



Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

WELSH IN EDUCATION STRATEGIC PLAN

2017 – 2020

'Putting children first..... helping schools improve'
Gosod plant yn Gyntaf..... yn helpu i wella ysgolion

Welsh in Education Strategic Plan 2017-2020

• Vision

Welsh Language is a key element of the Council's Equality agenda. The Council promotes and facilitates the use of the Welsh language by observing the following Guiding Principles:

- Individuals have the right to deal with us in Welsh.
- Welsh must be positioned to be read first (to the left or above the English)
- Language rights for staff.
- The quality of service and a positive attitude are important.
- We must offer Welsh language services to give language choice.
- The benefits of bilingual education will be promoted.

Welsh Language Vision for Merthyr Tydfil

These Guiding Principles will support the Council in delivering the following Welsh language Vision for Merthyr Tydfil:

“A place which promotes the use of the Welsh language and treats the Welsh and English languages on the basis of equality.

This will be achieved by enabling and encouraging:

- The broad provision of Welsh language education throughout the County Borough.
- The opportunities for people to use Welsh at work, at home and at play.
- The perception of languages as life skills, which enriches the lives of those who use them.
- People throughout the County Borough to feel pride in their language and confidence to use it.

These are deliberately stretching ideals – they will not be achieved overnight, but over the long term, it is our vision to encourage a cultural change in the way that the two languages of Wales are perceived in this County Borough. We want to make a difference.”

The Council will observe these Guiding Principles and work towards achieving this Vision through our role as a community leader, service provider, commissioner and employer working in partnership through and with our stakeholders in the County Borough.

Merthyr Tydfil County Borough Council's (MTCBC) vision for Welsh-medium education is founded upon key strategic documents of the Welsh Government such as *Iaith Fyw: Iaith Byw 2012-2017* and the outcomes and targets outlined in the Welsh Medium Education Strategy (WMES). The Social Services and Wellbeing (Wales) Act, which came into force in April 2016, highlights the duty on local authorities, health boards and Welsh ministers to promote the wellbeing of those who need care and support, or carers who need support. The Wellbeing of future Generations (Wales) Act 2015 also highlights the need to improve the social, economic, environmental and cultural wellbeing of Wales. It is now required of LAs in Wales to contribute to achieving the goals set out in the Wellbeing of Future Generations (Wales) Act. One of those goals is “A Wales with a vibrant culture where Welsh is blooming”. The provision of Welsh medium education is key to this, so it is our aim to continue to provide good quality Welsh medium education. The Act will make the public bodies consider how they can work better with people and communities and each other in the longer term, and to adopt preventative and collaborative approaches to ensure long-term sustainability. This document also reflects the Welsh Government's ambition for “enabling the Welsh language to thrive” as outlined in the Qualified for Life - A curriculum for Wales-a curriculum for life document (2015). This has been written in order to reflect the recommendations as set out in “Un Iaith I Bab/One language for All” with the focus on the need to use the National Literacy Framework as a basis for the revised curriculum so that there is one continuum for learning Welsh with clear expectations for pupils. Within the Local Authority (LA), “**Learning for Life**” is the key underpinning priority for the authority's *Single Integrated Plan 2016 – 2020*. This theme will help to deliver the vision for Merthyr Tydfil and the priority outcomes.

Objectives

The aims and objectives of the Learning Department are to promote improved standards of attainment, wellbeing, attendance, behaviour and achievement of all pupils regardless of economic background across all key stages for 3 to 19 year olds. By working across departments this is extended from 0-19 year olds. This is fundamental if we are to break the cycle of inter-generational poverty in our local authority area, raise aspirations and improve outcomes for children and young people and improve their life chances. This is aligned to the MTCBC Welsh Language Promotional Strategy and will be interwoven with the following central themes as outlined in *Iaith Fyw: Iaith Byw*, in order to support the Welsh Government's target of having a

million Welsh speakers by 2050;

- to enable the people of Merthyr Tydfil to be able to live their lives through the medium of Welsh if they so wish,
- to encourage and support the use of the Welsh language within families,
- to promote the benefits of bilingualism,
- to increase the provision of Welsh-medium activities for children and young people,
- to increase the awareness of the value of the Welsh language, and
- to strengthen the position of the Welsh language in the community.

Statement

Merthyr Tydfil County Borough Council is working through the Welsh medium forum and with other partners to stimulate growth in Welsh medium education as illustrated by the authority's:

- investment in its existing Welsh medium schools (over £7.1m). This figure has not changed to ensure capacity to meet future growth. To date both Welsh medium primary schools are running on close to capacity. The LA will continue to monitor demand via parental surveys and by analysing data received from Early Years provision and Health to provide projected figures;
- key work will be undertaken with partners, to promote and create further demand for Welsh medium education over the next three years. Targets for 2021 will now be set to increase the numbers from 5% (36 pupils) to 9% (55 pupils) of the total number of pupils in the authority, learning through the medium of Welsh. This could be further modified as a result from the feedback of the parental survey. Current projections for up to 2021 indicate that there is capacity to meet current demand and an increase above the projected demand. Targets for beyond 2021 will increase in line with the MTCBC Welsh Language Strategy i.e.

In order to achieve the Welsh Government target of a million Welsh speakers in Wales by 2050, there would need to be a doubling of the percentage of Welsh speakers i.e. an increase from 8.9% to 17.8% in Merthyr Tydfil. In order to achieve this by 2050, an increase of approximately 0.3% per annum is required. (This equates to an additional 177 people in Merthyr Tydfil being able to speak Welsh per year based on current population of 59,000).

- plan to survey parents to assess parental demand Welsh-medium education in a more far reaching capacity to stimulate demand by 2017;
- maintenance of high rates of progression between different key stages, including transfer to Welsh-medium secondary school is consistently 100% year on year;
- long standing, successful and mutually beneficial collaboration with Rhondda Cynon Taf Council (RCT) to provide Welsh medium secondary education; of which representation has been sought for the Welsh forum; and
- plan to explore areas of collaboration in respect of Welsh medium provision across the Central South Consortium.

In its strategic planning for Welsh medium education, in line with the main themes as outlined in the Rewriting the Future document, Merthyr Tydfil County Borough Council prioritises:

- school improvement - standards and wellbeing;
 - family and community engagement;
 - early years and the importance of communication skills;
 - high expectations and aspirations held by all; and
 - provision - support, safeguarding, accessibility and the capacity of school places.
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- **Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh.**

The LA has a statutory duty to provide pupils with free transport to the nearest available school if they reside "beyond walking" distance to that school. The law relating to "walking distance" is defined as two miles for primary age and three miles for secondary age measured by the nearest available safe walking route. This means that:

- free transport will be provided to primary aged pupils who live outside a 2 mile walking distance; and
- free transport will be provided to secondary pupils who live outside a 3 mile walking distance.

The distance criteria apply to all schools including Faith and Welsh medium schools, and applies for those pupils attending Ysgol Rhydywaun in RCT.

- **Please demonstrate how you will achieve Outcomes 1-7 referring to section 19 for what you need to include**

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

Current Position

Ysgol Rhyd-y-Grug – 41 pupils allocated in Nursery as of September 2017.

Ysgol Santes Tudful – 62 pupils allocated in Nursery as of September 2017.

Merthyr Tydfil County Borough Council has seen a steady increase in the number of seven-year old children taught through the medium of Welsh over the past few years and projections have been set based upon data held. In addition to this the LA has a target of a 5% increase (36 pupils) by 2020/21- of the total number of pupils in the authority, learning through the medium of Welsh.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Number of seven year olds taught through medium of Welsh (year 2)	90	82	92	97(est)*	91(est)	91(est)
Percentage of seven year olds taught through the medium of Welsh	12%	11.5%	13.86%	17.5%*	12.33%	12.43%

*To be confirmed at Jan 2018 PLASC

	2011/12	2012/13	2013/14
Number of seven year olds taught through medium of Welsh	72	67	88
Percentage of seven year olds taught through the medium of Welsh	11.28%	11.71%	13.21%

The four main objectives to achieving this outcome are;

- to promote the Welsh-medium education with partners and parents to stimulate demand;
- to advocate the benefits of bilingualism;
- to continue to provide high quality Welsh-medium education;
- to enable inclusivity and accessibility of Welsh-medium education; and
- to use birth rates, demographic and trend data to inform planning for school places.

The Corporate Welsh Language Promotional Strategy focuses on increasing the number of Welsh speakers in Merthyr Tydfil. This will include a review of the actions and investment that will bring about this increase. As a result of this targets will be set. This will then inform the revisiting of the targets for the number of seven year olds taught through the medium of Welsh, should any further demand be identified having increased the target to 9%. This will enable us to align our targets with the corporate plan and will include the consideration of dual stream primary and secondary schools and/or the increase of capacity in schools by the provision of portacabins, as well as modifications to existing rooms to be turned into classrooms where available.

In order to continue to provide quality Welsh medium education for children of primary school age whose parents request it, the local authority will undertake an annual review using birth rate, demographic and trend data to inform the planning of school places. The local authority carried out a parental survey during the spring and summer term of 2017.

Consultation process

The parental survey of both the targeted group provided with FREEPOST addressed envelopes, and the wider population was publicised and promoted by LA colleagues and on social media. The response rate however is very low from which it is not possible to extrapolate with confidence to apply across the population to plan places. However, where there are small pockets of responses preferring Welsh medium provision and the LA will look into confirming whether these pupils can be accommodated under the current level of provision available. There are currently 82 users of pre-school places in Welsh language provision and there is capacity to accommodate more children should the need arise. The LA will continue over the next few years to promote Welsh medium and explore options to plan future provision i.e. dual medium.

Postal Survey – Target audience: parents with children under 2 years of age provided with FREEPOST addressed envelopes.

Numbers distributed	1320
Number returned completed	99
Number returned blank	13
Preferred education Welsh	3.5% (46 out of 1307)
Preferred education English	2.1% (28 out of 1307)
Preferred education not sure	1.6% (21 out of 1307)
No reply	92.7% (1212 out of 1307)
Preferred education Welsh postcode	CF46 5 (10) Treharris CF48 4 (9) Merthyr Vale/Aberfan/Troedyrhiw CF47 0 (8)Twynyrodyn

Online survey summary – available across MTCBC

Number returned completed	44
Number returned blank	n/a
Preferred education Welsh	32% (14)
Preferred education English	7% (3)
Preferred education not sure	61% (27)
Preferred education Welsh postcode	CF47 0 CF48 4 <u>Merthyr Vale/Aberfan/Troedyrhiw</u>

Supporting Statement

In previous years MTCBC had seen a falling pupil number and this had also affected the Welsh medium primary schools. However, having seen a fall in numbers on roll (pupils aged 4-11) from 630 in 1996 to the level of 562 (January 2015), this has increased to 711 as of the January PLASC figure for 2016. It is pleasing to note that there has been a gradual growth in figures over the past few years since both schools have moved to new larger premises. This has seen surplus places reduced to below 10%. The LA will continue to work closely with the two Welsh-medium primary schools in order to ensure that they remain fit for purpose. The LA has increased capacity at both schools to help promote growth.

Having re-calculated capacity across the all schools, the LA has identified additional classroom space within the two Welsh medium Primary schools. This has resulted in an increased capacity in Ysgol Santes Tudful from 390 to 420 and in Ysgol Rhyd y Grug from 210 to 260. This equates to 4.9% (20 pupils) of surplus spaces in Ysgol Santes Tudful and 15% (33 pupils) in Ysgol Rhyd y Grug. This is more in line with the LA's revised target of an increase of 55 pupils by 2021.

Planned Action

The authority will

- carry out annual pupil projection assessments and this will be used along with the survey of parental demand to inform future strategies;
- submit a proposal to use the grant for Reducing Class Sizes to build a classroom on the site of a Welsh Medium Primary school; this will increase capacity by 30 in Ysgol Santes Tydfil;
- review school capacity in order to plan for increased demand within schools eg use of porta cabins, Band C proposals, conversion of current English Medium provision to Welsh Medium. In addition the LA is planning for modifications within schools e.g. one room was previously being used for Music

has now been turned into a classroom at Ysgol Santes Tudful as of the start of the acadmic year 2017/18;

- apply for a 3 class extension at Ysgol Rhyd Y Grug (from the £30 million Welsh Government Grant), with plans for this to include a Welsh Medium LRB. This will increase capacity in the school for nursery and pre-nursery. The WM LRB will provide flexible specialist support to primary aged pupils across the Foundation Phase and Key Stage 2;
- as part of our Band B proposal the site of an English medium school will become available and this will be used in our submission proposals for the development of a new Welsh Medium primary school in the northern part of the county (to be applied for from the £30million Welsh Government Grant) with Early Years provision (applied for out of the £60million Welsh Government Grant). This will provide a third WM primary school with a capacity of 210 pupils and will include sufficient places for WM maintained nursery and pre-nursery provision. It will also provide space/facilities to co-locate after school and holikday childcare provision on the same site;
- bid for additional monies from the Capital Funding for Early Years Provision grant but the details of this have not yet been completed – the grant claim pro-forma and Terms and Conditions etc. have not yet been circulated. However, opportunities will be sought using this funding stream to increase the capacity of existing pre-nursery and nursery classes within schools if possible, as well as co-locating non-maintained REPs and/or Early Years Childcare providers within schools; and
- continue to identify how to stimulate growth.

This will provide capacity for increased demand in Welsh medium education in support of the Welsh Government's aims of securing one million Welsh speakers by 2050.

This will also take account the LDP which is currently out to consultation.

In addition the LA will

- promote the benefits of bilingualism when sharing information with all parents about applying for a place in Nursery and in Reception;
- hold workshops for parents about the benefits of bilingualism;
- set up focus groups with parents – including those who move from Welsh pre-school to English medium to identify barriers to going into Welsh medium Primary;
- set up focus groups with Welsh medium support groups to identify barriers and co-construct an action plan to stimulate demand and increase progression from pre-school through the primary education; and
- promote early years Welsh medium provision within English medium schools that have been ear marked for Band B projects.

School Name	Projected NOR for Jan 13 as reported in Jan 12	Actual NOR at Jan 2013	%age variance	Actual NOR at Jan 2015	Actual NOR at Jan 2016	Actual NOR at Jan 2017	Projected NOR at Jan 2018	Projected NOR at Jan 2019
Ysgol Rhyd Y Grug	146	140	-1.5%	180	204	221	231	245
Ysgol Santes Tudful	363	359	-0.9%	382	392	389	392	402
Total	509	499	-2.4%	562	586	610	623	647

Currently Welsh medium primary schools could accommodate up to 669 pupils.

1.2 Adopt systematic processes for measuring the demand for Welsh medium childcare and Welsh medium statutory educational provision.

Current Position

The Childcare Sufficiency Assessment (CSA) 2017-2022 provides an overview of the Early Years and Childcare provision in the MTCBC area establishing a bseline of provision. The CSA will enable;

- the measurement of the nature and extent of the need for, and supply of, childcare in Merthyr Tydfil;and
- the identification of gaps in the market and plans on how the Early Years and Childcare market in Merthty Tydfil will be supported to address these.

It was developed following extensive consultation with stakeholders and providers and 274 responses from families across the authority completing the childcare questionnaire. The information obtained was further complemented by a range of focus groups including one based around the supply and demand of Welsh medium childcare.

Existing Welsh Language and Bilingual provision in term time are already operating at close to, or in line with capacity and there is potential to look at identifying options for further provision in Welsh language provision as the ongoing marketing campaign and work of the authority funded Welsh Language Officer continues to have effect on take up of Welsh language/bilingual provision. Notwithstanding this general review it would be pertinent to investigate how any new options would address parental wishes for greater flexibility in the availability of provision, including in Welsh language and bilingual settings.

Although below the Wales average (9% v 19%) for all age groups, the capability to speak Welsh is much more pronounced amongst the 3-19 age group than older age groups in Merthyr and this could mean that there could be further increases in the demand for Welsh language provision at Early Years level as these groups become parents themselves. Thus 13% of 3-4 year olds in Merthyr speak Welsh, rising to 27% amongst 10-14 year olds.

Although not broken down by age group the 2011 Census figures also show that residents of Treharris and Cyfarthfa wards have the highest levels of reported Welsh speaking capability in Merthyr.

School headcount data illustrates that there are 971 children aged 2-11 who are receiving a Welsh medium, or English with Significant Welsh content education across 3 primary schools located in Merthyr Vale (2) and Town wards in Merthyr Tydfil.

Amongst Parents with dependent children aged over three years there are distinct differences in their ability to speak Welsh. As the table below shows this varies from 13.7% for parents of 3-4 year olds to 26.9% of 12-15 year olds.

Welsh Speaking Ability of Parents with Dependent Children by Age of Children, Merthyr Tydfil 2011

Age of dependent child	Total Number of Parents	Can speak Welsh	% Parents who can speak Welsh
All Parents with Children Aged 3 or Over	10,356	2,336	22.6
Child Aged 3 to 4	1,429	196	13.7
Child Aged 5 to 11	4,382	1,015	23.2
Child Aged 12 to 15	2,803	754	26.9
Child Aged 16 to 18	1,742	371	21.3

Source: 2011 Census, Crown Copyright

There are currently 82 users of places in welsh language provision and there is capacity to accommodate more children should the need arise.

Mudiad Meithrin restructured during 2015 and is more focused upon quality and driving up standards in each Clych Meithrin. The data in **Appendix 1** shows that that there are low transition figures by Clyhoedd Meithrin Cefn Coed and Twyncarmel.

However, there has been an increase in the actual numbers transferring from Cefn Coed. Twyncarmel receives a number of Flying Start children and therefore transport to Ysgol Santes Tudful is undoubtedly a factor.

In 2016-2017, one Flying Start funded Cylch Meithrin has been displaced from school premises due to increasing numbers within the school. The Cylch Meithrin is in temporary premises operating unregistered until suitable permamant premises can be identified. Once in alternative premises, and CSSIW registered, they can start offering Flying Start places, in the meantime families have been offered alternative Welsh medium pre-school provision in other communities.

Progress has included:

- Flying Start Capital (15-16) support to an unregistered Cylch Meithrin in order to acheive CSSIW registration and become a Flying Start approved provider, provider awaiting CSSIW registration (Zoar);
- Flying Start Capital funding (16-17) secured to upgrade the indoor and outdoor environment of a

Flying Start Cylch Meithrin (Twyn Carmel)

- Out of School Childcare Grant funding made available to a Welsh medium holiday club to offer free playcare sessions that has led to an increased take up of provision
- 1 additional Ti a Fi established in an area where there was no service previously (Gurnos)
- 1 Cylch Meithrin extended provision into afternoon sessions to meet with the growing demand from families (Treharris)
- 1 Cylch Meithrin received capital funding (14-15) to relocate to new premises and has become a Flying Start Approved Provider (15-16) Cylch Meithrin Treharris
- The Cylch Meithrin based at the Integrated Children's Centre has extended their services in response to parental demand
- Mudiad Meithrin employ a Language Officer funded by the Local Authority to offer Welsh Language support to pre-schools.

Further Action Taken

Through delivery of the CSA Action Plan the authority plans to ensure that more families who would like Welsh Language Childcare can find and use it by:

- responding to low transition rates from Cefn Coed by arranging transition meetings for the Cylch with the feeder Welsh medium primary;
- distributing information to parents about the benefits of Welsh medium education;
- providing information was also provided to leaders to enable them to speak more confidently with parents about their concerns around Welsh medium education;
- continuing to monitor the transition levels where low and provide support where possible;
- promoting existing Welsh language and bilingual provision and raise awareness that it is an available option;
- supporting existing Welsh and Bilingual Language provision to become more sustainable. Also support them to undertake market research to ascertain if they should expand and/or develop their service to better meet the needs of parents;
- supporting providers to undertake training and development to increase the level of Welsh Language used in existing settings;
- re-opening Zoar Hall in September to provide parents with another option for Welsh medium provision;
- as a result of the parental survey to determine the demand for Welsh medium education undertaken this year, the areas below were identified as areas where preference for Welsh medium education was of the highest;
- CF47 0 (8) Twynyrodyn
- CF46 5 (10) Treharris
- CF48 4 (9) Merthyr Vale/Aberfan/Troedyrhiw

Treharris has a Cylch Meithrin and currently the closest CSSIW registered Cylch Meithrin to Merthyr Vale/Aberfan/Troedyrhiw is Cylch Meithrin Pentrebach. There are also CIW registered Cylch Meithrin in Cefn Coed and Twyncarmel but none that are close to Twynyrodyn. However, it is worth noting that there a further Cylch Meithrin situated in Zoar has applied for registration with CIW and will open in September 2018. This provision will also seek to become a registered education provision during the next academic year. The Cylch Meithrin in Twyncarmel will also be seeking registration as a registered education provision.

Planned Action

Continue to work in partnership with Mudiad Meithrin and Cylch Meithrins to ensure the following targets are achieved.

- Respond to the recommendations identified in the Childcare Sufficiency Assessment 2017-22
- Continue to offer Welsh language support in all Early Years settings.
- Provide training for front line staff by Cefin Campbell of Spectrum in 2018 entitled "Dewis Da/Good Choice".
- Promote the new Welsh government initiative Cymraeg i Blant/Cymraeg for Kids and Share the "Begin their bilingual journey" guide to be published in early 2017 'Dechrau'r daith at ddwy iaith - Begin their bilingual journey' aims to provide clear and useful information for parents, share families' experiences of Welsh-medium education and beyond, and answer some of the most common questions raised by parents regarding Welsh-medium education.
- Support 1 existing Cylch Meithrin to become an approved Flying Start Provider in 2016-17 (Zoar)
- Support 1 existing Cylch Meithrin to identify suitable premises, register with CSSIW and start offering Flying Start places (Cylch Meithrin Aberfan)
- Work in partnership to support existing Ti a Fi's and develop any new Ti a Fi's in response to gaps in provision and parental demand.
- Support all Flying Start Core and Approved Cylch Meithrins to maximise take up.

- Identify if transport is a barrier to transferring to Welsh medium education once of statutory school age.
- Identify at least two Welsh language providers to review options for additional spaces and options for paid Welsh language school holiday provision as set out in the CSA action plan
- More flexibility for before, after school and weekends child care for Welsh medium provision
- A need for Welsh medium child minders has also been identified so discussions will be taking place as to how best to promote and address this need.

What provision is available for three-year-old children through the medium of Welsh and what are your plans for improving this situation?

Current Position

There are currently three registered non-maintained education providers offering part time funded 3 year old places in Merthyr Tydfil. One of these providers offers early years education through the medium of Welsh. It is a 26 place setting that opens mornings and afternoons. This setting works in partnership with the local Welsh-medium Primary School to offer a pick up service and wrap around provision. When the Welsh-medium Primary Schools only have an intake in September, the Cylch Meithrin are able to offer places for eligible 3 year old children in the Spring and Summer Terms. This setting is also an approved Flying Start provider.

Most Welsh Language childcare providers have vacancies; and some Welsh-medium providers intend to increase their number of Welsh language places. The authority will continue to monitor the supply and demand for Welsh-medium childcare provision and work strategically with partners to ensure that provision meets demand.

Merthyr Tydfil CBC in partnership with Mudiad Meithrin has funded a part-time Welsh Language Support Officer who is also working with English Medium settings to build staff confidence and ability with use of Welsh Language.

Planned Action

The authority will continue to develop co-operative arrangements with Mudiad Meithrin and will achieve this through;

- Supporting 1 existing Cylch Meithrin to progress with CSSIW registration
- Offer Advisory Teacher Support to the registered education provider to ensure high standards of teaching and learning Commission with Mudiad Meithrin to offer Welsh Language support to the sector
- The local authority in partnership with Mudiad Meithrin will continue to support and promote Ti a Fi groups in the community as a way of introducing early access to Welsh-medium services and to encourage take up of Cylch Meithrin provision.

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

Current Position

The authority has always had a detailed planned approach to reducing surplus places in all sectors including Welsh-medium education. Merthyr Tydfil County Borough Council has planned strategically for the improvement of its Welsh-medium school buildings to make them fit for purpose and to allow for future growth. Ysgol Santes Tudful has been re-located to new premises at a cost of £6.3m and Ysgol Rhyd y Grug has re-located to refurbished premises in Aberfan (£800,000).

The LA's 21st Century Schools Programme has been developed with due consideration given to the requirement to plan for sufficient Welsh Medium Education provision to meet the needs of the population over the short, medium and long-term.

The local authority has reconfigured classroom provision within the two Welsh Medium Primary schools to increase capacity in both schools and this will be formally included in our published Admission Arrangements on 1st October 2017 to take effect from the 2018/19 academic year onwards. Our planning of school places provides assurance that this capacity will be sufficient for projected demand for Welsh medium places over the period to 2024. Long-term increase for demand through promotion of WM education will be addressed in future iterations of the programme.

The local authority is focused on helping to stimulate demand for additional Welsh Medium primary education places through additional provision of early year's education and childcare places where possible and consequently consideration will be given to providing additional space for pre-nursery, nursery and childcare

places for 3 and 4 year olds through the 30 Hrs Childcare Offer capital grant.

The requirement to review and update targets and projections for the demand and supply of Welsh Medium education places is a core element of the local authority's planning of school places strategy and will continue to inform our planning for the 21st Century Schools Programme and as such consideration will be given to appropriate 21st Century Schools projects in both Band B and Bands C and D. There is also recognition within the programme of the expectations on local authorities to meet their duty to promote and develop welsh language provision including the promotion of welsh culture to help stimulate demand. This has been included in the development of the programme, as opportunities for colocation of welsh medium language provision (childcare or other promoting welsh culture) will be explored and encouraged in each project where demand exists. The aim is to develop a bilingual type ethos through Welsh- medium / Welsh Language provision within English-medium school sites.

Consequently, the local authority will consider opportunities as part of its Band B programme to include community space to be used for Welsh language provision such as a Cylch Meithrin. This would develop the inclusion of community groups that promote the Welsh language, culture and heritage. These opportunities will be considered as part of each project that is delivered through the programme. The location of this provision would be as a result of the current location of Welsh medium schools, so that the LA could introduce a Cylch Meithrin in a new area. This would allow for a further Welsh medium setting to be available in a different community. Following the introduction of this, further exploration would be undertaken in the possibility of establishing a Welsh- medium starter class within an English-medium school site by following a model of using surplus places. This would ensure a more meaningful option that the local community could consider. The success of this model would inform the development of future projects.

Further to this, there are links to the WG's Reducing Infant Class Sizes grant (revenue & capital) as one of the Welsh medium primary schools is a candidate school for both the revenue and capital grants. A proposal has been submitted to WG as part of this grant for the building of an additional classroom. This would further increase the capacity within the school. The LA is awaiting approval of this grant.

Planned Action

The total stock of welsh-medium schools within the County borough is fit for teaching and learning in the 21st century. All other school stock i.e. English medium primary/secondary, voluntary aided and special has a number of schools that require at least some investment to bring them up to these standards, in some cases the required investment would require a major capital investment. The authority will continue to work with schools and governors to ensure future needs are met, including increased capacity where needed. School building improvement in the Welsh-medium sector was prioritised prior to the development of the Welsh Assembly Government's 21st Century Schools Programme.

1.4 Ensure collaborative working through consortia.

How do you intend to co-ordinate elements of Welsh-medium provision through partnership working and regional consortia?

Current Position

At present Merthyr Tydfil County Borough Council is able to accommodate all requests for Welsh-medium primary school places within current provision and has a successful collaboration with RCT to provide Welsh-medium secondary places.

Planned Action

The Joint Education Service, Central South Consortium (CSC), continues to provide opportunities for our schools to work collaboratively through partnership working with schools in other authorities. A range of consortia continuous professional development events are offered to all schools such as the recent "Growing Aspirations" conference. Frequently these events lead to the formalisation of cross boundary professional learning communities. There is now representation on the Welsh Forum from Ysgol Rhydywaun (RCT)

- To continue to enable representation on the Welsh Forum from RCT in order to strengthen working practices

Have you considered working with neighbouring local authorities on planning Welsh-medium school places?

Current Position

There is a long-standing successful partnership with Rhondda Cynon Taff County Borough Council to provide Welsh-medium secondary school education to pupils from Merthyr Tydfil County Borough Council. The Central South Consortium manages the school improvement and advisory service for both authorities

Planned Action

The authority will continue to maintain these successful partnerships in order to improve outcomes for pupils and will explore opportunities for working collaboratively across the CSC. Welsh-medium secondary education

1.5 Increase the ability to take advantage of Welsh-medium provision through immersion education schemes & centres for latecomers

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

Current Position

Support for latecomers into Welsh Medium Provision other than at age 3 is in place through

- The programme to support teachers i.e. Athrawon Bro.
- The skills and expertise of the school staff in the two high performing Welsh Medium schools.
- The identification of funding from the Central South Consortium.

There have been two latecomers who applied for Welsh-medium education to date in 2016/17 within the County Borough, and all were placed in Welsh-medium education.

Latecomers		
	2015/16	2016/17
YRYG	38(4 latecomers)	37(1 latecomer)
YST	56 (8 latecomers)	62(1 latecomer)
All latecomers were placed in their first preference of school		

Planned Action

Merthyr Tydfil County Borough Council will provide support to assist latecomers to integrate according to demand and needs of individual schools and will produce a range of suitable materials to further support schools. The Central South Consortium is currently exploring opportunities to provide such provision on a regional basis.

1.6 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?

Current Position

In planning school places the authority monitors the pupil population trends, the demand for Welsh-medium education and the number of surplus places in schools in order to accurately forecast future demand. The authority has also enhanced the Welsh-medium building stock to ensure that any future increase in demand can be accommodated.

Planning of school places is evaluated twice during the school year and trends, locally and nationally are analysed. This practice has enabled sufficiency of places in all types of school across the County Borough.

Planned Action

The Welsh-medium Education Forum will evaluate the draft WESP and outcomes over the next three years.

What is the role of the Welsh-medium Education Forum within those processes?

The Welsh-medium Education Forum monitors the LA's Welsh in Education Strategic Plan (WESP) which details how the authority will achieve the national targets outlined in the Welsh Medium Education Strategy (WMES). The objectives of the group are to assess progress against the targets within the WESP and to ensure that the WESP:

- reflects the aims of the Welsh-Medium Education Strategy (WMES);
- demonstrates clear progress towards achieving the WMES targets;
- illustrate accountability for planning Welsh-medium and Welsh-language education provision.

The membership of the Welsh-medium Education Forum is: Local authority Councillor (Welsh Language); Chief Education Officer; Education Inclusion Manager; Early Years and Family Support Manager;

Headteacher of Welsh-medium primary schools; Headteacher of Welsh-medium feeder secondary school; Headteacher of English-medium primary school; Representative from Menter Iaith; Representative from Urdd Gobiach Cymru; Representative from Rhag; Representative from Mudiad Meithrin; Representative from the Partnership Board; Representative from Central South Consortium; Representative from LA Diversity Department; Governing body representatives from Welsh-medium primary schools and Merthyr Tydfil college. The group meets termly.

Further Action taken

A Task and Finish Group has been set up to look at ways of improving the content of the survey and to ensure that it reaches a wider audience.

Planned Action

To continue to work with partner agencies e.g. Early Years and Health to develop promotional material to raise the profile of bilingualism.

Consultation with stakeholders during the preparation of the WESP

Current Position

Stakeholders have been consulted as part of the consultation process. The draft document has also been circulated to School Governors and schools. Schools have also been asked to share the plan with their pupils. The Welsh-medium Education Forum has also considered and commented on the draft plan.

Consultation has extended to statutory consultees indicated in *Section 84 of the School Standards and Organisation (Wales) Act 2013*, and other consultees recommended within the *Welsh in Education Strategic Plans and Assessing Demand for Welsh-medium Education (Wales) Regulations 2013*.

Planned Action

The Welsh-medium Education Forum will continue to meet to assess progress against national targets and those within the WESP to ensure that the document remains up to date and relevant.

What is the link between those processes and the Children and Young People's Partnership?

Current Position

The vision for children and young people in Merthyr Tydfil, as identified in the *Single Integrated Plan 2013 – 17*, is to ensure:

"People in Merthyr Tydfil have the opportunity and aspiration to learn and develop their skills to maximise their potential".

Representation from the Welsh medium primary schools is always secured at the annual Student Conference to ensure that pupil voice is heard, so that it may influence planning. Pupil engagement is key to the Social Services and Wellbeing Act and as such a sub group of the Cwm Taf Safeguarding Board has been established to ensure that children and young people are made aware of the changes that affect them and are able to have their views heard.

Planned Action

The Education Service will continue to prioritise the agreed strategic priorities for change relevant to children and young people of all ages; to improve:

- attainment, qualifications and life skills;
- the social inclusion of disabled children and young people and their parents;
- emotional and mental health of children and young people;
- safety and wellbeing for the most vulnerable children and young people;
- health and wellbeing of all children and young people, particularly the sexual health of young people;
- children and young people's enjoyment, learning and social skills and increase physical activity through self-directed play and recreational activity;
- children's, young people's and their parents' influence over the services they receive and over services which are designed for them; and
- homeless young people's access to housing and support.

The Council and partners have made a commitment to foster bilingualism and look for new ways to promote the Welsh language and to ensure that where families and young people wish to receive a service through the medium of Welsh they are able to do so.

How do you intend that the authority's strategic education plans/documents reflect the aims of the

Welsh in Education Strategic Plan?

Current Position

There is a strong cohesion between strategic plans within the service and across the authority to ensure that strategic targets reflect the aims of the Welsh in Education Strategic Plan, for example MTCBC Welsh Language Strategy, MTCBC Focus on the Future Wellbeing Strategy, Childcare Sufficiency Assessment, Raising Standards Strategy, Wellbeing Strategy, School Organisation Plan and Admissions Policy.

Planned Action

This cohesion will be maintained across the authority's strategic plans to ensure consistency of delivery and outcomes, and good practice.

1.7 Provide information for parents/carers

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?

Current Position

Information to parents regarding Welsh-medium provision is provided in a number of ways including:

- The Family Information Service (FIS) provides accurate impartial information to parents/ carers of children and young people 0-19 years. This includes information on matters such as; early years, childcare, health, leisure, youth, sports, debt, drugs and alcohol.
- The FIS provides generic information to parents/ carers on the Foundation Phase and schools within the County Borough. The FIS works in partnership with Mudiad Methrin and the Twf Officer to help raise awareness of Welsh-medium provision.
- The MTCBC website.
- Schools are encouraged to provide information via their own websites.

One of the priorities identified in the CSA was to improve promotion and the availability of choices in the Welsh language and Welsh-medium provision. This priority has been reflected in the action plan.

Planned Action

- The authority will continue to provide up to date information to parents regarding Welsh-medium education. Parents will continue to receive information on all schools, including via the authority's website www.merthyr.gov.uk. School performance information is to be published on the authority's website.
- The LA will also look at ways that information on WME and bilingualism in general can be shared with a far more wide reaching audience i.e. via Health professionals to ensure that parents are aware of all of the options before they need to make any decisions with regards to a nursery or school.

Do you include information about provision that is in close proximity to your local authority but situated in a neighbouring local authority?

Information regarding Welsh-medium secondary education is provided to parents as part of the primary admissions process. The authority's Welsh-medium primary schools have close links with Ysgol Rhydywaun especially around curriculum development and transition.

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

The majority of pupils (98%) in Welsh-medium primary schools (62 out of 63 pupils) transferred to Welsh-medium secondary education in September 2016. **(Appendix 2)**

86 pupils transitioned from Welsh Medium primary schools to Welsh Medium secondary in 2017; it is projected that 78 will transition in 2018 and 86 in 2019.

First Language Welsh

Performance of pupils in Welsh as a first language is as follows:

KS3

In 2014 90.02% of pupils in RCT achieved level 5 or higher compared to 91.6% across the Central South Consortium and 90.07% across Wales.

In 2015 92.5% of pupils in RCT achieved level 5 or higher compared to 90.09% across Wales. This ranked up 11th.

KS4

In 2014 data shows that 70.02% of pupils who were entered for Welsh 1st language at GCSE obtained grades A*-C compared to 73% across Wales

For 2015 provisional data appears to show no change.

78% of pupils who entered Welsh literature at GCSE obtained A*-C in RCT compared to 75% across Wales

KS5

The number of pupils sitting Welsh first language is relatively small – in 2014 only 22 entered, the percentage achieving A*-C can vary but for 2014 was 50% compared to 81% nationally.

Second Language Welsh

Performance of pupils in Welsh as a second language is as follows:

KS3

74.8% of pupils in RCT achieved the expected level or above in Welsh second language compared to 70.84% across the Central South Consortium and 77.8% across Wales.

KS4 (provisional figures)

71.9% of pupils who sat Welsh second language full course achieved grade A*-C.

46.99% of pupils who sat Welsh second language short course achieved A*-C.

KS5

33 pupils sat 'A' level Welsh 2nd language with 64% achieving A*-C

School	2015		2016		2017	
	Number of Y9 pupils in 2015	Number entered full course	Number of Y9 pupils	Number entered full course	Number of Y9 pupils	Number entered full course
Afon Taf	116	36 (Option Subject) 44 pupils sat NVQ qualification	147	85/149 (Full Course) 56 pupils sat NVQ qualification	132	87/115 (Full Course) 27 pupils sat NVQ qualification
Bishop Hedley	92	14	102	15	96	96
Cyfarthfa High	236	63	221	51	221	205
Pen Y Dre	100	3	110	29	113	12

Each of the four secondary schools are targeting 80% of their Year 9 pupils for the full course Welsh GCSE.

Current Position

The rates of progression between non-maintained Welsh-medium childcare settings for children under 2 and maintained Welsh medium schools delivering the Foundation Phase have been as follows:

	2010/11	2011/12	2012/13	2013/14	2014/15
Rates of progression	53%	54%	63%	58.89%	59.74%

The data in **Appendix 2** shows that that there are low transition figures by Clyhoedd Meithrin Cefn Coed and Twyncarmel. However, there has been an increase in the actual numbers transferring from Cefn Coed.

The authority has examined the maximum distance that primary pupils would have to travel to the nearest Welsh-medium primary school and this is under 10 miles. This is well within the Welsh Government's

guidelines for travel for primary aged pupils and not thought to be a major influence in parental decision in selecting Welsh medium education. There are two Welsh medium primary schools in the authority and one offers full time nursery places and the other has a successful partnership with a non-maintained setting to each provide a part-time place. The authority considers that these arrangements would support parents wanting to send their child to Welsh medium education.

The authority continues to maintain effective rates of transfer between different maintained provision for different age groups. All pupils in Welsh medium maintained nursery provision transferred into Reception in Welsh-medium primary schools for September 2016. All pupils transferred to Key Stage 2 for September 2016.

Planned Action

The authority's Welsh medium schools and Meithrin will work closely together to improve transition arrangements.

What is the situation regarding the proportion of the curriculum offering a Welsh-medium subject teaching within Welsh medium 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?

Current Position

The entire curriculum is taught through the medium of Welsh in the authority's Welsh medium primary schools. Schools are monitored and receive support and appropriate challenge through the authority's school improvement officer and the Central South Consortium Joint Education Service.

Objectives

- Work with RCT to increase the percentage of Year 9 learners who are assessed in Welsh (First Language)
- The authority's Welsh medium schools and Meithrin will work closely together to improve transition arrangements.
- Raise the profile of Welsh medium education.
- 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.

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

Increasing the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh is a priority. The target for 2017/18 is for a 100% of pupils who are entered for these qualifications to achieve.

Year	Entries WFL	Number studying 5+ further L1 or L2 WM qualifications	% studying 5+ further L1 or L2 WM qualifications
2015/16	160	158	98.75
2016/17	153	153	100
2017/18	134	134	100

Year	Entries WFL	Number studying 2+ further L1 or L2 WM qualifications	% studying 2+ further L1 or L2 WM qualifications
2015/16	160	160	100
2016/17	154	154	100
2017/18	134	134	100

Pupil number transferring to Welsh medium secondary education in RCT from Merthyr Tydfil are as follows:

Summer	2014	2015	2016 estimate	2017 estimate	2018 estimate	2019 estimate
No of pupils transferring	61	62	63	86	78	86
Total pupils in school	989	979	1018	1020	1062	1092
Number of MTCBC pupils	383	365	424	443	459	484

In Rhondda Cynon Taf County Borough Council all of the learners study for five or more qualifications through

the medium of Welsh (100%). In 2010 the number of learners represented 19% of the cohort in the county but this has risen to 20% in 2011. 19.7% for the whole Year 11 cohort studied 5 or more qualifications through the medium of Welsh in 2012. In January 2015 15.2% (399 pupils of a cohort of 2628) of the Year 11 cohort studied 5 or more qualifications through the medium of Welsh.

RCT has experienced a slow decline in the number of learners studying through the medium of Welsh despite several enhancements to the curriculum offer. The attraction of the new facility in Bridgend has had an impact on these numbers and only 17% of the RCT cohort now follows qualifications through the medium of Welsh.

Rhondda Cynon Taf County Borough Council (RCTCBC) will be working with schools/consortia basis to enhance curricula opportunities and will continue to support the development of professional learning communities to meet the needs of the 14-19 curriculum.

All schools in RCTCBC meet the Learning and Skills Measure (2009). The Welsh medium schools fully meet these requirements through the medium of Welsh. All the Welsh-medium schools work together as a consortium/Cyfleoedd. They share courses, involve the colleges in Bridgend, Coleg y Cymoedd and Merthyr Tydfil for vocational courses such as construction, work based learning partners and outside providers who provide courses in Law, Dance and CACHE. This provision is monitored through the consortium and Careers Wales.

The majority of this provision is supported through core school funding but it is enhanced through the Annual Network Development Plan (ANDP) and Bilingual grant.

Future of grant funding unclear and a reduction could compromise the current level of provision

- Training is in place and the Welsh consortium is progressing under the new chair.
- Sustainability of collaborative courses and events is a major concern. Some are becoming embedded in the schools but others are at risk if the grants are reduced or removed.
- All schools now exceed the measure providing more choice than previously.

Outcome 4: More students aged 14-19 in study subjects through the medium of Welsh, in schools, colleges and work-based learning.

Increasing the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools.

		Number studying 2+ qualifications through WM	% studying 2+ qualifications through WM
2015/16	93	74	79.56
2016.17	85	70	82.35

4.1 Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools

In the past the College have struggled to recruit to their AS/A2 course but are keen to keep it going. Currently, 14 pupils have applied for September 2017. They have appointed a Bi-lingual Champion and have offered Refresher Training for pupils. They hope with an increase in the number of pupils taking the full course Welsh in the future, that there will be a corresponding rise in AS/A2 applications

4.2 Merthyr Tydfil CBC and RCT work as partners in the Welsh-medium network and the consortium to improve the delivery of Welsh-medium education.

Collaborative working is well established in the area and the benefits of choice and efficiency are understood and enjoyed by all. Collaborative working is also supported the ANDP which is administered through the Authorities. However, further opportunities for collaboration are to be explored via the CSC.

4.3 Gather analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships.

Pupil choice and need is collated by schools using questionnaires and information from careers surveys and learner voice. This information is matched to the existing provision in schools by the consortium group and agreed with the authority in November and March, in line with the WG planning policy. Any new provision required is considered within the consortium, alongside Labour Market Intelligence (LMI) and destination information, and where appropriate partnerships are established with Coleg Y Cymoedd, Bridgend College, Merthyr College and Work Based Learning Partners (WBLP). Service level agreements (SLAs) are put in

place to ensure quality and monitored by schools. The system is in a state of change at the moment with Careers Wales changing their role and WG improving LMI systems. Challenge – information sharing protocol, reliability of LMI.

Outcome 5: More students with advanced skills in Welsh

5.1 How do you intend to improve standards of literacy in Welsh? (See Appendix 4 for data)

Current Position

The Local Authority remains committed to the goal of raising standards in literacy across all schools and schools have the following aims:

- Adopting a focused approach to literacy and numeracy 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;
- Engaging the family and wider community and target resources to tackle the socio-economic disadvantages that are a barrier to raising standards.

In addition to the English medium resources and training all Welsh-medium schools have been provided with the phonic system Tric a Chlic. Additional support to Welsh-medium primary schools is received from the local authority, Joint Education Service Welsh System Leaders and Welsh in Education Officers.

The results of literacy tests carried out in Welsh medium schools are as follows:

Literacy Tests	MTCBC 2013/14	MTCBC 2014/15	MTCBC 2015/16
Pupils in Year 2 - percentage achieving standard score of 85 or above	73.0%	76.0%	93.8%
Pupils in Year 3 - percentage achieving standard score of 85 or above	70.0%	93.8%	73.9%
Pupils in Year 4 - percentage achieving standard score of 85 or above	63.0%	95.3%	87.7%
Pupils in Year 5 - percentage achieving standard score of 85 or above	78.0%	70.1%	85.1%
Pupils in Year 6 - percentage achieving standard score of 85 or above	58.0%	83.9%	86.6%

Planned Action

To continue to:

- 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 and respond to any initiatives promoted by the Welsh Government to develop pupils literacy skills;
- provide family support through parent workshops for literacy and numeracy; and
- provide additional support to schools through the Welsh System Leaders and Welsh in Education Officers.

5.2 Improve provision and standards of Welsh First Language

Current position

The percentage of learners at the end of the Foundation Phase who achieved at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium schools is as follows:

	2011	2012	2013	2014	2015	2016
Merthyr Tydfil CBC	95.80%	87.90%	88.50%	92.50%	92.10%	95.1%
Wales	90.90%	85.90%	86.70%	89.80%	91.30%	90.7%

The percentage of learners at the end of Key Stage 2 who reached at least Level 4 in teacher assessment in Welsh is noted in the table below. For the past three years there has been a continued upward trend in pupil attainment, consistently above national averages. These results are monitored on an annual basis by both the individual schools' link adviser and Welsh advisers.

Key Stage 2	2011	2012	2013	2014	2015	2016
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Merthyr Tydfil CBC	86.8%	87.7%	85.4%	96.9%	93.5%	95.5%
Wales	82.0%	84.0%	86.7%	88.1%	90.5%	90.8%

Planned Action

The Welsh System Leaders, Welsh in Education Officer responsible for Welsh First Language, with support from the Joint Education Service will continue to work with the authority's Welsh-medium primary schools and YG Rhydywaun to support the raising of standards in Welsh and literacy across the curriculum. Schools, through the LA's School Improvement Service, will continue to receive appropriate levels of challenge and support to raise attainment.

The Local Authority will continue to monitor and evaluate standards and the quality of provision through: analysis of school data; comparative data; Estyn inspection reports; school reviews with system leaders; and information received from the Joint Education Service and Central South Consortium.

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: [Rhaglen Gwella Athrawon](#) Ysgol Bro Morgannwg.

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.

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.

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.

5.3 Increase opportunities for learners of all ages to practise their Welsh outside the classroom

Current Position

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 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.

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.

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.

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.

All schools offer a range of extra-curricular activities to support opportunities to extend the use of the Welsh language. These activities are offered during the school and as twilight activities at the end of the school day. Many of the schools work closely with Urdd Gobaith Cymru in order to enhance their range of activities. Urdd Gobaith Cymru currently works with 17 schools across Merthyr. The Urdd is currently developing a second language project with Penydre High School as part of a national scheme with young people learning Welsh. Every Welsh-medium school offer pupils the chance to participate in a range of residential activities, these offer outstanding opportunities to practice the Welsh language outside the classroom.

Planned Action

The Welsh-medium Challenge Advisers and Welsh in Education Officers, responsible for Welsh First Language, with support from the Joint Education Service will continue to work with the authority's Welsh-medium primary schools to support the raising of standards in Welsh and literacy across the curriculum. This will include arrangements to continue to support a range of providers and initiatives in order to develop the use of Welsh outside the classroom.

Action taken and to be taken by the LA:

- Urdd Apprentice – MTCBC has co-funded an Apprentice with the Urdd to help deliver community activities, focussed mainly on, but not confined to, sport. The introduction of an Urdd apprenticeship into the Active Merthyr Team has strengthened the team's link with the two Welsh-medium primary schools as Active Merthyr support opportunities can now be offered bilingually. Both schools have engaged with new sport sessions. Sport is being used as a vehicle to promote the use of Welsh

language. It is the aim for these language skills to be further developed in secondary school.

- Private Sector Project – In Spring 2018, the LA aims to conduct a promotional initiative to the Private Sector within the County Borough. Working with partners, the LA will distribute Working Welsh merchandise to workplaces, as well as information regarding the benefits of Welsh language in the workplace.
- To develop Work Experience and Internship opportunities with local FA, HE and Secondary Schools, as well as through the careers and Placement service of the Coleg Cymraeg Cenedlaethol. The LA has already started this work in the Summer of 2017, and the first internee has already been identified for a potential placement from Aberystwyth University into the Economic Regeneration team.

5.4 Improve provision and standards of Welsh Second Language

Percentage of learners at the end of Key Stage 4 who achieve Level 2 threshold in GCSE Welsh Second Language Short Course are noted in the table below:

	2011	2012	2013	2014	2015	2016
Merthyr Tydfil CBC	48.2%	47.4%	57.6%	45.6%	51.1%	48.9%
Wales	47%%	50%	50%	52.3%	50.9%	NA

Current Position

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 was:

	2011	2012	2013	2014	2015	2016
Key Stage 2 Level 4+	34.2%	52.5%	58.2%	64.0%	68%	74.6%
Wales	51.4%	61.6%	67.7%	73.1%	76.1%	77.9%

This reflects greater confidence in teachers' own ability to monitor and challenge pupils' progress in Welsh second language.

All secondary school clusters have been monitored in the summer 2013 by the Welsh Adviser. A programme of support from the Consortium's System Leader for Welsh and Welsh in Education Officer is in place for 2013-14. Evidence gathered indicates an improvement in good practice across most schools and a developing awareness of the importance of lanaguage planning.

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 be below the national average and this is closely monitored by the Welsh adviser and schools are challenged to further raise standards as part of the Local Authority's support and monitoring procedures.

Level 5+	2011	2012	2013	2014	2015	2016
Merthyr Tydfil CBC	51.6%	62.4%	69.9%	78.6%	84.4%	85.6%
Wales	64.6%	68.2%	73.3%	77.8%	81.2%	81.9

The percentage of learners at the end of Key Stage 4 who achieve Level 2 threshold in GCSE Welsh Second Language Full Course are noted in the table below:

	2011	2012	2013	2014	2015	2016 (target)
Merthyr Tydfil CBC	83%	91.5%	77.11%	84.2%	89.9%	90.2%
Wales	71.6%	74%	77%	76.5%	71.1	

Percentage of learners at the end of Key Stage 4 who achieve Level 2 threshold in GCSE Welsh Second Language Short Course are noted in the table below:

	2011	2012	2013	2014	2015	2016 (target)
Merthyr Tydfil CBC	48.2%	47.4%	57.6%	45.6%	51.1%	56.1%
Wales	47%%	50%	50%	52.3%	50.9%	

The number of learners who sit Welsh Second Language examinations are outlined in the table below:						
	2011	2012	2013	2014	2015	2016
Entries for GCSE Welsh Second Language Short course	658	670	695	612	614	614
Percentage of cohort (short course)	257	304	295	366	350	350
Entries for GCSE Welsh Second Language Full course	39.1%	45.4%	42.14%	59.8%	56.8%	43.1%
Percentage of cohort (full course)	86	71	83	95	99	99
Entries for NVQ certificate in Welsh	13.1%	10.6%	11.9%	15.5%	16.1%	28.1%
Percentage of cohort					62	10
Pupils who did not sit external examination in Welsh Second Language					10%	10
Percentage of cohort who sat no external examination in Welsh	315	295	317	151	105	
	47.87%	44.03%	45.61%	24.7%	17.0%	17.0%

Both Welsh Medium primary schools have engaged with the Welsh language charter.

Planned Action

The Welsh-medium Challenge Advisers and Welsh in Education Officers will continue to work with the authority's English-medium schools to support the raising of standards in Welsh and literacy across the curriculum. Schools, through the LA's School Improvement Service will continue to receive curriculum support to raise levels of attainment. Schools will have access to a comprehensive training programme for staff to enable them to deliver National Curriculum programmes of study in order to respond to initiatives promoted by the Welsh Government to further raise standards.

The Local Authority's School Improvement Service will continue to monitor and evaluate standards and the quality of provision through: school reviews and visits; analysis of school data; comparative data; Estyn inspection reports; and information received from the authority's Self Evaluation Report and key officers.

Merthyr Tydfil County Borough Council will 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 through the Welsh in Education Officers and schools will work to increase the percentage of pupils undertaking Welsh Second Language GCSEs. The percentage of pupils entered for GCSE Welsh Second Language (full course, short course and NVQ) has risen from 55.97% (2012) to 83.0%. In 2015 the number of pupils taking these courses increased by 46 pupils compared to 2014 entries.

The CSC will be investing into a KS2/3 transition project originally planned for the Pen-y-Dre cluster, but now has been offered across all clusters in terms of developing Welsh Language transition. The investment is worth up to £20,000 (5k per cluster). The aim of the project is to develop an effective transition programme from KS2 to KS3 with an emphasis of continuity of language skills and improved outcomes. This will ensure that all Secondary schools are aware of the Welsh skills that pupils have received and will be able to build a continuum in order to make sure that the development skills continues effectively as soon as the pupils enter Year 7.

The Merthyr WM hub Partnership will continue in 2017/18 providing support for the development of Welsh language in the FP and KS2.

Provision and standards for Welsh second language at Key Stage 4 will continue to be evaluated and effective practice disseminated. Support, if required, will be provided by the Welsh System Leaders and Welsh in Education Officers.

5.5 Increase opportunities for learners of all ages to practise their Welsh outside the classroom

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.

The authority has for the past three years invested in the development of the incidental use of Welsh in English-medium schools. A Welsh Language Development Toolkit, based on schools needs, is in place and has been shared with both primary and secondary schools across the County Borough.

The Welsh System Leaders work closely with schools to further raise the profile of the Welsh Language. In addition Welsh in Education Officers (Athrawon Bro) advise schools:

- showing teachers on how to take opportunities to use everyday Welsh during exemplar lessons in primary schools;
- Encourage the Helpwr Heddiw strategy, with pupils being given responsibility for giving instructions and commands to their peers through the medium of Welsh;
- Provide input into Foundation Phase courses on Welsh language development;
- Produced Everyday Welsh document showing progressive banks of language for use in schools (copy on wikispace);
- Provided a bank of Welsh signs for use on displays (copy on wikispace);
- Provided training for teachers (intensive Welsh courses); and
- Provided training for LSAs (intensive Welsh courses).

Planned Action

To continue to support a range of providers and initiatives in order to develop the use of Welsh outside the classroom.

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

The authority has a successful and mutually beneficial partnership with Rhondda Cynon Taf CBC to provide Welsh-medium secondary education.

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. Improving provision and standards in Welsh First Language.

Key Stage 4

Year	Entries WFL	Number studying 5+ further L1 or L2 WM qualifications	% studying 5+ further L1 or L2 WM qualifications
2015/16	157	105	66.88

Year	Entries WFL	Number studying 2+ further L1 or L2 WM qualifications	% studying 2+ further L1 or L2 WM qualifications
2015/16	157	137	87.26

Total A Level Welsh first language (WFL) entries as a percentage of GCSE WFL entries two years earlier.

WFL GCSE Entries 2014	WFL A Level Entries 2016	%	WFL A Level Entries 2016	%
172	8	2.91	7	tbc

Approximately three per cent of the learners at The College, Merthyr Tydfil, 89 full and part time are first language Welsh speakers. The College offers the second language AS/A Level Welsh programme.

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

- Improve Welsh medium Additional Learning Needs provision (ALN)

Current Position

There is an annual review of needs for specialist provision which takes account of the needs in Welsh medium schools. The authority will continue to monitor the demand via the number of pupils whom the Educational Child Psychologists recommend as needing a specialist provision, which continues to be a small number.

As a result of the annual review of needs, additional services have been made available through the medium of Welsh through targeted appointment of new staff. Currently the LA offers a range of services in Welsh for pupils with ALN. This includes:

- Educational Psychology Services
- 1:1 LSA support
- Language Support
- Hearing Impaired support
- Statementing and Annual Review support for parents
- Basic Skills (literacy and numeracy) assessments
- Support for teachers for development and review of Individual Education Plans
- EOTAS / PRU pastoral support and curriculum delivery
- Special / Home tuition
- Support for transition into KS3
- Support for families of pupils transitioning into Special School
- Transition support between Welsh-medium pre-school and primary school
- Parent Information leaflets
- Support for SENCOs and SENCO Training and Forum Events
- Translation services
- Careers Guidance

Planned Action

The ALN Team will continue to assess the need for specialist Welsh language provision.

How does your authority appraise demand for Welsh Language ALN provision?

Current Position

The LA has regard for the Special Educational Needs Code of Practice for Wales and seeks to meet the special educational needs of all of its pupils, including those pupils who are bilingual and/or studying through the medium of Welsh. Where a pupil has significant learning difficulties, requiring placement in a special school, the LA undertakes an assessment under the 1996 Education Act to determine the pupil's level of need. Where communication is a major part of the pupil's learning difficulties, alternative communication systems are recommended eg signing, Makaton, and these would be applicable to both Welsh and English medium schools.

Pupils in Greenfield Special School follow the national curriculum and would therefore receive Welsh language teaching but no pupil currently receives assessment through the medium of Welsh. A Welsh in Education Officer (Athrawes Fro) is responsible for supporting the development of Welsh Second Language within an ALN context at Greenfield School. Recent reviews have indicated the high quality of Welsh language teaching and regular and extensive use of incidental Welsh throughout the curriculum at all ages. Greenfield School has established links with Ysgol Rhyd y Grug in order that the Welsh language can be maintained for those pupils who may have been previously educated through the medium of Welsh. This link also supports the development of curriculum opportunities for second language Welsh.

If a pupil was excluded from school and required home tuition, or if home tuition was to be provided on medical grounds, the materials for teaching a child at home are provided through the school which the child has attended. If the child has attended Welsh medium school he/she would have access to the same materials as he/she has in school. A number of home tutors are able to teach through the medium of Welsh.

Current data held indicates that the number of pupils and families requiring Welsh medium support for ALN is small, and is clustered entirely within pupils attending the two Welsh medium primary schools within the Local Authority.

Planned Action

The authority will continue to work with schools and partners to promote and improve Welsh medium ALN provision.

In which way does your authority liaise with parents to assess the need for Welsh Language ALN provision?

Current Position

Within the ALN team, one ALN advisory teacher, the Core Curriculum Manager for EOTAS, and one Senior Educational Psychologist are first language Welsh speakers.

There are Welsh speaking members of the LA's Special Needs Service (within the joint Educational Psychology Service with Rhondda Cynon Taff).

The professional staff can contribute to the assessment of the special educational needs of children through the medium of Welsh, in line with their professional roles and responsibilities and the special educational needs Code of Practice, and then offer advice, guidance and support in delivering appropriate special educational provision. Educational Psychology, School Counselling, Careers Guidance, ALN Team Advisory support are all services supported through the medium of Welsh.

The process of drawing up an ALN Statement, documentation including a Parents / Carer Guide is available in Welsh, English or bilingually. The ALN Code of Practice is also available in English and Welsh, and all Statements of ALN can be provided in Welsh, English or bilingually.

All surveys to parents, information leaflets and toolkits are available in Welsh on demand, and translation services are made available for all documentation as requested. Parents are able to ring the ALN team and speak to an Advisory Teacher through the medium of Welsh to discuss and resolve any issues that arise on a day-to-day basis.

Planned Action

The authority will continue to monitor outcomes of the statementing and support services.

Outline the plans you have for developing enhanced Welsh Language ALN provision on a collaborative basis with other local authorities/at consortium level.

Current Position

As outlined above the authority operates a very successful and well-respected collaborative service with RCT. Schools recognise the improved service and outcomes as a result of this shared service. Within MTCBC's ALN services there has also been an increase in the number of first-language speakers.

Planned Action

The potential for collaboration is to be explored by the Inclusion Group for the Central South Consortium. The Inclusion Manager will lead on this for the authority.

The authority will continue to monitor outcomes of the collaborative service and seek ways to improve the outcomes for pupils with additional learning needs.

Outcome 7: Workforce planning and continuing professional development.

7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh medium education

Current Position

Merthyr Tydfil County Borough Council has had no recruitment difficulties and recently appointed a new Headteacher in one of the Welsh medium primary schools. At the start of the Autumn Term 2016 there were no Welsh medium teacher vacancies in primary schools nor Welsh Second Language teacher vacancies in secondary schools. There were also no non-teaching vacancies. Applications can be made in Welsh. HLTA training through the medium of Welsh is available via Welsh Government.

The consortium is 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 to secure sufficient leadership capacity in the future; failure to attract sufficient numbers to headship is a particular concern in the Welsh medium sector.

Numbers that have attended the Welsh language Sabbatical training are as follows:

Niferoedd wedi cwblhau cwrs CS Medi 2005 - Gorffennaf 2017

Consortiwm	Awdurdod Lleol	Mynediad	Sylfaen	Uwch	Uwch i Gynorthwywyr
		Cynorthwywyr dysgu - ysgolion cynradd cyfrwng Saesneg	Athrawon ysgolion cynradd cyfrwng Saesneg		Cynorthwywyr dysgu - ysgolion cynradd cyfrwng Cymraeg
CSC	Penybont	7	7		1
	Rhondda Cynon Taf	13	17	4	11
	Merthyr	3	1	1	3
	Bro Morgannwg	6	7	4	
	Caerdydd	28	18	25	5

Cofrestriadau ar gyfer cyrsiau CS 2017/18

		Mynediad	Sylfaen	Uwch	Uwch i Gynorthwywyr
CSC	Penybont	1	1		
	Rhondda Cynon Taf				
	Merthyr				
	Bro Morgannwg	3	2		
	Caerdydd	10	7		

Just to confirm we will be investing into a KS2/3 transition project with the Pen y Dre cluster. We hope that Mark's enthusiasm will become infectious and this will be a success. Esther Thomas and Emma Davies from my Welsh team will be leading on this. The investment is worth up to £15 000.

Merthyr Partnership will continue this year providing support for the Welsh language.

Both Welsh medium schools have engaged with the Welsh language charter.

Planned Action

The authority will continue to monitor recruitment across all sectors.

There are no Headteachers vacancies within the Welsh medium sector. However, in the event of a Headteacher vacancy, the LA would work closely with governing bodies to address any difficulties in recruiting a suitable replacement. Governors are given appropriate training and support from Governor Support, School Improvement and Joint Education Service staff to enable them to deal with recruitment responsibilities.

The authority supports Governing Bodies of all schools when new staff are appointed working in close collaboration with HR services and the Central South Consortium to support all senior leadership appointments.

Merthyr Tydfil County Borough Council encourages personal development of skilled teachers and supports NPQH studies and development for appropriate staff. Good teaching practice is identified in all sectors and opportunities for developing and sharing best practice are being formalised as part of the authority's drive on improving standards of teaching and learning. This has taken the format of school-to-school support.

7.2 Improve practitioners' linguistic skills.

Schools are increasingly moving to 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.

Practitioner support is offered by programmes such as:

- Rhaglen Gwella Athrawon

- Assessment for Learning in Welsh Second Language Lesson
- 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
- Developing Reading at KS3

Linguistic/other training is also offered:

- Network for Welsh Second Language Coordinators (Primary)
- Intensive Welsh Language Training (Basic Level) 2 days (delivered twice this year)
- Intensive Welsh Language Training (Intermediate Level)

Leadership programmes for aspiring and experienced headteachers have 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 Welsh medium practitioners have attended the IoE provision.

Current Position

The Education Improvement Grant (EIG) is deployed to support the achievement of the targets set within the WESP, namely:

- 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;
- raising standards in both pupils' and teachers' Welsh language skills through both LA initiatives and professional learning communities.

Planned Action

It is expected that the outputs of activities supported by the EIG to include the following:

- 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 their ability to teach Welsh (first and second language) to the full range of learners in their classes.
- teachers will use assessment to identify under-attaining and under-achieving pupils in Welsh-medium literacy and plan effective interventions to support these pupils.
- 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

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?

Current Position

The Central South Consortium audits the Welsh Language skills of teachers through its categorisation of schools completed by the Welsh in Education Officers. The ongoing review of the linguistic characteristics of schools contributes to the work of the Central South Welsh in Education team work. The intention of the review is to collect consistent information at a national level in order to improve the planning and targeting of training programmes and support in the future. The review included the following practitioners: Teachers and teaching assistants in primary schools (Welsh and English medium).

A questionnaire, which included language skills level descriptors, was prepared for the review in order to collect information about the Welsh language skills of practitioners as well as their training needs. Headteachers 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 Central South Consortium.

Planned Action

The authority will continue to monitor and evaluate standards and the quality of provision in schools. In conjunction with the Central South Consortium the local authority will ensure that the EIG is used effectively

and to maintain sufficient Welsh in Education Officers to provide specific training and mentoring support for teachers in Welsh-medium primary schools, to improve methodology.

Welsh in Education Officers will

- work in partnership in order to raise standards in Welsh (first language) learning and teaching in the authority's Welsh medium primary schools;
- provide a scheduled programme of curriculum support and challenge for targeted schools in order to further develop practitioners' skills and increase schools' capacity to deliver high quality Welsh medium literacy teaching and learning;
- 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);
- 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 Welsh language / Welsh medium literacy learning and teaching methodologies across the curriculum;
- strengthen language continuity across and between key stages (Foundation Phase / KS2 / KS3 / KS4) through the promotion of transition arrangements;
- provide mentoring for practitioners who have completed Sabbatical Scheme language training courses;
- support schools in developing the reliability and validity of teacher assessment through the sharing of best practice in cluster moderation work; and
- support schools in promoting learners' use of the Welsh language outside the classroom.

The Central South Consortium Joint Education Service (CSCJES) will continue to provide linguistic support through a training programme which is provided by school based hubs at key stages 3 and 4 and through targeted programmes for primary teachers which include visits to a primary Welsh Second Language Hubs in relation to oracy.

Welsh second language - Primary

- Intensive Welsh language skills development/methodology for practitioners
- 2 day courses for aspects of language development and pedagogy, 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 visits by Welsh in Education Officers to provide additional strategic support to schools
- Targeting individual schools to support the use of the Welsh Government Sabbatical for individual teachers

Criteria for targeting schools to attend Welsh language courses:

- Welsh in Education Officers' baseline assessments
- KS2 Welsh second language teacher assessment results
- ESTYN inspection reports
- Individual school requests
- 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

Welsh second language - Secondary provided by Welsh-medium hub schools

- Welsh language skills development for practitioners (Gloyw 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 development of HWB
- Welsh language development/bilingualism across the curriculum (package)
- The role and responsibilities of the Welsh second language curriculum leader

Through the Central South Consortium further focussed support will be made available to targetted schools based on pupil performance and staff language skills. The aim is to continue to provide quality provision by the Welsh in Education Officers in order to support nursery, primary and secondary teachers in Merthyr Tydfil County Borough Council.

How will you identify needs for improved training in methodology for those teaching in Welsh-medium schools?

Planned Action

To identify the needs for training in methodology for those teaching in Welsh medium schools the LA will continue to monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports and information received from the CSCJES.

The LA, in conjunction with Central South Consortium Joint Education Service (CSCJES), plan the strategic use of the Welsh in Education Grant (WEG) 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:

- 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.

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?

Current Provision

The 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

Planned Action

The Welsh in Education Officers are line managed by a senior strategic adviser for primaries. The aims of this team are to:

- 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.

The Welsh Challenge Advisers consult and work closely with the Sabbatical team. All schools have been notified of this opportunity and to date two secondary teachers have attended the Sabbatical course and are now teaching Welsh as a second language.

The following grid notes the number of practitioners that have attended Welsh Language courses as part of their induction and early professional development during the 2015/16 academic year.

	Primary	Secondary	Total
Attendees	3	0	3

According to needs identified by schools, courses for primary and secondary teachers in Welsh first language are required to support the development of their Welsh language skills. Activities are provided by the CSC which schools will be able to access via delegated WEG funds:

Welsh first language – Primary/Secondary

- 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 (*Gloyw Iaith*)
- 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

The authority will continue 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.

How will you use the CPD programme to drive up standards in literacy/dual literacy?

Planned Action

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.

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 strategic lead 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.

The CSCJES includes 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.

The LA and CSCJES will continue to evolve and develop the current service so that it can:

- 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; and
- report on pupil standards and school provision.

CSCJES provision will also ensure that additional support can be targeted appropriately, based on:

- pupils' standards of achievement;
- classroom practitioners' language skills;
- the presence of Newly Qualified Teachers (NQTs) and new subject leaders;
- effectiveness of planning of provision for Welsh; and
- KS2-3 transition and the sharing of data.

The CSCJES strategic lead for Welsh will monitor, evaluate and report on the support provided by the Welsh in Education Team.

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?

How many practitioners have attended Welsh-language courses as part of their induction/Early Professional Development?

Current Performance

The LA has always worked closely with the Welsh Government's Welsh-language Sabbatical Scheme administrators to target teachers and teaching assistants in Merthyr Tydfil'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.

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.

Planned Action

The LA and schools will continue to support teachers who wish to attend the sabbatical training programme. The Welsh in Education Officers at CSCJES 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.

How many practitioners have attended Welsh-language courses as part of their induction/Early Professional Development?

Current Performance

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 2015-16 financial year:

	Primary	
MTCBC	1st language	2nd language
Attendees	10	3

Planned Action

CSCJES will continue to make appropriate training available to support NQT and EPD teachers.

7.3 Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework

The five local authorities that make up the Central South Consortium have agreed a school improvement model based on school-to-school support.

The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop a school improvement service that challenges and supports schools in their work to raise standards and enables the local authorities to deliver their statutory responsibilities. The region has developed the Central South Wales Challenge (CSWC).

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:

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.

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

How many teaching assistants have attended the authority's Welsh-language courses?

Current Performance

The following table outlines the number of learning support assistants and teaching assistants that have attended Welsh language courses organised by the CSC as part of their continuous professional development during the 2015-16 financial year:

Planned Action

CSCJES will continue to make appropriate training available to support LSAs and TAs.

How many Professional Learning Communities are giving consideration to the improvement in Welsh (First and Second Language) and to Welsh-medium/bilingual methodologies?

Current Performance

The Welsh element of the LA's literacy strategy has worked closely to embed elements of good practice in targeted primary schools and these schools have worked collaboratively in order to learn from one another and develop their own practice. Cluster working in English medium schools has led to much greater collaboration than previously, focusing on elements of good practice linked to assessment of pupils' work thereby leading to improved continuity and progression between primary and secondary sectors.

Planned Action

EIG funding will 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.

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?

Current Performance

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. The CPD programme incorporates the School Effectiveness Framework by focusing on:

- raising 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;
- growing aspirations for all pupils; and
- raising standards in teachers' Welsh language skills through both LA initiatives and professional learning communities.

Planned Action

The continued development of CSCJES will 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.

The deployment of the Education Improvement Grant (EIG) will be planned strategically on a consortium wide basis in order to support the achievement of the targets set within the Welsh in Education Strategic Plan, namely:

- improved standards of teaching (as measured by Estyn inspection reports and schools' self-evaluation reports) leading to an improvement in the levels of achievement of learners both in Welsh first language and Welsh second language across all key stages;
- an increase in the number of learners receiving their education through the medium of Welsh at both primary and secondary level, as measured by the percentage of pupils in years 2, 6 and 9 assessed in Welsh first language. This will lead to an increase in the number of learners studying for both general and vocational qualifications through the medium of Welsh as measured by public examination entries; and
- an improvement in the number of learners developing their Welsh language skills in English medium schools, as measured by the percentage of pupils in years 6 and 9 assessed in Welsh second language, along with an increase in the numbers of learners following the GCSE full course of study or similar.

It is expected that the outputs of activities supported by the EIG to include the following:

- 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 the annual School Effectiveness Framework (SEF), self-evaluation reports and Estyn inspection framework.
- Teachers across all phases of learning will be confident in their ability to teach Welsh (first and second language) to the full range of learners in their classes.

- Teachers will use assessment to identify under-attaining and under-achieving pupils in Welsh-medium literacy and plan effective interventions to support these pupils.
- 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.

Supporting Statement

Merthyr Tydfil County Borough Council has made a significant investment in Welsh medium school buildings and has improved accommodation and play facilities; enhanced resources within the schools; and developed community and nursery facilities in both sites. It is gratifying that numbers in Welsh medium primary schools are beginning to show signs of growth.

The authority reiterates its continuing strong commitment and support for Welsh medium education within the County Borough and with our partners on progressing the Welsh Government's vision for an education and training system that responds to local needs and which meets local demand.

The authority will continue to work closely with parents, schools and partners to provide opportunities for all pupils to learn Welsh as a first or second language and to benefit from the culture and history of Wales, including:

- raising awareness about Welsh-medium education, offering choices to parents where relevant;
- improving progression rates by using the linguistic progression guide;
- offering training to practitioners to improve Welsh language skills; and
- working with partners to improve standards and outcomes.

Appendix 1: Number and percentage of pupils attending non-maintained Welsh-medium settings and funded non-maintained Welsh-medium settings which provide the Foundation Phase who transfer to Welsh-medium/bilingual schools

Name of Cylch Meithrin non-main-tained Welsh-medium childcare setting	Name of funded non-maintained Welsh medium setting (Cylch Meithrin)	Number of places available provided by the setting	Number transferred to Welsh-medium education	Percentage of pupils transferring to Welsh-medium schools	Number transferred to Welsh-medium education	Percentage of pupils transferring to Welsh-medium schools
			2013-2014		2014-15	
	Aberfan		11	100.00%	10	100.00%
	Beddllwynog		-	-	-	-
	Cefn Coed		1	6.00%	0	0.00%
	Pentrebach		26	84.00%	19	82.61%
	Soar		5	63.00%	2	50.00%
	Treharris		6	75.00%	7	87.50%
	Twyncarmel		4	27.00%	8	50.00%
TOTAL			53	58.89%	46	59.74%

County	Centre Name	Number who transferred to Welsh education 2016-15	% Who transferred to Welsh education	Comments
Merthyr	Aberfan	15	100%	
Merthyr	Cefn Coed	3	37.5%	Positive growth recorded in transfers this year, but still much work to be done. The level of Welsh used in the centre has improved as well.
Merthyr	Pentrebach	21	84%	
Merthyr	Soar	7	46.67%	Positive growth in transfers this year, but still much work to be done
Merthyr	Treharris	6	100%	
Merthyr	Twyncarmel	5	23.81%	Mixed centre, those on Flying Start and those who pay. Lack of transport to local Welsh school, Santes Tydfil, is a factor.

County	Cylch/ Centre Name	Number who transferred to Welsh Education 2016-17	% who transferred to Welsh Education	Comments
Merthyr	Aberfan	5	100%	On the school site and good relationship with the school
Merthyr	Cefn Coed	6	46.15%	Positive progress was noted in this year's continuity compared to last year; promotion to be continued and further improve required around the standard of language in the Cylch.
Merthyr	Pentrebach	12	66.67%	
Merthyr	Soar			Cylch closed on 28/2/17

Merthyr	Treharris	9	90%	Good relationship with the school. Staff are excellent in terms of speaking to parents and promoting Welsh language.
Merthyr	Twyn Carmel	8	42.11%	The Cylch has a mix of Flying Start children and those who pay.

Appendix 2: Number and percentage of pupils in Welsh-medium primary schools transferring to Welsh-medium secondary schools

Total number of pupils in Welsh-medium and bilingual primary schools (July 2013)	Total number of pupils transferring to Welsh-medium/bilingual secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
499 (July 2013)	47	97.92% (1 pupil moved out of county)
532 (July 2014)	61	95.31% (3 pupils went to private school)
562 (July 2015)	62	98.41% (1 pupil did not transfer to Welsh medium secondary school)
711 (July 2016)	63 (51 from YST and 18 from YRYG)	88.24%- YST 100%- YRYG 98% of the total Year 6 population.
735 (July 2017)	86	100% YST 100%YRYG
July 2018	78 (est)	
July 20189	86 (est)	

Appendix 3: Attainment and performance in Welsh Second Language

Year: 2012/13

Key Stage 2

	Academic Year	Number of pupils	Percentage of pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2 (figures include Greenfield Special School)	2013	476	77.65%	58.2%
	2014	487	83.10%	64.0%
	2015	384	61.24%	68.0%
	2016	503	81.26%	74.6%

Key Stage 3

	Academic Year	Number of pupils	Percentage of pupils	Percentage achieving Level 5
Teacher assessment in Welsh Second Language at the end of Key Stage 3 (figures include Greenfield Special School)	2013	627	100%	69.9%
	2014	622	100%	78.6%
	2015	569	100%	84.4%
	2016	577	100%	85.6%

Appendix 4: Information to support the text in Outcome 5:

The percentage of learners at the end of **Key Stage 2** who reached at least Level 4 in teacher assessment in Welsh is noted in the table below:

	2011	2012	2013	2014	2015	2016
Key Stage 2 Level 4+	86.8%	87.7%	85.4%	96.9%	93.5%	95.5%

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 was:

	2011	2012	2013	2014	2015	2016
Key Stage 2 Level 4+	34.2%	52.5%	58.2%	64.0%	68.0%	74.6%

The percentage of learners the end of **Key Stage 3** who reach at least Level 5 in the teacher assessment of Welsh Second Language was:

Level 5+	2011	2012	2013	2014	2015	2016
Merthyr Tydfil CBC	51.6%	62.4%	69.9%	78.6%	84.4%	85.6%

The percentage of learners at the end of Key Stage 4 who achieve Level 2 threshold in GCSE Welsh Second Language Full Course are noted in the table below:

	2011	2012	2013	2014	2015	2016
Merthyr Tydfil CBC	83%	91.5%	77.11%	84.2%	89.9%	86.4%

Percentage of learners at the end of Key Stage 4 who achieve Level 2 threshold in GCSE Welsh Second Language Short Course are noted in the table below:

	2011	2012	2013	2014	2015	2016
Merthyr Tydfil CBC	48.2%	47.4%	57.6%	45.6%	51.1%	48.9%

The number of learners who sit Welsh Second Language examinations are outlined in the table below:


	2011	2012	2013	2014	2015	2016
Cohort	658	670	695	612	614	614
Entries for GCSE Welsh Second Language Short Course	257	304	295	366	350	266
Percentage of cohort (short course)	39.1%	45.4%	42.14%	59.8%	56.8%	43.3%
Entries for GCSE Welsh Second Language Full Course	86	71	83	95	99	176
Percentage of cohort (full course)	13.1%	10.6%	11.9%	15.5%	16.1%	28.7%
Entries for NVQ certificate in Welsh					62	64
Percentage of cohort					10%	10.4%
Pupils who did not sit external examination in Welsh Second Language	315	295	317	151	105	108
Percentage of cohort who sat no external examination in Welsh	47.87%	44.03%	45.61%	24.7%	17.0%	17.6%

Appendix 5: List of statutory consultees

In accordance with **Section 84 of the School Standards and Organisation (Wales) Act 2013**, the local authority will consult with the following on the Plan in draft:

- Rhondda Cynon Taf County Council, Caerphilly County Council, Blaenau Gwent County Council.
- The head teacher and governing body of each school within Merthyr Tydfil County Borough Council
- Ysgol Rhydywaun, Rhondda Cynon Taf
- The College, Merthyr Tydfil
- The Diocesan authority
- The Welsh Language Commissioner
- the Early Years Development and Childcare Partnership
- school councils
- Her Majesty's Chief Inspector of Education and Training in Wales
- Local Health Board

The WESP 2017–2020 will also be made available on the authority's website as part of the consultation processes.

Signed:  Date: 20/12/16

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