

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>Primary and secondary school teacher vacancies to teach through the medium of Welsh are advertised when they become vacant.</p> <p>All primary and secondary school teacher vacancies to teach through the medium of Welsh were filled at the start of September 2015</p> <p>Small numbers of applicants are coming through for a number of teacher vacancies and it is common that the positions are filled after repeated advertising</p> <p>Planned Action</p> <p>Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education</p> <p>Data on vacancies is kept at local authority level although there are ongoing discussions about transferring responsibility for the strategic elements of HR to the consortium.</p> <p>The consortium is already analysing workforce development needs across the region in order to plan its leadership and teaching development programmes and wider CPD offer to align with current and future requirements and skill sets. In this context, the region is concentrating particularly on leadership development in the Welsh medium sector in order</p>	<p>Target/Planned action:</p>	<ul style="list-style-type: none"> • Greater succession planning in schools, including for headteacher roles • Greater links with initial teacher training institutions

	to secure sufficient leadership capacity in the future; failure to attract sufficient numbers to headship is a particular concern in the Welsh medium sector.		
	<i>How many secondary school teacher vacancies to teach Welsh were not filled at the start of September 2013?</i>		
	<p><u>Current Performance</u></p> <p>Secondary school teacher vacancies to teach Welsh Second Language are advertised when they become vacant. No secondary school teaching vacancies to teach Welsh Second Language were advertised between 1st October 2012 and 30th September 2013. All vacancies to teach Welsh Second Language were filled at the start of September 2013.</p>		
	<i>How many secondary school teacher vacancies to teach Welsh Second Language were not filled at the start of September 2013?</i>		
	<p><u>Current Performance</u></p> <p>Secondary school teacher vacancies to teach Welsh are advertised as they become vacant. 10 secondary school vacancies to teach Welsh were advertised between 1st October 2011 and 30th September 2012. All secondary vacancies to teach Welsh were filled at the start of September 2012.</p>	100% of primary and secondary schools comply with the Council's Welsh Language Scheme when recruiting teaching and support staff during 2014-2017.	
	<i>How many classroom assistant vacancies to work through the medium of Welsh were not filled at the start of September 2013?</i>		

	<p><u>Current Performance</u></p> <p>8 learning support/classroom assistant vacancies to work through the medium of Welsh were advertised between 1st September 2011 and 31st August 2012. No learning support/classroom assistant vacancies to work through the medium of Welsh were unfilled on 1st September 2013.</p>	<p>100% of teaching and support staff vacancies are filled in Welsh-medium primary and secondary schools during 2014-17.</p> <p>100% of vacancies to teach Welsh Second Language are filled during 2014-2017.</p>	
	<p><u>Planned Action</u></p> <p>The LA's Human Resources Directorate (HR) to continue to help ensure that there are sufficient numbers of practitioners to deliver Welsh-medium and Welsh-medium education by supporting all primary and secondary schools in complying with the Council's Welsh Language Scheme, when recruiting teaching and support staff. (2014-2017)</p>	<p>Human Resources and Organisational Development will continue to support the recruitment of Welsh medium teaching and support staff and in schools' compliance with the Welsh Language Standards which, from 1 April 2016, will replace the Welsh Language Scheme.</p>	
	<p>HR to continue to monitor the number of primary school and secondary school teaching and support/classroom assistant vacancies and those that are unfilled. (2014-2017)</p>		

	HR Officer to report information relating to the sufficiency of primary and secondary teaching and support staff to the Welsh-medium Education Forum. (2014-2017)	100% of schools supported by Hr in implementing the Council's recruitment policy during 2014-17	
	<i>Do you have processes in place for the recruitment, retention and training of Welsh-speaking staff, including Learning Support Assistants to support Welsh-medium ALN provision?</i>		
	<p><u>Current Performance</u></p> <p>Paragraph 6.7 of the Council's Welsh Language Scheme 2012-15 outlines the process the Council follows when placing recruitment advertisements. It aims to do this bilingually and, where proficiency in Welsh is an essential requirement for a post, the recruitment advert for that post will normally be in Welsh only, with a footnote in English explaining the purpose of the advertisement. The Council considers, where appropriate, advertising Welsh essential posts in Welsh language media such as Y Cymro and Golwg.</p>		Consideration will be given to advertising in more media outlets for Welsh speaking posts e.g. Safle Swyddi or Mentor Bro Ogwr.
	<p><u>Planned Action</u></p> <p>HR continues to support schools in implementing the Council's recruitment policy. (2014-2017)</p>	100% of schools supported by HR in implementing the Council's recruitment policy during 2014-2017.	
	<i>How do you work with school governing bodies to try to meet the demand for practitioners to teach through the medium of Welsh or Welsh as a subject?</i>		

	<p><u>Current Performance</u></p> <p>School governing bodies are aware of the Council's Welsh Language Scheme and the need to comply with this when placing advertisements for Welsh language posts. Headteachers work with the HR service unit, where there is a need to advertise for a practitioner to teach through the medium of Welsh or Welsh as a subject, to ensure that such demand can be met.</p>		
	<p><u>Planned Action</u></p> <p>HR to continue to work with governing bodies to ensure that they are aware of the Council's Welsh Language scheme and the need to comply with this when placing advertisements for Welsh language and Welsh Second Language teaching posts. (2014-2017)</p> <p>HR to continue to work with headteachers when they are advertising posts for practitioners to support teaching through the medium of Welsh. (2014-2017)</p>		

7.2 Improve practitioners' linguistic skills.

Improve practitioners' methodological skills

Have you previously undertaken a linguistic skills audit of the current teaching workforce in your authority? If so, on what basis were Linguistic Skills defined? Did the results of that exercise inform your CPD programmes

A. Objective	B. Current Performance (Questions to be answered)	C. Targets	D. Progress
	<p><u>Current Performance</u></p> <p>The Welsh in Education Officers completed an audit of language skills during 2011-12. The audit focused on teachers' accreditation in the language and attendance at language courses provided by the LA. The audit identified that there is a need to continue to provide linguistic training as part of the CSCJES CPD programme.</p> <p>As noted in the WEG guidelines for 2013-14, each consortium was expected to hold a review of the Welsh language skills of teaching staff during the year as part of the work of the Grant. The intention of this review was to collect consistent information at a national level in order to improve the planning and targeting of training programmes and support in the future.</p> <p>The review included the following practitioners:</p> <ul style="list-style-type: none"> • Teachers and teaching assistants in primary schools (Welsh and English medium) • Teachers and teaching assistants in secondary schools (Welsh medium / bilingual only) 	<p>The consortium is mapping the current and future development needs of the school workforce across the five authorities in order to ensure alignment between the developing support and CPD offer with the current and future requirements of the sector.</p> <p>7.2 Improve practitioners' linguistic skills / Improve practitioners' methodological skills</p> <p>Schools are increasingly moving to</p>	<p><u>Digital Skills in the Welsh Second Language Classroom</u> <u>Developing Digital Literacy in Welsh Second Language</u> <u>Welsh Second Language Teaching Methodology</u> <u>Developing Reading at KS3</u></p> <p>Linguistic/other training is also offered:</p> <p><u>Network for Welsh Second Language Coordinators (Primary)</u> <u>Intensive Welsh Language Training (Basic Level) 2 days (delivered twice this year)</u></p>

	<p>A questionnaire (along with language skills level descriptors) was prepared for this review in order to collect information about the Welsh language skills of practitioners as well as their training needs. Head teachers were asked to complete the questionnaire on behalf of their staff, allocating each practitioner to one of the given categories. Completed questionnaires were returned by over 90% of schools across the CSC.</p>	<p>a school-to-school support model based on a robust assessment of their improvement needs (monitored by Challenge Advisers but driven by schools' own self-assessment). Support will be offered by effective providers within the schools' sector. This includes the support needed to improve practitioner and linguistic skills.</p> <p>Practitioner support is offered by programmes such as:</p> <p><u>Rhaglen Gwella Athrawon</u></p> <p><u>Assessment for Learning in Welsh Second Language Lesson</u></p> <p><u>Sector Leading Practice in Welsh Second Language</u></p> <p><u>Challenging the More Able and Talented (Welsh 2nd</u></p>	<p><u>Intensive Welsh Language Training (Intermediate Level)</u></p> <p>Leadership programmes for aspiring and experienced headteachers have also been developed. These were initially developed in English in association with the Institute of Education in London. The consortium is now looking at developing a similarly demanding Welsh medium programme; some WM practitioners have attended the IoE provision.</p>
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	<p><u>Planned Action</u> Welsh second language</p> <p>To identify the needs for training in methodology for those teaching in Welsh-medium schools the LA to continue to monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports and information received from the LA's Review and Development programme. (2014-17)</p> <p>The LA, in conjunction with CSCJES, to ensure that the Welsh in Education Grant (WEG) is used effectively to ensure that there are sufficient Welsh in Education Officers to provide specific training and mentoring support for teachers in Welsh-medium primary and secondary schools, to improve methodology. The LA / CSCJES will work in partnership to ensure effective strategic planning of the use of WEG grant. Evidence considered will include the following:</p> <ul style="list-style-type: none"> • Schools' annual performance reports; • Whole school and subject monitoring reports; • School self-evaluation, improvement and transition plans; • Foundation Phase, KS2 and KS3 performance data; • Estyn inspection reports (LA and schools) and publications. (2014-17)	<p><u>Language)</u></p> <p>Improved linguistic and methodological skills of practitioners in English-medium schools during 2014-17, as identified by audit.</p>	<p>The WEG is now part of the EIG. Standards and inspection results are continually monitored by the consortium in order to identify and address weaknesses and commission the required support to schools as necessary. Generally, schools that are categorised green or yellow (national categorisation system) identify and commission their own support (from hubs etc) based on their own identification of need; schools categorised red or amber will usually have the support brokered for them by their Challenge Adviser. Challenge Advisers are</p>
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			responsible for monitoring the progress of schools and signposting/brokering the required support.
	<p>Welsh in Education Officers will, by means of the following activities,</p> <ul style="list-style-type: none"> • work in partnership in order to raise standards in Welsh (second language) learning and teaching in the English medium nursery, primary and secondary schools of the five constituent authorities of CSC; • provide a scheduled programme of curriculum support and challenge for the above schools in order to further develop practitioners' skills and increase schools' capacity to deliver high quality Welsh medium literacy teaching and learning. <ol style="list-style-type: none"> 1. plan and deliver a targeted programme of support based on an analysis of performance data in order to meet prioritised school, LA and consortium needs including supporting practitioners responsible for teaching learners with additional learning needs (ALN). 2. contribute as appropriate to the development and delivery of a programme of continuous professional development, including the work of professional learning communities, in order to improve provision in schools and contribute to the raising of standards. 3. strengthen language continuity across and between key stages (Foundation Phase / KS2 / KS3 / KS4) through the promotion of transition arrangements. 4. provide mentoring for practitioners who have completed 		

	<p>Sabbatical Scheme language training courses.</p> <ol style="list-style-type: none"> 5. support schools in developing the reliability and validity of teacher assessment through the sharing of best practice in cluster moderation work. 6. support schools in promoting learners' use of the Welsh language outside the classroom. <p>CSCJES Program Manager for Welsh will provide an extensive linguistic training programme for teachers, which schools will be able to access via delegated WEG funds and which will include the following elements:</p>		
	<p>Welsh second language - Primary</p> <ul style="list-style-type: none"> • Intensive Welsh language skills development / methodology for practitioners • 5, 10 and 15 day intensive courses targeted at three levels of ability, to increase the number of teachers who have sufficient working knowledge of Welsh to teach it as a second language subject to pupils from Foundation Phase to the end of Key Stage 2 • Follow up courses for attendees. <p>Criteria for targeting schools to attend intensive Welsh language courses:</p> <ul style="list-style-type: none"> • Welsh in Education Officers' baseline assessments • KS2 Welsh second language teacher assessment results • ESTYN inspection reports • Individual school requests 		

	<ul style="list-style-type: none"> • Database of teachers' Welsh language skills • The role and responsibilities of the Welsh second language curriculum leader • Assessment of Welsh second language (package) • Developing learner profiles in Welsh second language across KS2/3 • Developing reading skills in Welsh second language in KS2 • Welsh language development / bilingualism across the curriculum (package) • Welsh language development / bilingualism for Headteachers • The use of ICT in Welsh second language development, including the use of the iPad in learning and teaching and the development of HWB (new digital learning platform for all 3-19 education establishments in Wales) • Welsh second language in special schools • Y Pod Antur (The Adventure Pod) • Developing Welsh outside the classroom – Urdd Gobaith Cymru centre WMC 		
	<p>Welsh second language - Secondary</p> <ul style="list-style-type: none"> • Welsh language skills development for practitioners (gloywi iaith) • Welsh second language teaching methodology • Welsh language development for TAs • Welsh language development / bilingualism for Headteachers • Developing learner profiles in Welsh second language across KS2/3 • The use of ICT in Welsh language development, including the use of the iPad in learning and teaching and the 		

	<p>development of HWB</p> <ul style="list-style-type: none"> • Welsh language development / bilingualism across the curriculum (package) • The role and responsibilities of the Welsh second language curriculum leader <p>(2014-17)</p>		
	<p><i>How will you identify needs for improved training in methodology for those teaching in Welsh-medium schools?</i></p>	<p>School self-evaluation, categorisation judgements, Challenge Adviser and WEO data and intelligence.</p>	
	<p><u>Planned Action</u></p> <p>To identify the needs for training in methodology for those teaching in Welsh-medium schools the LA to continue to monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports and information received from the LA's Review and Development programme. (2014-17)</p> <p>The LA, in conjunction with CSCJES, to ensure that the Welsh in Education Grant (WEG) is used effectively to ensure that there are sufficient Welsh in Education Officers to provide specific training and mentoring support for teachers in Welsh-medium primary and secondary schools, to improve methodology. The</p>		

	<p>LA / CSCJES will work in partnership to ensure effective strategic planning of the use of WEG grant. Evidence considered will include the following:</p> <ul style="list-style-type: none"> • Schools' annual performance reports; • Whole school and subject monitoring reports; • School self-evaluation, improvement and transition plans; • Foundation Phase, KS2 and KS3 performance data; • Estyn inspection reports (LA and schools) and publications. <p>(2014-17)</p>		
	<p>Welsh in Education Officers will, by means of the following activities,</p> <ul style="list-style-type: none"> • work in partnership in order to raise standards in Welsh (first language) learning and teaching in the Welsh medium nursery, primary and secondary schools of the five constituent authorities of CSC; • provide a scheduled programme of curriculum support and challenge for the above schools in order to further develop practitioners' skills and increase schools' capacity to deliver high quality Welsh medium literacy teaching and learning. <ol style="list-style-type: none"> 1. plan and deliver a targeted programme of support based on an analysis of performance data for schools in order to meet the Welsh medium literacy needs of prioritised schools, the LAs and the Consortium including supporting practitioners responsible for teaching learners with additional learning needs (ALN). 2. contribute as appropriate to the development and delivery of a programme of continuous professional development, including the work of professional learning communities, in 		

	<p>order to improve Welsh language / Welsh medium literacy learning and teaching methodologies across the curriculum.</p> <ol style="list-style-type: none"> 3. strengthen language continuity across and between key stages (Foundation Phase / KS2 / KS3 / KS4) through the promotion of transition arrangements. 4. support improvement in on-going late-immersion projects (Cardiff) 5. improve the language skills of Welsh-medium practitioners and to provide targeted support and mentoring for practitioners who have completed Sabbatical Scheme language training courses. 6. support schools in developing the reliability and validity of teacher assessment through the sharing of best practice in cluster moderation work. <p>support schools in developing the informal use of Welsh within Welsh-medium schools and promoting pupils' use of the Welsh language outside the classroom</p>		
	<p><i>How will you plan a targeted Welsh-language and Welsh-medium CPD programme in partnership with others? What strategic use will be made of the Welsh-language Consortium Co-ordinators? How will you ensure that the Welsh in Education Officers are utilised strategically for training and mentoring?</i></p>		
	<p><u>Current Performance</u></p> <p>CSCJES has since September 2012 assumed responsibility for providing an effective CPD programme across its five constituent member LAs. The Welsh in Education Officers provision has been reviewed at the time of establishing CSCJES and their role has evolved in order to challenge standards achieved by schools and provide suitable training and mentoring for teachers and learning support assistants.</p>		

	<p>The Welsh in Education Officers are line-managed by a senior Welsh in Education Officer. The aims of this team are to:</p> <ul style="list-style-type: none"> • raise standards of achievement in Welsh first and second language; • increase schools' capacity to deliver high quality teaching and learning in Welsh; and • improve strategies and methodologies for both first and second language teaching. <p>According to needs identified by schools, courses to be provided for primary and secondary teachers in Welsh first language, to support the development of their Welsh language skills. Activities provided by LiNKS (CSC) which schools will be able to access via delegated WEG funds:</p>		
	<p>Welsh first language – Primary / Secondary</p> <ul style="list-style-type: none"> • The Literacy Framework – accompanying activities including the literacy tests • Literacy across the curriculum • Developing Welsh language skills – speaking and listening, reading and writing (package) • 'Moving from Level 4 to 5' – making progress across the key stages • Welsh language skills development for practitioners (<i>gloywi iaith</i>) • The role and responsibilities of the Welsh curriculum leader • Assessment, including developing learner profiles in Welsh across KS2/3 • The use of ICT in Welsh language development, including the use of the iPad in learning and teaching and the development of HWB 		

	<p><i>How will you use the CPD programme to drive up standards in literacy/dual literacy? How many Professional Learning Communities are giving consideration to the improvement in Welsh (First and Second Language) and to Welsh-medium/bilingual methodologies?</i></p>		
	<p><u>Planned Action</u></p> <p>The LA to work in partnership with other LAs to ensure that the CSCJES CPD programme includes an appropriate range of training activities focusing on improving standards in reading, writing speaking and listening in Welsh across the curriculum. (2014-17)</p>	<p>100% of schools have access to a CPD programme that is focused on raising standards in Welsh during 2014-17.</p>	
	<p>WEG funding to be used effectively to support the establishment and development of Professional Learning Communities (PLCs) within schools and on a cluster and regional basis to share good practice and research innovative teaching strategies to support the raising of standards of literacy in Welsh. (2014-17)</p> <p>The LA to collaborate with its partners in the Central South Consortium, to deliver support for Welsh literacy development, in both first and second language contexts, in line with emerging WG policy and strategy for the improvement of standards of literacy. This work will be led and co-ordinated by the Program Manager for Welsh within CSCJES. The LA and CSCJES will ensure that support is targeted at those schools where the need is greatest in terms of pupils' standards and teachers' skills.</p>	<p>Professional Learning Communities (PLCs) established within the LA and across the Central South Consortium and focused on further developing and sharing good practice in respect of Welsh language and Welsh medium provision during 2014-17.</p> <p>Targeted support</p>	

	(2014-17)	impacts positively and raises standards in Welsh first and second language during 2014-17 (see targets above).	
	<p>The CSCJES includes brokering of the provision of additional support through advice, consultancy and training services that schools are able to purchase from their own delegated resources, in line with identified needs in their improvement plans. (2014-17)</p> <p>The LA and CSCJES will continue to evolve and develop the current service so that it can:</p> <ul style="list-style-type: none"> • support schools according to individual needs; • advise individual schools through discussions with key staff members on strategies to raise standards in Welsh second language and literacy skills; • focus on training and mentoring in the classroom e.g. through exemplar lessons and team teaching; • mentor classroom practitioners; • monitor provision and review pupils' progress; • evaluate provision in lessons and offer advice and support; • report on pupil standards and school provision. <p>(2014-17)</p>		Maximum take up of available places on the WG Sabbatical Scheme and support provided for previous attendees during 2014-17.
	<p>CSCJES provision will also ensure that additional support can be targeted appropriately, based on:</p> <ul style="list-style-type: none"> • pupils' standards of achievement; • classroom practitioners' language skills; 		

	<ul style="list-style-type: none"> • the presence of Newly Qualified Teachers (NQTs) and new subject leaders; • effectiveness of planning of provision for Welsh; • KS2-3 transition and the sharing of data. <p>(2014-17)</p> <p>The CSCJES strategic lead for Welsh will monitor, evaluate and report on the support provided by the Welsh in Education Team. (2014-17)</p>		
	<p><i>What is your plan to support a strategic and systematic take-up of the Welsh Government's Welsh-language Sabbatical Scheme courses (all levels) by teachers within your local authority?</i></p>		
	<p><u>Current Performance</u></p> <p>The LA has worked closely with the Welsh Government's Welsh-language Sabbatical Scheme administrators at Cardiff University to target teachers and teaching assistants in Bridgend's Welsh and English-medium schools who are motivated and would benefit from accessing the courses. The provision to date has had a very positive impact on schools and has been an important vehicle in raising standards and confidence of individuals in their delivery of Welsh, both as a first and second language.</p> <p>Allied to this, the team of Welsh in Education Officers at CSCJES consult and work closely with WG concerning the Sabbatical Scheme and all schools have been notified of this opportunity.</p>		<p>Increased number of attendees at Welsh-language courses by 10% during 2014-17.</p>

	<p><u>Planned Action</u></p> <p>The LA and schools will continue to support teachers who wish to attend the sabbatical training programme. The Welsh in Education Officers will identify suitable practitioners on an annual basis and refer to the Sabbatical Scheme. They will also provide follow up support for practitioners who have attended the programme. (2014-17)</p>																											
	<p><i>How many practitioners have attended Welsh-language courses as part of their induction/Early Professional Development?</i></p>																											
	<p><u>Current Performance</u></p> <p>The following table outlines the number of practitioners that have attended Welsh language courses organised by LiNKS as part of their continuous professional development during the 2013-14 financial year:</p> <table border="1" data-bbox="425 1114 1025 1375"> <thead> <tr> <th></th> <th colspan="2">Primary</th> <th colspan="2">Secondary</th> </tr> <tr> <th>Bridgend</th> <th>1st lang</th> <th>2nd lang</th> <th>1st lang</th> <th>2nd lang</th> </tr> </thead> <tbody> <tr> <td>Attendees</td> <td>0</td> <td>23</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td colspan="2">Total</td> <td></td> <td></td> </tr> <tr> <th>Bridgend</th> <th>1st lang</th> <th>2nd lang</th> <td></td> <td></td> </tr> </tbody> </table>		Primary		Secondary		Bridgend	1st lang	2nd lang	1st lang	2nd lang	Attendees	0	23	0	0		Total				Bridgend	1st lang	2nd lang			<p>Much of the support now delivered by hubs; evaluation of the programme/attendees etc currently being conducted.</p>	
	Primary		Secondary																									
Bridgend	1st lang	2nd lang	1st lang	2nd lang																								
Attendees	0	23	0	0																								
	Total																											
Bridgend	1st lang	2nd lang																										

	Attendees	0	23				
	<u>Planned Action</u>						
	CSCJES to continue to provide appropriate training to support NQT and EPD teachers. (2014-17)						
7.3 Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework <i>How many teaching assistants have attended the authority's Welsh-language courses?</i>							
	<u>Current Performance</u>						
	<p>The following table outlines the number of learning support assistants and teaching assistants that have attended Welsh language courses organised by LiNKS as part of their continuous professional development during the 2013-14 financial year:</p> <table border="1" data-bbox="427 1066 1227 1145"> <tr> <td>Welsh course for LSAA and Tas</td> <td>5</td> </tr> </table> <p><i>What elements of the work to support the teaching of Welsh and Welsh Second Language will be delivered at consortium level? What plans have you got to increase those elements and other aspects delivered by consortium?</i></p>			Welsh course for LSAA and Tas	5		
Welsh course for LSAA and Tas	5						

	<p><u>Current Performance</u></p> <p>CSCJES has been established on the premise that it will provide shared school improvement services, including the support for the teaching of Welsh and Welsh Second Language.</p> <p>Within Bridgend, the Continued Professional Development programme incorporates the School Effectiveness Framework by focusing on:</p> <ul style="list-style-type: none"> • driving up standards of literacy in Welsh; • improving learning outcomes and wellbeing for children and young people regardless of their socio-economic background; • reducing variation in the learning outcomes within and between classrooms and schools within the local authority and other members of the consortia; • raising standards in teachers' Welsh language skills through both LA initiatives and professional learning communities. 		
	<p><u>Planned Action</u></p> <p>The continued development of CSCJES to take full account of the need to provide appropriate challenge and support in order to secure improvement in standards in Welsh first and second language.</p> <p>The deployment of the Welsh in Education Grant to be planned strategically on a consortium wide basis.</p> <p>The Welsh in Education Grant to be deployed to support the achievement of the targets set within the WESP:</p>	<p>CSCJES provides challenge and support that secures school improvement during 2014-17.</p>	<p>Much of the support now delivered by hubs; evaluation of the programme/attendees etc currently being conducted.</p>

	<ul style="list-style-type: none"> • To improve standards in the teaching of Welsh first and second language across all Key Stages; • To improve levels of achievement of children and young people in Welsh first and second language across all Key Stages; • To continue to support children and young people receiving their education through the medium of Welsh at primary school level, as measured by the percentage of year 2 and year 6 pupils assessed in Welsh as a first language; • To support children and young people who continue to improve their language skills on transfer from primary to secondary school, as measured by the percentage year 6 and year 9 pupils assessed in Welsh first language; • To support children and young people studying for qualifications (general and vocational) through the medium of Welsh; • Raising standards in both pupils' and teachers' Welsh language skills through both LA initiatives and professional learning communities. • <p>It is expected that the <u>outputs</u> of activities supported by the WEG to include the following:</p> <ul style="list-style-type: none"> • headteachers and senior leadership teams will be proactive in the promotion of improving standards of learning and teaching in Welsh (first and second language) as measured by annual School Effectiveness Framework (SEF) self-evaluation reports and Estyn inspection framework. • teachers across all phases of learning will be confident in 	<p>Welsh in Education Grant used effectively to achieve all targets outlined in the WESP during 2014-17.</p>	<p>Prioritised Welsh language courses for all practitioners, including Support Officers, during 2014-17.</p>

	<p>their ability to teach Welsh (first and second language) to the full range of learners in their classes.</p> <ul style="list-style-type: none"> • teachers will use assessment to identify under-attaining and under-achieving pupils in Welsh-medium literacy and plan effective interventions to support these pupils. <p>PLC working and other networking activities will lead to practitioners further identifying and sharing good practice in Welsh language / Welsh-medium teaching and producing high quality language resources.</p> <p>Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework</p> <p>The five local authorities that make up the central south consortium have agreed a school improvement model based on school-to-school support.</p> <p>The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop school improvement service that <u>challenges and supports</u> schools in their work to raise standards and enables the local authorities to deliver their statutory responsibilities.</p> <p>The region has developed the Central South Wales Challenge (CSWC).</p> <p>In relation to improving outcomes in Welsh first and second language and fulfilling the requirements of the Welsh in Education Strategic Plan, WESP, this means:</p> <p>All schools in CSC are part of School Improvement Groups</p>		
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	<p>(SIGs). SIGs identify areas for development for groups of schools and offer or commission the required support to effect improvement. These areas for improvement will include WM and WSL where the schools agree these to be a development area. Improvement hubs and specialist centres, based in schools and using the expertise of effective practitioners, offer programmes of support. CSC has established three Welsh medium hubs, 3 Welsh second language secondary school hubs to offer support across the region. A primary school Welsh second language hub is now planned.</p> <p>CSC is supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network. These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.</p> <p>In addition, two Welsh in Education Officers (WEOs) based centrally in the consortium work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy is also supported.</p> <p>Eight Welsh in Education Officers work within English medium schools supporting practitioners in promoting excellent standards of teaching and learning and literacy in Welsh second language. The WEOs also create a range of resources for use in schools;</p>		
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	these are housed on a dedicated website.		
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Section 3: Commentary and further notes

(no more than 500 words)

Numbers in each WM school by year group (as at January 2015):

	Bro Ogwr	Cwm Garw	Cynwyd Sant	Sgêr	Total
Nursery Pupils Rising 3				3	3
Nursery Pupils Rising 4	64	31	47	34	176
Reception	58	13	45	43	159
Year 1	47	23	46	26	142
Year 2	70	21	38	28	157
Year 6	40	13	36	26	115

Appendix 2: Number and percentage of pupils attending funded non-maintained Welsh-medium settings which provide the Foundation Phase and who transfer to Welsh-medium/bilingual schools (*please note if information is unobtainable*)

2014-15				
County	Name of Nursery	Number transferred to Welsh medium Education	% Transferred to Welsh medium Education	Notes
Bridgend	BRYNCETHIN	0	0.00%	Bryncethin Nursery closed down in September 2015
Bridgend	CYNWYD SANT	18	100.00%	
Bridgend	FLYING START LON Y	3	60.00%	
Bridgend	GWDIHW	5	50.00%	The nursery has set out a plan to promote Welsh medium Education with parents and they are working with the MM support officer, TYFU and the Ti a Fi officer to encourage parents to choose Welsh medium education.
Bridgend	NANTYMOEL	0	0.00%	The closest Welsh language school is about 10 miles away and Nantymoel is a very deprived area where many families do not have transport to take their children to School. The Nursery has received a lot of support from MM officers during the year, including help with language, story sessions with parents, and intensive support from the #cychwyncadarn campaign. Mudiad Meithrin will continue to work with the cylch in order to increase progression.
Bridgend	PENCOED	24	52.17%	
Bridgend	PLANT BACH SARN	13	52.00%	

				There is still no Welsh medium School in Porthcawl, but there are four English medium schools nearby. Parents tend to choose Cylch Meithrin Porthcawl as it is the only child care provision in the area. The nursery has had intensive support from the the #cychwyncadarn campaign and the staff have had training on how to promote the advantages of Welsh medium education. There is also work to be done regarding co-operation with Ysgol y Ferch o'r Sger and the Cylch to ensure close contact and effective co-operation. The progression from the Cylch Ti a Fi to the Cylch Meithrin is strong, but parents choose to send their children to the English medium schools because they are closer.
Bridgend	PORTHCAWL	1	3.57%	
Bridgend	TABERNACL	11	57.89%	
Bridgend	Y DIWLITH	16	84.21%	
Bridgend	Y SGER	32	88.89%	

Appendix 3: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

Total number of pupils in Welsh-medium and bilingual primary schools	Total number of pupils transferring to Welsh-medium/bilingual secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
1145 (Total)	111	
115 (Year 6)	106	92%

Appendix 4: Attainment and performance in Welsh Second Language

Appendix 4: Attainment and performance in Welsh Second Language

(This information should be provided at LA level)

Year 2015:

Key Stage 2

	Number of pupils	Pupils in KS2 cohort	Percentage of pupils	Cohort of Welsh Second Language	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2	820	1504	54.52	1146	71.55

Key Stage 3

	Number of pupils	Pupils in KS3 cohort	Percentage of pupils	Cohort of Welsh Second Language	Percentage achieving Level 5
Teacher assessment in Welsh Second Language at the end of Key Stage 3	1241	1636	75.86	1526	81.32

Points to note:

Tables completed using the same method as used to populate the 2013 tables that was included in the document received

Number of pupils Is the number of pupils achieving the expected level.

Percentage of pupils: Is the number of pupils achieving the expected level divided by the total cohort of pupils in the key stage

Percentage achieving Level

4:

Is the number of pupils achieving the expected level divided by the total cohort of pupils with Welsh Second language results

Foundation Phase - LCW

Cohort	O5+	O6+	%O5+	%O6+
153	146	61	95.42%	39.87%

Key Stage 2 - Welsh First Language

Cohort	L4+	L5+	%L4+	%L5+
114	108	40	94.74%	35.09%

Key Stage 2 - Welsh Second Language

Cohort	L4+	L5+	%L4+	%L5+
1146	820	158	71.55%	13.79%

Key Stage 3 - Welsh First Language

Cohort	L5+	L6+	L7+	%L5+	%L6+	%L7+
110	96	49	13	87.27%	44.55%	11.82%

Key Stage 3 - Welsh Second Language

Cohort	L5+	L6+	L7+	%L5+	%L6+	%L7+
1526	1241	638	235	81.32%	41.81%	15.40%

Foundation Phase - LCW

	% Level 05+	% Level 06+
2011-12	87.33	16
2012-13	91.97	27.74
2013-14	91.37	31.65
2014-15	95.42	39.87

Key Stage 2 - Welsh first language

	% Level L4+	% Level L5+
2011-12	88.46	21.54
2012-13	93.41	37.36
2013-14	90.48	30.95
2014-15	94.74	35.09

Key Stage 3 - Welsh first language

	% Level L5+	% Level L6+	% Level L7+
2011-12	81.82	46.46	17.17
2012-13	82.14	36.9	8.33
2013-14	89.11	42.57	7.92
2014-15	87.27	44.55	11.82

Key Stage 2 - Welsh second language

	% Level L4+	% Level L5+
2011-12	50.7	4.55
2012-13	60.6	10.07
2013-14	63.5	14.1
2014-15	71.55	13.79

Key Stage 3 - Welsh second language

	% Level L5+	% Level L6+	% Level L7+
2011-12	68.12	25.86	5.64
2012-13	74.24	30.34	8.07
2013-14	79.39	37.67	14.48
2014-15	81.32	41.81	15.4

KS4 (provisional)
GCSE - Welsh first language,
language

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
73	73	1617	5	56	73	6.85%	6.85%	0.31%	76.71%	76.71%	3.46%	100.00%	100.00%	4.51%

GCSE - Welsh second language, full course

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
620	620	1617	181	485	617	29.19%	29.19%	11.19%	78.23%	78.23%	29.99%	99.52%	99.52%	38.16%

GCSE - Welsh first language, literature

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
49	49	1617	8	40	49	16.33%	16.33%	0.49%	81.63%	81.63%	2.47%	100.00%	100.00%	3.03%

GCSE - Welsh second language, short course

sat	entries	cohort	A*-A	A*-C	A*-G	Sat A*-A	Entered A*-A	Cohort A*-A	Sat A*-C	Entered A*-C	Cohort A*-C	Sat A*-G	Entered A*-G	Cohort A*-G
869	869	1617	108	555	853	12.43%	12.43%	6.68%	63.87%	63.87%	34.32%	98.16%	98.16%	52.75%

Points to note:

Provisional data using the 672KS4 data supply
Pupils Included and Excluded results used

The cohort figure used in the tables above is the cohort of pupils aged 15 as at January PLASC 2015 (SSSP)

**Appendix 5:
Ysgol Y Ferch O'r Sger Corneli
Projections Jan 2015-2023**

Year	N1 Age 2 - 3	N2 Age 3 - 4	R Age 4 - 5	1 Age 5 - 6 91%	2 Age 6 - 7 96%	3 Age 7- 8 100%	4 Age 8 - 9 94%	5 Age 9 - 10 97%	6 Age 10 - 11 99%	Total 2-11	Total 4-11	Total New Build	Total New Pupils	Revised Total 2-11	Revised Total 4-11
2010		33	36	26	30	25	22	14	17	203	170				
2011		33	42	34	28	30	25	21	16	229	196				
2012		30	32	40	33	27	30	27	21	240	210				
2013		30	31	28	35	33	26	29	27	239	209				
2014	2	42	29	30	30	36	33	26	28	256	212				
2015	3	34	43	26	28	29	31	31	26	251	214				
2016	2	34	35	39	25	28	27	30	31	251	215				
2017	2	34	36	32	38	25	26	26	30	249	213				
2018	2	34	35	33	31	38	23	26	26	248	212				
2019	2	34	34	32	31	31	35	23	25	247	211				
2020	2	34	35	31	31	31	29	34	23	250	214				
2021	2	34	35	32	30	31	30	28	34	256	220				
2022	2	34	35	32	31	30	29	29	28	250	214				
2023	2	34	35	32	31	31	28	28	28	249	213				

Appendix 6:

The role of the Central South Consortium (CSC): (This section will need to be inserted into the main body of the table prior to sending to Welsh Government)

The Central South Consortium is a Joint Education Service (CSCJES) for five local authorities:

- Bridgend
- Cardiff
- Merthyr Tydfil
- Rhondda Cynon Taff
- Vale of Glamorgan

The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop school improvement service that challenges and supports schools in their work to raise standards and enables the local authorities to deliver their statutory responsibilities.

School support in CSC is now delivered through Central South Wales Challenge (CSWC) model.

The support model

All schools in CSC are part of School Improvement Groups (SIGs). SIGs identify areas for development for groups of schools; they then commission the required support to effect improvement. These areas for improvement will include Welsh medium and/or Welsh second language provision where schools agree these to be a development area. Improvement hubs and specialist centres, based in schools and using the expertise of effective practitioners offer the programmes of support. CSC has established three Welsh medium hubs and three Welsh second language secondary school hubs to offer support across the region. A primary school Welsh second language hub is now planned.

In addition to the SIG improvement groups, CSC is also supporting a relatively newly-established federation of Welsh-medium primary schools (this includes all the WM schools across all five authorities) and the secondary WM network. These will work to identify the sector's support needs and commission hubs/other CSWC support models to deliver the required support. Several of the schools are themselves already hub schools who offer practitioner-led programmes of training and support to other schools across the region.

Two Welsh in Education Officers (WEOs) are based centrally in the consortium to work with the Welsh medium primary schools; a Qualified for Life Welsh Adviser (a seconded secondary school teacher) is in post, to work with the secondary Welsh-Medium sector offering support for the new GCSE specifications for Welsh 1st Language. Welsh Literacy is also supported.

Eight Welsh in Education Officers work within English medium schools supporting practitioners in promoting excellent standards of teaching and learning and literacy in Welsh second language. The WEOs also create a range of resources for use in schools; these are housed on a dedicated website.

Information relating to the planned programme of events within the Welsh medium hub schools and the Welsh second language hubs can be found on the CSCJES website (DevelopmentDeck).

This support is accessed/requested directly by schools or is offered in response to requests of Challenge Advisers who monitor schools across the region.

CSC has seen improved outcomes across all Key Stages in all five authorities; most of the improvement has been more than the national average.

Welsh in Education Strategic Plan (WESP) 2015-18

CONSULTATION

ALL	
All Schools	
Chair of Governors for all schools	
Neighbouring Authorities	Vale of Glamorgan Council c1v@valeofglamorgan.gov.uk Rhondda Cynon Taff customerservices@rctcbc.gov.uk Neath Port Talbot County Borough Council contactus@npt.gov.uk Cardiff County Council c2c@cardiff.gov.uk Merthyr Tydfil County Borough Council customer.care@merthyr.gov.uk Caerphilly County Borough Council info@caerphilly.gov.uk
Diocesan Director of Schools and Colleges	Anne Robertson
Diocesan Director of Education (Church in Wales)	Rev Edwin Counsell
Estyn	enquiries@estyn.gov.uk mark.campion@estyn.gov.uk
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Communities First Partnership	Lynne Berry (Partnerships and Integration Manager) Lynne.berry@bridgend.gov.uk
Nursery provision, any independent providers	Non Maintained Settings
Flying Start	Tina Haddon (Flying Start Manager) – tina.haddon@bridgend.gov.uk
People's Partnership	Mark Lewis (Partnership Manager) – mark.lewis@bridgend.gov.uk
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Welsh Language Commissioner	post@welshlanguagecommissioner.org
Welsh Education Forum Members	