



CYNGOR BWRDEIS TREF SIROL RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

Welsh Language Cabinet Steering Group

A virtual Meeting of the **Welsh Language Cabinet Steering Group** will be held on the **19 July 2021** at **10.00 am**

Contact: Sarah Handy - Council Business Unit, Democratic Services (07385401942)

ITEMS FOR CONSIDERATION

1. DECLARATION OF INTEREST

To receive disclosures of personal interest from Members in accordance with the Code of Conduct.

Note:

1. Members are requested to identify the item number and subject matter that their interest relates to and signify the nature of the personal interest.
2. Where Members withdraw from a meeting as a consequence of the disclosure of a prejudicial interest they must notify the Chairman when they leave.

2. MINUTES

To receive the minutes of the Welsh Language Cabinet Steering Group meeting which was held on the 22nd April 2021.

(Pages 3 - 8)

3. DRAFT WELSH IN EDUCATION STRATEGIC PLAN

To consider the draft Welsh in Education Strategic Plan (WESP).

(Pages 9 - 138)

4. URGENT BUSINESS

To consider any other business, which the Chairman by reason of special circumstances is of the opinion should be considered at the meeting as a matter of urgency.

5. DATE OF NEXT MEETING

To note the date of the next meeting of the Welsh Language Cabinet Steering Group as the 6th October 2021.

CIRCULATION:

COUNTY BOROUGH COUNCILLORS:

Councillor G Hopkins (Chair)
Councillor J Rosser (Vice-Chair)
Councillor R Bevan
Councillor R Lewis
Councillor E Stephens

OFFICERS:

Paul Mee, Group Director Community & Children's Services
Christian Hanagan, Service Director of Democratic Services & Communication
Gaynor Davies, Director of Education and Inclusion Services
Andrea Richards, Temporary Service Director - 21st Century Schools and Transformation
Wendy Edwards, Service Director – Community Services
Steffan Gealy, Welsh Language Services Manager

MENTER IAITH:

Einir Sion



RHONDDA CYNON TAF COUNCIL WELSH LANGUAGE CABINET STEERING GROUP
Minutes of the virtual meeting of the Welsh Language Cabinet Steering Group meeting held on
Thursday, 22 April 2021 at 10.00 am

County Borough Councillors - Welsh Language Cabinet Steering Group Members in attendance:-

Councillor G Hopkins (Chair)

Councillor J Rosser Councillor R Bevan
Councillor M Webber

Other Members in attendance:

County Borough Councillor J Cullwick

Officers in attendance

Mr C Hanagan, Service Director of Democratic Services & Communication
Ms G Davies, Director of Education and Inclusion Services
Ms W Edwards, Service Director – Community Services
Mr S Gealy, Welsh Language Services Manager
Ms E Sion – Menter Iaith, RCT

8 DECLARATION OF INTEREST

In accordance with the Council's Code of Conduct, there were no declarations made pertaining to the agenda.

9 APOLOGY OF ABSENCE

Apologies for absence were received from County Borough Councillors J James and E Stephens.

10 MINUTES

It was **RESOLVED** to approve as an accurate record, the minutes of the meeting of the Welsh Language Cabinet Steering Group held on 9th October 2019.

11 WELSH LANGUAGE SERVICES - PROGRESS REPORT ON THE WELSH LANGUAGE PROMOTION STRATEGY AND ACTION PLAN

The Service Director–Community Services provided Members with an overview of the Council's performance against the Welsh Language Promotion Strategy Action Plan, as approved on January 25th 2017.

Members were reminded that the Council is required to produce a Five-Year Strategy to facilitate and promote the Welsh Language in the county under Standard 145 of the Compliance Notice issued under section 44 of the Welsh

Language (Wales) Measure 2011. The Service Director advised that as the current Action Plan was nearing the conclusion of its final year in terms of timescale, it was appropriate for the Welsh Language Steering Group to consider the progress made against the targets and actions identified, and agree on any additional actions that need to be taken to ensure any revised plan continues with its stated objectives for the period 2021-2026.

Members were referred to section 5 of the report which provided the current position and progress against the plan and it was noted that due to the impact of Covid-19, progress during 2020-2021 had understandably been limited with service areas focusing on rapidly adjusting to new models of service delivery, although some good progress had still been made in respect of a number of actions in 2020-2021.

The Chairman commented on the positive achievements made against the plan over the last 5 years and spoke of the positives of using an independent consultant to assist in the assessment of the objectives achieved and to assist in the development of the next plan.

The Vice Chair welcomed the progress report and the amount of work achieved especially through a difficult year due to the pandemic. The Member commented on the engagement with an independent consultant to assist with ascertaining areas for further development going forward.

ES, from Menter Iaith agreed that lots of good work had progressed over the 5 years and the need for an independent reviewer.

Following discussions it was **RESOLVED**:

1. To note the information contained within the report;
2. To recommend approval for the continued implementation of the current Action Plan until a new Action Plan is approved to cover the period 2021-2026.
3. To recommend approval for the engagement of an independent consultant to assess the extent to which the objectives of the 5 Year Strategy have been achieved through the implementation of the 2016-2021 Action Plan; and to advise on the development of a new Action Plan for the next 5 years.

12 WELSH LANGUAGE STANDARDS COMPLIANCE REPORT TO THE WELSH LANGUAGE COMMISSIONER 2020 - 2021

The Service Manager, Welsh Language services provided the Welsh Language Steering Group with a copy of the Welsh Language Standards Compliance Report 2020 – 2021 which outlined the way in which the Council had complied with:

- the Service Delivery Standards with which the Council were under a duty to comply during the year in question;

- the Policy Making Standards with which the Council were under a duty to comply during the year in question;
- the Operational Standards with which the Council were under a duty to comply during the year in question.

Members were referred to the Annual Monitoring Report at Appendix 1 of the report which outlined the work of the Council over the past year to ensure compliance with the Welsh Language Standards. It was advised that in previous years, the work undertaken by service areas has mostly been captured via Service Self Evaluations and published as an appendix to the report. But due to the Covid-19 pandemic, it was decided to suspend Service Self Evaluation for the year 2020 – 2021 in order for service areas to focus on responding to the needs of residents during the Covid-19 pandemic. In addition, the Welsh Language Commissioner suspended investigation into non-compliance between 1st April 2020 and 1st August 2020 in recognition of the service delivery adjustments public sector bodies needed to put in place in light of the pandemic.

The Service Manger commented that despite the disruption caused by the pandemic, there had been notable successes in Welsh language compliance and service areas should be congratulated for their continued efforts during the crisis and the Officer provided an overview of the successes.

The Chair thanked the Service Manager for the report and welcomed the progress and the good work entailed and spoke of the importance of developing and supporting Welsh speaking staff within the Authority. The Chair referenced the importance of factoring in the challenges outlined in 5.2 of the report when considering the Council's future 5 year plan.

The Vice Chair also took the opportunity to speak of the notable success outlined within the report.

ES, Menter Iaith commented that the Council were in a positive place and thanked officers for the work accomplished.

It was **RESOLVED**:

1. Note the content of the report;
2. To approve the report for publication on Rhondda Cynon Taf County Borough Council's website, and approve the distribution of the report to each of the authority's offices that are open to the public by no later than 30 June 2021 so that it is made available to the public;
3. To approve arrangements for publicising the fact that the annual report has been published.

13 WELSH IN EDUCATION STRATEGIC PLAN - ANNUAL UPDATE 2020

The Director of Education and Inclusion Services provided the Welsh Language Cabinet Steering Group Members with an overview of the Council's Welsh in Education Strategic Plan (WESP) which was presented and agreed at the Cabinet meeting on the 28th January 2021.

Members were provided with a brief overview of the current position in respect of the WESP including details of surplus capacity, spend on Welsh medium education in recent years, planned minor capital works as

well as detail of each of the seven outcomes setting out how Local Authorities are expected to improve Welsh medium and Welsh language education in the locality.

The ~~Service~~ Director commented how the Council were making progress and were working in partnership to deliver, ensuring the Council did not become complacent in anyway. Members were advised of a forthcoming planning meeting in respect of the new WESP and an opportunity to think creatively and a way of working to meet new targets going forward.

The Vice Chair advised that the WESP had been discussed at the recent meeting of the Children & Young People Scrutiny Committee as well as Cabinet and spoke of the positive changes noticed in Welsh medium since the formation of the current WESP. The Vice Chair spoke of the importance of noting the increased quality and availability of Welsh medium education provision in early years which was the platform for progression. The Vice Chair concluded by commenting on the areas needing to be addressed for the future WESP and the opportunities the WESP provides to provide the best learning opportunities for the children and young people of RCT.

The Chair welcomed the update and spoke of the good quality of facilities following investment that were now available and the availability of choice for the young people and their parents. The Chair referenced the importance of working in partnership, as everyone has a part to play in setting the ambition for the young adults of the future.

The Service Director, Democratic Services and Communication advised Members that as part of the development of the new WESP the Welsh Language Steering Group and Children and young People Scrutiny Working group would be involved in the strategy before it is presented to cabinet.

ES, Menter Iaith, spoke of the great work being delivered across the county in respect of Welsh language provision and spoke of the positives being recognised within the nursery settings. She welcomed being part of the process in helping to set the next WESP and spoke of the difficulties of planning for a 10 year plan compared to a short 4/5 year plan. ES referenced the plateau of no increase in the Welsh language over the last 10 years and queried officers as to how the new plan would work to increase this position. The Director agreed that this was a big task for the Council and partners and that there needed to be a continuous and steady build on the good work already being provided to address this issue. The Director referenced the planning meeting on the WESP that was due to take place and again the opportunities such meetings provided to focus and plan for such delivery.

Following discussions it was **RESOLVED**:

1. To note the information provided in respect of the Council's Welsh

in Education Strategic Plan.

14 **OVERVIEW OF THE WORK OF MENTER IAITH.**

ES, Menter Iaith Rhondda Cynon Taf provided the Steering Group with a presentation in respect of the role of Menter Iaith, providing details of the charity's aim and mission statement of ensuring that the Welsh language belongs to everyone in RCT and is a living language within the communities. Members learnt that due to the pandemic the organisation had adapted to a digital focus. ES commented on the importance of listening to the public to ensure that they deliver upon what is needed and not what is thought to be needed.

Members learnt how the organisation worked to increase the use of Welsh by providing services such as primary aged children's services, educational arts services and youth services. ES continued by advising of community events that have taken place to promote the language as well as promoting arts and culture. Details of how the Welsh language was promoted within employment, training and volunteering opportunities as well as supporting venues, organisations and infrastructure developments such as supporting centres and partners.

An overview of the structure was provided to the group with members learning that 37 members of staff worked within Menter Iaith, before being advised of how Menter Iaith support centres and events giving examples of the great developments in Clwb y Bont.

ES concluded her presentation by commenting how Menter Iaith looked to provide the best quality of services possible and the importance of collaborative working for the benefit of all within the community to develop and grow the Welsh language.

The Chair thanks ES for the presentation and the work of Menter Iaith and spoke of the importance of reflecting on how the pandemic has affected the potential growth and development of the Welsh language and the focus that needs to be taken forward. ES agreed that due to home working and home schooling many lost their confidence with using the Welsh language as they worked in isolation and agreed that focusing on future needs was crucial.

Following a query ES confirmed that non Welsh speakers were also encouraged to attend the events supported by Menter Iaith to prevent any barriers for any language and provided details of how these events were advertised. Members learnt of the financial challenges of hosting such events.

The Chair once again thanked ES for the work of Menter Iaith and the continued work with the Council for the benefit of all.

It was **RESOLVED** to note the contents of the report.

This meeting closed at 11.30 am

**Cllr G Hopkins
Chairman.**

GRŴP LLYWIO'R CABINET AR FATERION Y GYMRAEG

CYNGOR BWRDEISTREF SIROL RHONDDA CYNON TAF

19 Gorffennaf 2021

CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG - DRAFFT

ADRODDIAD AR Y CYD GAN BENNAETH Y GWASANAETHAU DEMOCRATAIDD A'R CYFARWYDDWR ADDYSG A GWASANAETHAU CYNHWYSIANT

1. DIBEN YR ADRODDIAD

- 1.1 Rhoi trosolwg i Grŵp Llywio'r Cabinet ar faterion y Gymraeg o Gynllun Strategol Cymraeg mewn Addysg (CSCA) drafft y Cyngor a fydd yn cael ei gyflwyno i'r Cabinet yn ystod ei gyfarfod ar 20 Gorffennaf 2021 (Atodiad A).

2. ARGYMHELLION

Dyma'r argymhellion i'r Aelodau:

- 2.1 Nodi'r wybodaeth sydd wedi'i darparu o ran Cynllun Strategol Cymraeg mewn Addysg Drafft y Cyngor; a,
- 2.2 Rhoi adborth yn rhan o broses ymgynghori y Cyngor parthed y Cynllun Strategol Cymraeg mewn Addysg Drafft.

3 RHESYMAU DROS YR ARGYMHELLION

- 3.1 Mae angen rhoi diweddariad i Aelodau'r Grŵp Llywio ynglŷn â'r Cynllun Strategol Cymraeg mewn Addysg Drafft, cyn i'r Cabinet ei drafod.

4. CEFNDIR

- 4.1 Yn ystod cyfarfod o Grŵp Llywio'r Cabinet ar faterion y Gymraeg ar 22 Ebrill 2021, cafodd Diweddariad Blynyddol ynghylch Cynllun Strategol Cymraeg mewn Addysg (WESP) y Cyngor ei gyflwyno i'r Aelodau.
- 4.2 Mae'r Aelodau yn gwybod bod y Cyngor wedi gosod targed uchelgeisiol i gynyddu canran y dysgwyr Blwyddyn Un sy'n derbyn addysg cyfrwng Cymraeg. Mae'r CSCA drafft, gweler Atodiad A, yn nodi'r camau y bydd y Cyngor yn eu cymryd dros y deng mlynedd nesaf i fynd â'r maen i'r wal o ran cyflawni'r targed yma erbyn 2032.

- 4.3 Er mwyn cyrraedd ein targed erbyn 2032, rhaid i'r Cyngor, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n ffurfio Grŵp Strategol CSCA weithio ar y cyd. Mae'r Cyngor, felly, yn croesawu'r cyfle i ymgynghori ac ymgysylltu ag ystod eang o randdeiliaid i geisio'u barn ar gyflawni'r targed uchelgeisiol yma.
- 4.4 Mae broses ymgynghori y CSCA yn darparu cyfleoedd i holl randdeiliaid y Cyngor gymryd rhan a chyflwyno adborth. Yn ogystal â hynny, mae Aelodau Grŵp Llywio'r Cabinet ar faterion y Gymraeg, yn unol â'i Gylch Gorchwyl, yn gweithredu fel ymgynghoreion yn rhan o drefniadau ymgynghori cyffredinol y Cyngor.
- 4.5 Bydd yr adborth sy'n cael ei gyflwyno gan yr holl randdeiliaid yn rhan o'r broses ymgynghori'n cael ei gynnwys yn rhan o Adroddiad y Cabinet ac yn cael ei ystyried gan y Cabinet yn rhan o'i drafodaethau am y Cynllun Strategol Cymraeg mewn Addysg drafft (CSCA).

5. GOBLYGIADAU CYDRADDOLDEB AC AMRYWIAETH/DYLETSWYDD ECONOMAIDD-GYMDEITHASOL

- 5.1 Mae modd gweld yr Asesiad o Effaith ar Gydraddoldeb (gyda Dyletswydd Economaidd-Gymdeithasol) ar gyfer y CSCA drafft yn Atodiad 2 o adroddiad y Cabinet.

6. GOBLYGIADAU'R GYMRAEG

- 6.1 Mae modd gweld yr Asesiad o'r Effaith ar y Gymraeg ar gyfer y CSCA drafft yn Atodiad 3 o adroddiad y Cabinet.

7. YMGYNGHORI / CYFRANNU

- 7.1 Bydd y Cynllun Strategol drafft yn destun ymgynghoriad cyhoeddus cynhwysfawr gydag ystod eang o randdeiliaid am gyfnod o ddim llai nag wyth wythnos. Yn ogystal â hyn, bydd y Pwyllgor Craffu – Plant a Phobl Ifainc a Grŵp Llywio'r Cabinet ar faterion y Gymraeg yn craffu arno.
- 7.2 Mae'n anochel y bydd yr amgylchiadau presennol yn cyfyngu ar gyfleoedd ymgysylltu wyneb yn wyneb. Serch hynny, bydd y Cyngor yn defnyddio'i gyfryngau cymdeithasol, cyfarfodydd ar-lein a dulliau digidol hyd gorau'i allu i ymgysylltu â rhanddeiliaid.

8. GOBLYGIAD(AU) ARIANNOL

- 8.1 Does dim goblygiadau ariannol sy'n gysylltiedig â'r adroddiad yma.

9. GOBLYGIADAU CYFREITHIOL NEU DDEDDFWRIAETH BERTHNASOL

9.1 Mae'r ddeddfwriaeth/rheoliadau canlynol yn cyd-fynd â'r Adroddiad yma:

1. Adran 84 o Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013.

10. CYSYLLTIADAU Â BLAENORIAETHAU CORFFORAETHOL A CHENEDLAETHOL YNGHYD Â DEDDF LLESIANT CENEDLAETHAU'R DYFODOL

10.1 Mae'r Cynllun Strategol Cymraeg mewn Addysg yn gysylltiedig â Chynllun Corfforaethol CBSRhCT, yn benodol mewn perthynas â'r flaenoriaeth ganlynol:

- Ffyniant: Creu'r cyfle i bobl a busnesau fod yn arloesol, yn entrepreneuraidd ac i gyflawni eu potensial a ffynnu.
 - Sicrhau bod gyda ni ysgolion da fel bod modd i bob plentyn gael addysg wych.

10.2 Bydd rhoi'r Cynllun Strategol Cymraeg mewn Addysg ar waith yn cyfrannu at gyflawni saith nod llesiant Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015, ac mae sylw dyledus wedi'i roi i'r Pum Dull o Weithio, sydd wedi'u cynnwys yn y Ddeddf honno.

11 CASGLIAD

11.1 Mae'r Cyngor yn parhau i ymrwymo i sicrhau bod addysg Gymraeg ar gael i bob disgybl ni waeth beth yw eu hanghenion fel disgybl, o'r blynyddoedd cynnar, trwy'r ysgol gynradd ac uwchradd, ac ymlaen at addysg bellach ac addysg uwch. Mae hyn yn cyd-fynd â'r weledigaeth o gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050, fel sydd wedi'i nodi yn nogfen 'Cymraeg 2050'.

11.2 Gofynnir i aelodau Grŵp Llywio'r Cabinet ar faterion y Gymraeg roi adborth yn rhan o broses ymgynghori gyffredinol y Cyngor.

DEDDF LLYWODRAETH LEOL 1972

FEL SY WEDI'I DIWYGIO GAN

DDEDDF LLYWODRAETH LEOL (MYNEDIAD AT WYBODAETH) 1985

CYNGOR BWRDEISTREF SIROL RHONDDA CYNON TAF

GRŴP LLYWIO'R CABINET AR FATERION Y GYMRAEG

19 Gorffennaf 2021

**CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG - DRAFFT
ADRODDIAD AR Y CYD GAN BENNAETH Y GWASANAETHAU
DEMOCRATAIDD A'R CYFARWYDDWR ADDYSG A GWASANAETHAU
CYNHWYSIANT**

Swyddog Cyswllt: Sarah Handy, Uned Busnes y Cyngor

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

WELSH LANGUAGE CABINET STEERING GROUP

19th July 2021

DRAFT WELSH IN EDUCATION STRATEGIC PLAN

**JOINT REPORT OF THE HEAD OF DEMOCRATIC SERVICES AND
DIRECTOR OF EDUCATION AND INCLUSION SERVICES**

1. PURPOSE OF THE REPORT

- 1.1 To provide the Welsh Language Cabinet Steering Group Members with an overview of the Council's Draft Welsh in Education Strategic Plan (WESP) which will be presented to the Cabinet meeting on the 20th July 2021 (attached at Appendix A).

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the information provided in respect of the Council's Draft Welsh in Education Strategic Plan; and,
- 2.2 Provide feedback as part of the Council's draft Welsh in Education Strategic Plan (WESP) Consultation process.

3. REASONS FOR RECOMMENDATIONS

- 3.1 The need to update Steering Group Members on the Draft WESP, prior to its consideration at Cabinet.

4. BACKGROUND

- 4.1 At the last meeting of the Welsh Language Cabinet Steering Group on the 22nd April 2021, Members were presented with the Council's Welsh in Education Strategic Plan (WESP) Annual Update.
- 4.2 Members are aware that the Council has set an ambitious target to increase the percentage of year one learners in Welsh medium education. The draft WESP, attached as Appendix A, sets out the action the Council will take over the forthcoming ten years, by 2032, to make progress towards the achievement of this target.

- 4.3 In order to meet the target by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively. The Council, therefore, welcomes the opportunity to consult and engage with a wide range of stakeholders to seek their views on the achievement of this ambitious target.
- 4.4 The Draft WESP Consultation process provides opportunities for all of the Council's stakeholders to get involved in giving their feedback. In addition, Members of the Welsh Language Cabinet Steering Group, in line with its Terms of Reference, is a consultee as part of the Council's overall consultation arrangements.
- 4.5 The feedback all stakeholders provide via the consultation process will be incorporated into a Cabinet Report and be considered by Cabinet as part of its consideration of the Council's Draft Welsh in Education Strategic Plan (WESP).

5. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY

- 5.1 An Equality Impact Assessment (with Social-Economic Duty) for the draft WESP is attached as Appendix 2 to the Cabinet report.

6. WELSH LANGUAGE IMPLICATIONS

- 6.1 A Welsh Language Impact Assessment for the draft WESP is attached as Appendix 3 to the Cabinet report.

7. CONSULTATION / INVOLVEMENT

- 7.1 The draft WESP will be subject to a comprehensive public consultation with a wide range of stakeholders for no less than an eight week period. In addition, it will be scrutinised by the Children and Young People Scrutiny Committee and the Welsh Language Cabinet Steering Group.
- 7.2 Current circumstances will inevitably limit the opportunity for face to face engagement, however, the Council will make best use of the variety of social media, remote meetings and digital tools to engage with stakeholders.

8. FINANCIAL IMPLICATION(S)

- 8.1 There are no financial implications aligned to this report.

9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

9.1 The following legislation / regulations are aligned to this report:

1. Section 84 of The School Standards and Organisation (Wales) Act 2013.

10 LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT.

10.1 The WESP links to RCTCBC's Corporate Plan, specifically the priority:

- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper.
 - Ensuring we have good schools so all children have access to a great education.

10.2 The delivery of the WESP will contribute to all seven well-being goals within the Future Generation (Wales) Act 2015 and due regard has been made to the Five Ways of Working, as contained within the Wellbeing of Future Generations (Wales) Act 2015

11 CONCLUSION

11.1 The Council remains committed to ensuring the availability of Welsh medium education, from the early years through to primary and secondary education before progressing through to higher and further education, so that all learners whatever their learning needs access Welsh medium provision. This is in line with Welsh Government's vision for one million Welsh speakers in Wales by 2050 as set out in Cymraeg 2050.

11.2 Members of the Welsh Language Steering Group are asked to provide feedback as part of the Council's overall consultation process.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

WELSH LANGUAGE CABINET STEERING GROUP

19th July 2021

**DRAFT WELSH IN EDUCATION STRATEGIC PLAN
JOINT REPORT OF THE HEAD OF DEMOCRATIC SERVICES AND
DIRECTOR OF EDUCATION AND INCLUSION SERVICES**

Contact Officer: Sarah Handy, Council Business Unit

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th JULY 2021

WELSH IN EDUCATION STRATEGIC PLAN

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR MRS JOY ROSSER) AND THE CABINET MEMBER FOR ADULT COMMUNITY SERVICES AND WELSH LANGUAGE (COUNCILLOR GERAINT HOPKINS)

Author(s): Gaynor Davies, Director of Education and Inclusion Services and Grace Zecca-Hanagan, 21st Century Schools

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to provide Members with an opportunity to consider the draft Welsh in Education Strategic Plan (WESP) and agree to engage and consult with a wide range of stakeholders.

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Note the contents of this report and the draft WESP attached in appendix 1 to the report.
- 2.2 Consider the draft WESP.
- 2.3 Agree for officers to engage and consult with a wide range of stakeholders on the draft WESP.
- 2.4 Agree to review the results of the consultation on the draft WESP at a future meeting of the Cabinet.

3. REASONS FOR RECOMMENDATIONS

- 3.1 For the Council to increase the percentage of year one learners in Welsh medium education during the ten year lifespan of this WESP by 2032.

4. **BACKGROUND**

4.1 Section 84 of The School Standards and Organisation Act 2013¹ requires Local Authorities to prepare a WESP. The WESP must contain proposals and targets to improve the:

- Planning and standards of Welsh medium education and teaching; and
- Report on progress made to meet the targets of the previous WESP.

4.2 Since our first WESP was submitted to the Welsh Government in 2016, there have been significant changes in the Welsh medium education sector at local and national levels. These changes have been mainly influenced by Welsh Government legislation, in particular the new Welsh in Education Action Plan and further implementation of the 21st Century Schools and Colleges Programme.

4.3 The Welsh Government has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019² and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020³ focusing on four key proposals. The principal two being:

1. Extending the duration of the WESP from its current three year implementation cycle to a ten year implementation cycle; and
2. The removal of the current duty on Local Authorities to plan their provision of Welsh medium education based on demand, with the requirement that Local Authorities achieve targets set by the Welsh Government which aim to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.

4.4 Our target, during the ten year lifespan of this WESP, that has been set by the Welsh Government, is to:

Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.

4.5 This target is based on contributing to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers of one million people in Wales being Welsh speakers by 2050.

¹ [School Standards and Organisation \(Wales\) Act 2013](#)

² [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

³ [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

- 4.6 The methodology implemented by the Welsh Government for setting this target involves using baseline data from the 2019 Pupil Level Annual School Census (PLASC). The data from each Local Authority has been compared and Local Authorities have been grouped together based on this and other factors including the models of Welsh medium education provision adopted and the linguistic nature of the Local Authority. This methodology is regarded to be fair, as it acknowledges the different challenges faced by each Local Authority in Wales.
- 4.7 Each group of Local Authorities has a set target by a fixed range of percentage points. The Council is in Group Three alongside:
- Caerphilly,
 - Cardiff,
 - Merthyr Tydfil,
 - Swansea,
 - Vale of Glamorgan and
 - Wrexham.
- 4.8 As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how Local Authorities are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:
1. **Outcome 1:** More nursery / three year old learners receive their education through the medium of Welsh.
 2. **Outcome 2:** More reception / five year old learners receive their education through the medium of Welsh.
 3. **Outcome 3:** More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
 4. **Outcome 4:** More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
 5. **Outcome 5:** More opportunities for learners to use Welsh in different contexts in school.
 6. **Outcome 6:** An increase in the provision of Welsh medium education for learners with additional learning needs.
 7. **Outcome 7:** Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.
- 4.9 Although the statutory responsibility for the WESP sits with Local Authorities, several other external groups and organisations have a role in contributing to preparing, implementing and evaluating it. These include, but are not limited to:
- Central South Consortium Joint Education Service.

- Coleg y Cymoedd.
- Cwm Taf Morgannwg University Health Board.
- Menter Iaith.
- Mudiad Meithrin.
- RhaG.
- The Urdd.
- University of South Wales.
- Welsh Government.

4.10 A WESP Steering Group will be established to provide an effective focus for the Local Authority, in partnership with external groups and organisations, to assist in the formulation, implementation and ongoing evaluation of the new WESP. To ensure effective governance arrangements are in place, members of the Steering Group will be asked to agree to a Terms of Reference.

5. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY

5.1 An Equality Impact Assessment (with Social-Economic Duty) for the draft WESP is attached as Appendix 2 to the report.

6. WELSH LANGUAGE IMPLICATIONS

6.1 A Welsh Language Impact Assessment for the draft WESP is attached as Appendix 3 to the report.

7. CONSULTATION / INVOLVEMENT

7.1 The draft WESP will be subject to a comprehensive public consultation with a wide range of stakeholders for no less than an eight week period. In addition, it will be scrutinised by the Children and Young People Scrutiny Committee and the Welsh Language Cabinet Steering Group.

7.2 The Welsh Language Steering Group will meet on the [19th July](#) to consider the draft WESP and the consultation proposals outlined within this report. Feedback in respect of the comments of the group will be provided verbally at the Cabinet meeting.

7.3 Current circumstances will inevitably limit the opportunity for face to face engagement, however, the Council will make best use of the variety of social media, remote meetings and digital tools to engage with stakeholders.

8. FINANCIAL IMPLICATION(S)

8.1 There are no financial implications aligned to this report.

9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

9.1 The following legislation / regulations are aligned to this report:

1. Section 84 of The School Standards and Organisation (Wales) Act 2013.
2. The WESP (Wales) Regulations 2019.
3. The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020.

10. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT.

10.1 The main strategies and policies that are linked with the draft WESP are:

- Prosperity for All: The National Strategy and The Programme for Government: Taking Wales Forward which aim to drive forward improvements to the Welsh economy and public services. One of the priorities is to enable all learners to be able to use the Welsh language when they leave school.
- Cymraeg 2050 – A Million Welsh Speakers, which sets out the Welsh Governments ambition for reaching one million Welsh speakers by 2050 and encouraging more people to use and speak Welsh in their everyday lives.
- Education in Wales – Our National Mission, which sets out how the education sector will move forward to ensure that the new curriculum is implemented effectively. The intention is for learners to become increasingly bilingual with a strong grasp for other languages. To support this, the Welsh in Education Action Plan and Cymraeg 2050 Action Plan sets the direction for the development of Welsh medium education.

10.2 There are links to the Council's Corporate Plan for the period between 2020 to 2024, specifically the priority:

- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper:
 - Ensuring we have good schools, so all children have access to a great education.

10.3 The delivery of the WESP will contribute to all seven well-being goals within the Future Generation (Wales) Act 2015, in particular:

- A More Prosperous Wales, by developing a skilled and well-educated population.

- A More Equal Wales, by creating a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
- A Wales of Vibrant Culture and Thriving Welsh Language, by creating a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

10.4 In addition, due regard has been made to the Five Ways of Working, as contained within the Wellbeing of Future Generations (Wales) Act 2015.

11. CONCLUSION

11.1 The Council has set an ambitious target to increase the percentage of year one learners in Welsh medium education. The draft WESP sets out the action the Council will take over the forthcoming ten years, by 2032, to make progress towards the achievement of this target.

11.2 In order to meet our target by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively. The Council, therefore, welcomes the opportunity to consult and engage with wide range of stakeholders to seek their views on the achievement of this ambitious target.

11.3 Cabinet are asked to approve the recommendations of this report so that officers can engage and consult with a wide range of stakeholders on the draft WESP.

Other Information:

1. Children and Young People Scrutiny Committee.
2. Welsh Language Cabinet Steering Group.

Contact Officer:

Grace Zecca-Hanagan

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th JULY 2021

WELSH IN EDUCATION STRATEGIC PLAN

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR MRS J ROSSER) AND THE CABINET MEMBER FOR ADULT COMMUNITY SERVICES AND WELSH LANGUAGE (COUNCILLOR G HOPKINS)

Background Papers

1. Draft WESP.
2. Equality Impact Assessment (with Social-Economic Duty).
3. Welsh Language Impact Assessment.

Officer to Contact:

Grace Zecca-Hanagan

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

Welsh in Education

Strategic Plan 2022 to 2032



DRAFT

July 2021



RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**WELSH IN EDUCATION STRATEGIC PLAN – 2022 TO 2032**

This Welsh in Education Strategic Plan (WESP) is made under Section 84 of The School Standards and Organisation (Wales) Act 2013¹ and complies with The WESP (Wales) Regulations 2019² and The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020³. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.

Gaynor Davies
(Director of Education and Inclusion Services)

DRAFT

¹ [School Standards and Organisation \(Wales\) Act 2013](#)

² [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

³ [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

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OUR VISION

As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all key priority areas.

Integral to achieving this ambition is the vision that:

There are good schools, so all children and young people, whatever their learning need is, have equitable access to good English and Welsh medium education.

The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21st Century Schools and Colleges Programme.

The Council will show clear leadership and commitment in its vision for Welsh medium and Welsh language education and, as such, our target is to:

Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.

This target has been set in accordance with The WESP (Wales) Regulations 2019 (the 2019 Regulations) and The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020 (the 2020 Regulations). In setting this target, due regard has been given to The School Standards and Organisation (Wales) Act 2013 (the 2013 Act). This target is based on contributing to the overall long term target of one million people in Wales being Welsh speakers by 2050, as set out in Cymraeg 2050: A Million Welsh Speakers⁴ (Cymraeg 2050). For a more detailed explanation of the methodology implemented for setting this target, see [Annex One – Methodology for Target Setting](#).

Set against the challenge of decreasing birth rates, the achievement of this target will require a multifaceted approach and the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it. Ensuring the availability of Welsh medium education in the right location from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need, is fundamental to contributing towards the vision of one million people in Wales being Welsh speakers by 2050.

In recent years, the Council has committed to increasing the quality and availability of early years Welsh medium settings, co-located on Welsh medium primary school sites. This has been achieved through significant investment in a number of extensions to

⁴ [Cymraeg 2050 – A Million Welsh Speakers](#)

existing childcare and early years settings and the establishment of new childcare and early years settings for both Flying Start Programme (FSP) and fee paying childcare settings.

Most Welsh medium primary and secondary schools currently have surplus capacity, however, there are a few primary and secondary schools where demand is high and growth in capacity is needed. In these primary and secondary schools, action has or is currently being taken to address these issues. In addition, the Council's ambitious Band B 21st Century Schools and Colleges Programme comprises a range of projects totalling £160 million, with the inclusion of a number of projects that propose to increase and significantly improve Welsh medium primary and secondary school capacity and community facilities.

The Council continues to deliver and support its long term strategic investment programme of modernisation, to create school environments that meet the needs of communities and provide the best learning provision and outcomes for children and young people and the wider community. Several Welsh medium primary and secondary school projects have been included in the Council's Capital Programme for the previous three years up to and including the years 2019 / 2020. In addition to this, over the same timeframe, the Council has spent approximately £4.7 million on planned programme capital works in Welsh medium primary and secondary schools.

PLASC data demonstrates stability in the ratio split of primary and secondary school aged learners attending English and Welsh medium primary and secondary schools for the previous three academic years, up to and including 2019 / 2020. Alongside this, data indicates that the transition of learners between key stages does not appear to be a significant problem. Neither does the retention of learners between key stages.

Currently, Welsh medium learners with Additional Learning Needs (ALN), who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – The Welsh Complex Needs Team (WCNT). The WCNT provide support through an inclusive delivery model, whereby learners are provided with specialist support within their mainstream primary and secondary schools. During the academic year 2019 / 2020, The WCNT supported a number of learners. Analysis suggests that learners accessing support from The WCNT made progress that was comparable to that of their peers in equivalent English medium primary and secondary school settings. Further analysis suggests that this inclusive model adopted in Welsh medium primary and secondary schools has been very positive.

In order to create more Welsh speakers, our education system is dependent on its workforce and we must work nationally with the Welsh Government (WG) and regionally with the Central South Consortium Joint Education Service (CSC JES) to ensure we contribute towards creating a workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education. The Council is committed to Welsh medium and Welsh language education workforce planning for primary and secondary schools and has and will continue to work in collaboration with other Local Authorities (LAs), the CSC JES and the WG in order to create more Welsh speakers.

Alongside this, we must work to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers and demonstrate that it is never too late to be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers.

Recognising the importance of Cymraeg 2050, and how essential the education system is to achieve its vision, this WESP sets out the Council's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022⁵ and sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.

In developing this WESP, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.

OUTCOME 1: MORE NURSERY / THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

Early immersion in the Welsh language and support for parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression can be established as early as the ante-natal period. Cymraeg for Kids, working alongside Cwm Taf Morgannwg University Health Board's (CTMUHB) Midwifery and Health Visiting Team ensure that parents / carers receive key early messages regarding the Welsh language during the ante-natal period. During the post-natal period, between the ages of 0 to 2, parents / carers can attend Cylch Ti a Fi and Cymraeg i Blant parent and toddler sessions, followed by Cylch Meithrin nursery groups, organised by Mudiad Meithrin, for children between the ages of 2 to 4 and then onto Welsh medium primary school from the age of 3. These groups and schools are supplemented and supported by a range of programmes including the WGs FSP and the WGs Childcare Offer for Wales. All children who attend these groups and schools will converse through the medium of Welsh. In addition, parents / carers are encouraged to enrol on a Clwb Cwtsh course which is a free eight week taster course in the Welsh language for parents / carers, so they are able to use the Welsh language with their children.

In order to provide parents / carers with information about the advantages of raising children using the Welsh language from an early age, the Council has recently updated its Being Bilingual booklet. The Being Bilingual booklet is designed to give information on the benefits of being bilingual, outline the path to Welsh medium education and answer frequently asked questions on choosing Welsh medium education. It is

⁵ [Rhondda Cynon Taf County Borough Council – Welsh in Education Strategic Plan – 2017 to 2020](#)

distributed via CTMUHBs Midwifery and Health Visiting Team, FSP childcare and early years settings and through the community.

In addition, a new Health Visiting model has been introduced as a pilot. The Wellbeing and Resilience Health Programme (RHP) was launched in October 2020 to provide enhanced health visiting services. Underpinning the delivery of the RHP is the Resilient Families Service (RFS) as the single integrated delivery model for family support. The RHP will replace the former FSP Health Visiting model which was only available to eligible families with children. The RHP is universal and includes two additional Health Visitor visits to the standard Healthy Child Wales Health Visiting pattern, an antenatal visit and an additional visit at 20 months to undertake a Schedule of Growing Skills (SOGs) assessment. Promotion of the Welsh medium and Welsh language education does not form part of the RHP, but it could be included.

In addition, information on choosing Welsh medium childcare and early years setting is shared via the Council's Family Information Service (FIS). This is via the Council's website and social media platforms and through verbal conversations. Likewise, the Council's Childcare Team also shares information with parents / carers and support childcare and early years settings to offer services through the medium of Welsh. Part of the Council's Childcare Team role is to promote and raise awareness of the Welsh medium childcare and early years settings available to parents / carers.

The Council's Starting School booklet also provides parents / carers with a range of information including advice on choosing a school, a directory of schools and the provision of home to school transport. In addition, the new RCT Families website is due to be launched. It will be a valuable resource to promote the sharing of information between all relevant groups and organisations could be used to promote the Welsh language and Welsh medium education. Parents / carers are also signposted to information provided by relevant groups and organisation including Welsh4Parents, which is a directory containing links to a wide range of Welsh language resources available on a variety of digital platforms.

To ensure that childcare and early years settings are supported and promoted to parents / carers, the Council also works in partnership with Mudiad Meithrin and other Welsh medium childcare and early years providers and organisations. To facilitate this, the Early Years, Childcare and Play Partnership Group that brings together officers from Council and other Welsh medium childcare and early years providers and organisations has recently been re-established.

There are eighteen Cylch Ti a Fi's and twenty Cylchoedd Meithrin located throughout the County Borough. Data outlines the number of Cylchoedd Meithrin has decreased from twenty five to twenty over the previous five academic years up to and including 2019 / 2020. This, in turn, has had a negative impact on the number of children attending Cylchoedd Meithrin between these years with the number of children between the ages of 2 to 4 attending Cylchoedd Meithrin decreasing.

There are seventeen Welsh medium primary schools located throughout the County Borough. Data demonstrates stability in the ratio split of primary school aged learners attending English and Welsh medium primary schools for the previous three academic years up to and including 2019 / 2020. Over the same timeframe, the number of

nursery / three year old learners who receive their education through the medium of Welsh has remained stable.

The Childcare Act 2006⁶ (the 2006 Act), places a duty on all LAs to have a responsibility to secure, as far as is reasonably practicable, that there are sufficient childcare and early years settings in place to meet the requirements of parents / carers who require childcare in order to work, undertake training or education or to prepare for work. LAs have the lead role in facilitating the childcare market to ensure it meets the needs of parents / carers, particularly those on low incomes, those with children with ALN or those who wish their children to attend Welsh medium childcare and early years settings.

The 2006 Act requires LAs to prepare Childcare Sufficiency Assessments (CSAs) in order to have a clear understanding of the childcare and early years settings in their area, the needs of parents / carers and to develop an action plan to address any gaps identified. This was updated in April 2016 with the introduction of The Childcare Act 2006 (LA Assessment) (Wales) Regulations 2016⁷ (the 2016 Regulations).

The Council's CSA for the period between 2017 and 2022⁸ scrutinised a range of data and information in order to have a clear understanding of the childcare and early years settings available alongside the needs of parents / carers. The data demonstrated that there were 195 registered English and Welsh medium childcare and early years settings, offering 775 places and 15 unregistered English and Welsh medium childcare and early years settings offering 16 places. More specifically, the data demonstrated that there were 26 registered Welsh medium childcare and early years settings offering 771 places and 5 unregistered Welsh medium childcare and early years settings offering 80 places.

Using this data and information, an action plan was prepared to identify where, when and what type of childcare and early years settings should be developed or supported. In total, the action plan identified twenty four priorities, of which the following related to Welsh medium childcare and early years settings:

- Aim to recruit additional Welsh medium childminders in the initial WG Childcare Offer for Wales pilot areas.
- Aim to recruit additional Welsh medium childminders in the South Taf area.
- Explore demand for additional Welsh medium childcare and early years settings in the Rhondda Fawr and Upper Cynon areas.
- Upskill school based staff to have the relevant qualifications to work in childcare and early years settings, particularly Welsh medium school staff.

The first annual update of the Council's CSA Action Plan was published in March 2019⁹. This annual update outlined a number of strengths and weaknesses, along with

⁶ [The Childcare Act 2006 – Section 22](#)

⁷ [The Childcare Act 2006 \(Local Authority Assessment\) \(Wales\) Regulations 2016](#)

⁸ [Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment – 2017 – 2022](#)

⁹ [Annual Update of Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment – 2017 – 2022 Action Plan – March 2019](#)

priorities and progress made. A further annual update was published in March 2020¹⁰. This annual update outlined the achievement of significant progress. In 2021, the annual update published in March 2021¹¹ demonstrated that despite the challenges faced during the Covid-19 pandemic the Council continues to be well placed with its existing childcare provision to meet the current needs of most working parents. / carers with development work continuing to be undertaken in response to parent / carer demand and in areas where there is an identified need.

A further analysis of this data and information resulted in the successful submission of capital funding bids to the WG to support the development of Welsh medium childcare and early years settings via the Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme¹². As such, the Council successfully received funding for a number of projects. All the projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites.

The Council is committed to providing childcare to families eligible for the WGs FSP¹³. As one of the four pillars of the WGs FSP, childcare is a key component, giving eligible families with children between the ages of two to three free childcare for two and a half hours a day, five days a week for thirty nine weeks of the year. An element of FSP childcare is provided by Council run FSP childcare and early years settings, with the vast majority being provided by commissioned childcare and early years settings. At present, approximately 25.0% of FSP childcare commissioned is through the medium of Welsh.

A total of 686 FSP childcare places are commissioned from 32 childcare and early years settings. In total, 77.3% (530) of FSP childcare English medium places are commissioned via 23 childcare and early years settings whilst 22.7% (156) of FSP childcare Welsh medium places are commissioned via 9 childcare and early years settings. Since the last FSP tender exercise, which took place in 2018, as at November 2020, an additional 34 Welsh medium FSP childcare places have been purchased via approved childcare and early years settings, whilst an additional 12 English medium FSP childcare places have been purchased via approved childcare and early years settings taking the total number of childcare places purchased to 732. This is due to parent / carer choice or insufficient space available in local childcare and early years setting.

Of the total 732 childcare places commissioned, only 90.0% (659) were filled. Of the total 156 Welsh medium childcare places originally commissioned only 58.9% (92) were filled. This suggests that the Welsh medium childcare places commissioned were not in the correct localities, hence, the requirement to purchase an additional 34 Welsh medium FSP childcare places (taking the total number of Welsh medium childcare

¹⁰ [Rhondda Cynon Taf Count Borough Council – Record if Urgent Decision of the Cabinet – Childcare Sufficiency Assessment Update – 24th March 2020](#)

¹¹ [Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment Update 2021 – 25th March 2021](#)

¹² [Rhondda Cynon Taf County Borough Council – Cabinet – Childcare Offer Capital Grant Funding Bid – 8th May 2019](#)

¹³ [Welsh Government – FSP Programme](#)

places commissioned to 190). In total, 19.1% (126) of children attending a FSP childcare are attending a Welsh medium childcare and early years settings.

The Council was proud to have been selected as one of the early implementers of the WG Childcare Offer for Wales¹⁴ when it was launched in in 2017. Now available throughout Wales, the WG's Childcare Offer for Wales offers up to thirty hours per week of combined Foundation Phase Nursery (FPN) education and additional funded childcare for eligible children between the ages of three to four. This flagship policy aims to support parents / carers into employment and reduce the negative effects of poverty on them and their children.

In order to support Welsh medium childcare and early years settings and school staff to use techniques that enable children to use the Welsh language more easily, the Council has recently taken advantage the Croesi'r Bont programme, via Mudiad Meithrin. The Croesi'r Bont programme is currently established in 50.0% of Welsh medium REP childcare and early years settings and will be established to the remaining Welsh medium REP childcare and early years settings as soon as possible. In addition, the Council runs the Clebran programme to support the use of the Welsh language in English medium REP childcare and early years settings. The Clebran programme, supports English medium REP childcare and early years settings to incorporate the Welsh language using workshops and online resources. The Council's Childcare Team also promote Welsh language training courses to childcare and early years settings and work in partnership with them to develop Welsh medium training where possible.

The Learner Travel (Wales) Measure 2008¹⁵ (the Measure) places a statutory duty on all LA's to provide learners with free transport to their nearest suitable school if they reside beyond safe walking distance to that school. The term suitable school applies to the catchment area for English and Welsh medium, dual language or voluntary aided (faith) mainstream primary, secondary, special school / class or Pupil Referral Unit (PRU) as appropriate. The law relating to safe walking distance is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.

The Council has exercised the discretionary powers afforded to it under the Measure to make a more generous provision to learners as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles.
- Free transport to the nearest suitable school, where places are available, is provided to learners who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday).
- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles.

¹⁴ [Welsh Government – Childcare Offer for Wales](#)

¹⁵ [The Learner Travel \(Wales\) Measure 2008](#)

- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16). This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.
- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.

The Council's Learner Travel Policy, Information and Arrangements¹⁶ contains information and advice to parents / carers and learners on how the policy is practically implemented and ensures that it is applied consistently and equitably.

The Council's current policy is that learners attending the nearest Welsh medium or dual language school receive free transport in accordance with its agreed policy on walking distance and safe routes.

The discretionary elements of the Council's policy are not currently subject to review, but there is an appreciation that if they were to be reviewed in the future, any changes to discretionary provision could have an adverse effect on Welsh medium education. Any proposed changes would be subject to a consultation with parents / carers and learners and, if agreed, would usually apply from the start of a school year and would have regard to the Learner Travel Statutory Provision and Operational Guidance – June 2014¹⁷.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?

- It is not possible to obtain projection data on the number of children attending Cylchoedd Meithrins. However, data for the previous four academic years demonstrates that the number children attending Cylchoedd Meithrin has decreased.
- Data demonstrates stability in the ratio split of learners who could attend English and Welsh medium primary schools during the forthcoming five academic years.
- Based on November 2020 provisional forecasts, the number of nursery / three year old learners who will receive their education through the medium of Welsh during the first five academic years of this WESP is projected to increase.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work to further increase this projection.

The Council will continue to work with external groups and organisations to support parents / carers to immerse their child in the Welsh language from an early age outlining the continuum of linguistic progression available, working in partnership with Mudiad Meithrin to ensure that Welsh medium childcare and early years settings are

¹⁶ [Learner Travel Policy, Information and Arrangements](#)

¹⁷ [Learner Travel Statutory Provision and Operational Guidance – June 2014](#)

available and are easily accessible. In addition to this, Mudiad Meithrin will continue to encourage parents / carers to enrol on and increase uptake of the Clwb Cwtsh course.

Information about the advantages of raising children using the Welsh language from an early age will continue to be provided to parents / carers through numerous strategies including the use of the Being Bilingual booklet and the Council's Childcare Team continuing to promote and raise awareness of the Welsh medium childcare and early years settings available to parents / carers.

The Council will continue to progress and deliver the remaining projects funded via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme. These projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The projects recently completed or due for complete during the first five academic years of this WESP comprise:

- Dolau Primary School (including Welsh unit).
- Ysgol Gynradd Gymraeg Aberdar.
- Ysgol Llanhari.
- Ysgol Gynradd Gymraeg Evan James.
- Ysgol Gynradd Gymraeg Ynyswen.
- Ysgol Gynradd Gymraeg Abercynon.
- Ysgol Gynradd Gymunedol Gymraeg Llantrisant.

When complete, it is anticipated that these projects will increase places for nursery / three year old learners to receive their education through the medium of Welsh by an additional 65.0%.

In order to gain a detailed understanding of all Welsh medium childcare and early years settings, a mapping exercise of all Welsh medium childcare and early years settings will be undertaken. These findings will be analysed, and a gap analysis produced along with areas for improvement identified with proposed strategies for achieving improvements.

Currently, every parent / carer who requests a Welsh medium FSP childcare place is offered one – either in a Council run FSP childcare setting or via a commissioned childcare setting. Despite this offer, parents / carers often decline the place due to there being an English medium childcare setting in closer proximity to their home, hence, locality is favouring their original language preference. The Council's Programme Flexibility Team aims to re-commission Welsh medium FSP childcare settings to ensure there is enough opportunity for parents / carers to access Welsh medium FSP childcare in their locality. This will be achieved by commissioning small numbers of placements, across a greater number of settings to ensure adequate geographical spread across the County Borough. The Council aims to provide at least 25.0% of all FSP childcare places through the medium of Welsh.

In addition, enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents / carers to consider them as an option for their child.

The Council will continue to ensure that the WG Childcare Offer for Wales is marketed and administered effectively and continues to meet local demand, allowing parents / carers to conveniently access FPN education and additional funded childcare in one location.

Welsh medium childcare and early years settings and school staff will be encouraged to use techniques that enable children to use the Welsh language more easily through the Croesi'r Bont programme, via Mudiad Meithrin, in Welsh medium REP childcare and early years settings and the Clebran programme to support the use of the Welsh language in English medium REP childcare and early years settings. In addition, where possible, the Council's Childcare Team will continue to promote Welsh language training courses to childcare and early years settings and work in partnership with them to develop Welsh medium training.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

In order to meet the target of 720 year one learners in Welsh medium education by 2032, an emphasis could be placed on encouraging parents / carers to choose Welsh medium childcare and early years settings for their children. This would work to ensure that children are immersed in the Welsh language from an early age. Cymraeg 2050 outlines that Welsh medium education is the principal method for ensuring that children develop their Welsh language and for creating new Welsh speakers and highlights the importance of Welsh medium childcare and early years settings to increase the demand for Welsh medium education.

Investment made across a number of Welsh medium childcare and early years settings via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme have provided additional places for nursery / three year old learners to receive their education through the medium of Welsh. At the end of the lifespan of this WESP, the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme will have been completed, delivering capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. These projects will have increased places for nursery / three year old learners to receive their education through the medium of Welsh by an additional 65.0%.

During the lifespan of this WESP, it is anticipated that additional funding will be available to further invest in Welsh medium childcare and early years settings. When additional funding is made available, the Council will be ambitious with its proposals to invest in Welsh medium childcare and early years settings in order to meet the target of 720 year one learners in Welsh medium education by 2032.

Alongside this, the Council will have gained a detailed understanding of all Welsh medium childcare and early years settings, through the completion of a mapping exercise of all Welsh medium childcare and early years settings. The analysis of these

findings will have identified areas for improvement and implemented strategies for achieving improvements.

The Council aims to provide at least 25.0% of all FSP childcare places through the medium of Welsh. Enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents / carers to consider them as an option for their child.

The Council recognises the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites is vital to contributing towards one million people in Wales being Welsh speakers by 2050. This investment is supporting parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression for their children. The Council will continue to work in partnership with Mudiad Meithrin to support parents / carers of children attending Cylchoedd Meithrin to continue their child's statutory education journey into Welsh medium education.

The Council will continue to ensure that the WG Childcare Offer for Wales is marketed and administered effectively and continues to meet local demand, allowing parents / carers to conveniently access FPN education and additional funded childcare in one location.

English and Welsh medium childcare and early years settings and school staff will be encouraged to use techniques that enable children to use the Welsh language more easily through the Croesi'r Bont programme, via Mudiad Meithrin the Clebran programme. Continued promotion of Welsh language training courses to childcare and early years settings will continue along with partnership working with them to develop Welsh medium training.

KEY DATA

The data in the table that follows outlines the projected number and percentage of nursery / three year old learners who could receive their education through the medium of Welsh and is based on November 2020 provisional forecasts, compared to the projected number and percentage of nursery / three year old learners who should receive their education through the medium of Welsh if the Council is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP.

Projected Number and Percentage of Nursery / Three Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP		
Academic Year	Projected Number and Percentage of Nursery / Three Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on November 2020 Provisional Forecasts)	Projected Number and Percentage of Nursery / Three Year Old Learners Who Should Receive their Education Through the Medium of Welsh if the Council is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032

	Number	%	Number	%
2022 / 2023	481	20.6%	481	20.6%
2023 / 2024	460	18.7%	509	20.7%
2024 / 2025	471	19.3%	537	22.1%
2025 / 2026	476	19.5%	568	23.3%
2026 / 2027	485	19.9%	601	24.7%
2027 / 2028	485	19.9%	636	26.1%
2028 / 2029	485	19.9%	672	27.6%
2029 / 2030	485	19.9%	711	29.2%
2030 / 2031	485	19.9%	750	29.6%
2031 / 2032	485	19.9%	750	29.6%

OUTCOME 2: MORE RECEPTION / FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

There are seventeen Welsh medium primary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds, three dual language primary schools for 3 to 11 year olds and 12 primary schools for 3 to 11 year olds. All learners who attend these schools' study all their education through the medium of Welsh.

Data demonstrates stability in the ratio split of primary school aged learners attending English and Welsh medium primary schools for the previous three academic years up to and including 2019 / 2020. Over the same timeframe, the number of reception / five year old learners attending Welsh medium primary schools has increased.

The capacities of all schools are kept under regular, annual review by the Council's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. Any increase in learner populations, particularly within Welsh medium education, is closely monitored and, if the increase is sustained and clear within the catchment area of a particular school, consideration is given to making the required increase in capacity, by whatever means is most appropriate and most suited to that particular school. On an annual basis the Council is required to provide the WG with the Planning of School Places Return, which details the capacity of every school, the number learners on roll and the projected number of learners. Detailed forward planning is undertaken by comparing the capacity every school against the projected number of learners.

The majority of the Welsh medium primary schools currently have surplus capacity. Based on 2019 / 2020 PLASC data, there is currently 19.6% surplus capacity in Welsh medium primary schools. However, there are a number of primary schools where growth in capacity is needed, therefore action has or is currently being taken to address these issues. Such action includes:

- The creation of the new 3 to 19 Ysgol Garth Olwg through the closure of the former primary school, Ysgol Gynradd Gymraeg Garth Olwg, and former

secondary school, Ysgol Gyfun Garth Olwg, enabling the former primary school to expand into surplus capacity available in the former secondary school.

- The expansion of Ysgol Gynradd Gymraeg Llwynceilyn into the former Llwynceilyn Infants School building (following the opening of Porth Community School).
- The expansion of Ysgol Gynradd Gymraeg Tonyrefail into the former Tonyrefail Primary School building (following the opening of Tonyrefail Community School).

The Council continues to deliver and support its long term strategic investment programme of modernisation to create school environments that meet the needs of our communities and provide the best learning provision and outcomes for children and young people and the wider community. This long term strategic investment programme is supported with Council and WG funding including but not limited to:

- Band B 21st Century Schools and Colleges Programme.
- Childcare Grant.
- Community Hub Grant
- Community Infrastructure Levy Grant.
- Early Years Capital Grant
- Reducing Infant Class Sizes Capital Grant.
- Welsh Medium Capital Grant.

Band B of the WGs 21st Century Schools and Colleges Programme will invest £2.3 billion in school and college infrastructure across Wales. One of the key investment objectives of the WGs Band B 21st Century Schools and Colleges Programme is to provide efficient and effective educational infrastructure that will meet current and future demand for learner places by 2024. More specifically, to provide the right number of learner places for the delivery of English and Welsh medium education. The Council's ambitious Band B 21st Century Schools and Colleges Programme comprises a range of projects totalling £160 million, with the inclusion of a number of projects that propose to increase Welsh medium primary school capacity.

Further investment has been made across a number Welsh medium primary schools over the previous three years up to and including the years 2019 / 2020 providing additional Welsh medium primary school learner places and creating improved accommodation for learners. This has been achieved through the Council's Capital Programme which includes a combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the Council Planned Minor Capital Works Programme, which includes an on-going rolling programme of investment in schools, has invested approximately £1.2 million in Welsh medium primary schools.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW WE PROPOSE TO GET THERE?

- Data demonstrates stability in the ratio split of learners who could attend English and Welsh medium primary schools during the forthcoming five academic years.

- The projected surplus capacity in Welsh medium primary schools is likely to increase to 28.1% during the forthcoming five academic years.
- Based on November 2020 provisional forecasts, the number of reception / five year old learners who will receive their education through the medium of Welsh during the first five academic years of this WESP is projected to fall.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively to divert this projection.

In order to gain a detailed understanding of where surplus capacity exists, a mapping exercise of all Welsh medium primary schools will be undertaken. These findings will be analysed, and a gap analysis produced along with areas for improvement identified with proposed strategies for achieving improvements. Such areas for improvement could include, but are not limited to, the development and implementation of targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers.

There are a few Welsh medium primary schools where demand is high and as such growth in capacity is needed. In these primary schools, action has or is currently being taken to address these issues. The Council's ambitious Band B 21st Century Schools and Colleges Programme comprises a range of projects totalling £160 million, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium primary schools. During the first five years of this WESP, the Council's ambitious Band B 21st Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the Council, will:

- Amend the language medium of Penderyn Community Primary School from a dual language primary school to a Welsh medium primary school (following the opening of Hirwaun Primary School). The catchment area of Penderyn Community Primary School will also be extended.
- Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.
- Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn y Forwyn.
- Deliver a new Welsh medium primary school on the current Heol y Celyn Primary School site, to accommodate pupils currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium pupils attending the dual language Heol y Celyn Primary School.
- Deliver a new dual language primary school, in the first instance, as an extension to the dual language primary school Dolau Primary School, as part an extensive housing development.

These projects will create additional learner places, increasing the capacity of Welsh medium primary schools.

We must also demonstrate to parents / carers that it is never too late to be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers to Welsh medium education. The Council recognises the importance of immersion in the Welsh language for learners who wish

to transition from English to Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the Council has no Welsh language immersion classes for late comers in any of our schools at present, schools requiring Welsh language immersion support for learners who are late comers are funded to support the accelerated acquisition of Welsh language skills for learners as and when the need arises. As such, Welsh medium schools are provided with funding directly to ensure that any late comers to Welsh medium education are provided with the necessary support and skills to enable them to thrive within their school.

This is considered to be working effectively, however, given that many LAs are implementing varying models of Welsh language immersion classes to support learners who are late comers to Welsh medium education, work with the WG, CSC JES and other regional education consortia could be beneficial in understanding what opportunities for joint working could be had to ensure children and young people who are late comers to Welsh medium education are sufficiently supported. The Council will consider creating a Welsh language immersion class for late comers alongside the development of its 21st Century Schools and Colleges Programme.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

Investment made across a number of Welsh medium primary schools over the previous three years up to and including the years 2019 / 2020 through the Council's Capital Programme has provided additional Welsh medium primary school learner places and along with the Council's Planned Minor Capital Works Programme, created improved accommodation for learners. At the end of the lifespan of this WESP, this investment will have increased further. In addition, the Council's ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will have been completed, delivering a four classroom extension to an existing primary school and two new Welsh medium primary schools. These projects will have created additional learner places, increasing the capacity of Welsh medium primary schools.

During the lifespan of this WESP, it is anticipated that additional funding will be available to further invest in Welsh medium primary schools. When additional funding is made available, the Council will be ambitious with its proposals to invest in Welsh medium primary schools in order to meet the target of 720 year one learners in Welsh medium education by 2032.

Alongside this, the Council will have gained a detailed understanding of where surplus capacity exists, through the completion of a mapping exercise of all Welsh medium primary schools. The analysis of these findings will have identified areas for improvement and implemented strategies for achieving improvements.

In addition, proposed work with the WG, CSC JES and other regional education consortia to understand what opportunities for joint working could be had to ensure children and young people who are late comers to Welsh medium education are sufficiently supported would have been completed. The Council will have created a Welsh language immersion class for later comers alongside the development of its Band B 21st Century Schools and Colleges Programme.

KEY DATA

The data in the table that follows outlines the projected number and percentage of reception / five year old learners who could receive their education through the medium of Welsh and is based on November 2020 provisional forecasts, compared to the project number and percentage of reception / five year old learners who should receive their education through the medium of Welsh if the Council is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP.

Projected Number and Percentage of Reception / Five Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP				
Academic Year	Projected Number and Percentage of Reception / Five Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on November 2020 Provisional Forecasts)		Projected Number and Percentage of Reception / Five Year Old Learners Who Should Receive their Education Through the Medium of Welsh if the Council is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032	
	Number	%	Number	%
2022 / 2023	513	21.5%	513	21.5%
2023 / 2024	489	21.5%	533	23.4%
2024 / 2025	468	21.7%	554	25.6%
2025 / 2026	480	21.5%	575	25.8%
2026 / 2027	487	21.6%	598	26.2%
2027 / 2028	488	21.6%	621	27.5%
2028 / 2029	488	20.9%	645	28.6%
2029 / 2030	488	20.6%	671	29.7%
2030 / 2031	488	20.3%	697	30.9%
2031 / 2032	488	21.6%	724	32.0%

OUTCOME 3: MORE CHILDREN CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER

WHERE ARE WE NOW?

Data demonstrates that during the academic year 2015 / 2016 all children leaving Cylchoedd Meithrin transferred into primary schools, of which 57.3% (284) of children transferred into Welsh medium primary schools. This percentage increased to 67.9% (343) of children transferring into Welsh medium primary schools during the academic year 2019 / 2020.

The transition rates of learners between each key stage for Welsh medium primary and secondary schools does not appear to be a problem. The growth demonstrated in the percentage of learners transitioning between key stage two to three (primary to secondary school) is due to secondary school aged learners residing outside of the County Borough attending Welsh medium secondary schools in the County Borough.

For example, Ysgol Gyfun Rhydywaun in the Cynon valley area is the only Welsh medium secondary school option for secondary school aged learners residing in the County Borough of Merthyr Tydfil, due to there being no Welsh medium secondary school located in their County Borough. As such, secondary school aged learners residing in the County Borough of Merthyr Tydfil attend Ysgol Gyfun Rhydywaun. As part of the development of their new Local Development Plan (LDP), Merthyr Tydfil County Borough Council has committed to continue to assess the demand for a Welsh medium secondary school located within their County Borough. The Council has and will continue to conduct cross border planning with all our neighbouring LAs in order to meet our target of 720 year one learners in Welsh medium education by 2032.

Similarly, Ysgol Llanhari in the South Taf area is the nearest Welsh medium secondary school option for some secondary school aged learners residing in the County Borough of Bridgend, due to the only Welsh medium secondary school in the County Borough of Bridgend being located in Maesteg. As such, some secondary school aged learners residing in the County Borough of Bridgend attend Ysgol Llanhari.

Likewise, data demonstrates the retention rates of learners on transition between each key stage for Welsh medium primary and secondary schools does not appear to be a problem, until the transition between key stage four to five (years ten and eleven to Sixth Form).

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?

- It is not possible to obtain projection data on the projected transition rates of children leaving Cylchoedd Meithrin who transfer into Welsh medium primary schools. However, data for the previous four academic years demonstrates that the percentage of children leaving Cylchoedd Meithrin who transfer into Welsh medium primary schools is increasing.
- The projected transition rates of learners between each key stage for Welsh medium primary and secondary schools does not appear to be a problem.
- It is not possible to obtain projection data on the projected retention rates of learners on transition between each key stage for Welsh medium primary and secondary schools. However, data for the previous three academic years demonstrates that the retention rates of learners on transition between each key stage for Welsh medium primary and secondary schools does not appear to be a problem.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively.

Although the percentage of children leaving Cylchoedd Meithrin who transfer into Welsh medium primary schools is increasing, there are still a large percentage of children attending Cylchoedd Meithrin who do not transfer into Welsh medium primary schools. This may be due to a number of factors, including the location and proximity of the Cylchoedd Meithrin to Welsh medium primary schools, which emphasises that in order to promote wider access to Welsh medium education, there may be a need to

ensure the availability of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites.

The Council recognises the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites is vital to contributing towards one million people in Wales being Welsh speakers by 2050. By investing in Welsh medium childcare and early years settings co-located on Welsh medium primary school sites, the Council is supporting parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression for their children. The Council will continue to work in partnership with Mudiad Meithrin to support parents / carers of children attending Cylchoedd Meithrin to continue their child's statutory education journey into Welsh medium education.

Whilst the transition and retention rates of learner's on transition between each key stage for Welsh medium primary and secondary schools does not appear to be a problem, a mapping exercise of the transition and retention rates of learner's on transition between each key stage for Welsh medium primary and secondary schools will be undertaken. These findings will be analysed, and areas for improvement will be identified along with the development proposed strategies for achieving improvements.

The Council will continue to monitor the transition and retention rates of learner's transition between each key stage for Welsh medium primary and secondary schools.

In addition, the Council will continue to provide initiatives to support the transition and retention rates of learners on transition between each key stage for Welsh medium primary and secondary schools. These initiatives include but are not limited to:

- Learners in year six spending time in their new secondary school prior to the start of their first term at secondary school.
- Teachers from secondary schools attending primary schools to provide activity sessions.
- The Urdd Gobaith Cymru (the Urdd) assisting Welsh medium primary schools to organise residential trips to Llangrannog in their secondary school cluster.

Alongside this, the Council will actively work with parents / carers to promote a continuum of linguistic progression for their child to ensure both parents / carers and learners are supported in the transition between each key stage and learners continue the education through the medium of Welsh. The Council will also work to ensure that all staff likely to have contact with parents / carers are aware of the key messages regarding Welsh medium and Welsh language education and a continuum of linguistic progression so they can answer any questions that may arise.

Using the Choice Architecture Model¹⁸, the Council will implement a review of its online school admissions process. The Choice Architecture Model is a simplified version of the Mindspace Model¹⁹ commissioned by the United Kingdom Cabinet Office in 2009

¹⁸ [Welsh Government – Guidance on Welsh in Education Strategic Plans – 2021](#)

¹⁹ [United Kingdom Cabinet Office – Mindspace Model – 2009](#)

to understand how behavioural theory could help achieve better outcomes. The Choice Architecture Model can be used to assist in the uptake of Welsh medium education by ensuring that choices on Welsh medium education made available to parents / carers when completing their child's online school admissions application are easy, attractive, sociable and timely (or EAST).

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

At the end of the lifespan of this WESP, investment in the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites via the Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme will have been completed. The Council recognises the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites is vital to contributing towards one million people in Wales being Welsh speakers by 2050. This investment is supporting parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression for their children. The Council will continue to work in partnership with Mudiad Meithrin to support parents / carers of children attending Cylchoedd Meithrin to continue their child's statutory education journey into Welsh medium education.

Alongside this, the Council will have gained a detailed understanding of the transition and retention rates of learner's on transition between each key stage for Welsh medium primary and secondary schools, through the completion of a mapping exercise of all Welsh medium primary and secondary schools. The analysis of these findings will have identified areas for improvement and implemented strategies for achieving improvements.

The Council will continue to provide initiatives to support the transition and retention rates of learners on transition between each key stage for Welsh medium primary and secondary schools. The Council will also continue to actively work with parents / carers to promote a continuum of linguistic progression for their child to ensure both parents / carers and learners are supported in the transition between each key stage and learners continue the education through the medium of Welsh. In addition, the Council will also work to ensure that all staff likely to have contact with parents / carers are aware of the key messages regarding Welsh medium and Welsh language education and a continuum of linguistic progression so they can answer any questions that may arise

At the end of the lifespan of this WESP, the Council will have reviewed and implemented its online school admissions process using the Choice Architecture Model to assist in the uptake of Welsh medium education by ensuring that choices on Welsh medium education made available to parents / carers when completing their child's online school admissions application and that they are EAST.

KEY DATA

The data in the table that follows outlines the projected percentage of learners who could transition between each key stage for Welsh medium primary and secondary

schools during the lifespan of this WESP and is based on November 2020 provisional forecasts.

Projected Percentage of Learners who Could Transition Between Each Key Stage for Welsh Medium Primary and Secondary Schools				
Academic Year	Transition			
	Foundation Phase to Key Stage Two	Key Stage Two to Key Stage Three	Key Stage Three to Key Stage Four	Key Stage Four to Key Stage Five
	%	%	%	%
2022 / 2023	96.1%	111.3%	98.3%	54.8%
2023 / 2024	97.1%	113.9%	98.3%	55.1%
2024 / 2025	97.4%	116.4%	98.3%	54.5%
2025 / 2026	97.5%	116.9%	98.3%	54.6%
2026 / 2027	97.6%	111.9%	98.3%	54.1%
2027 / 2028	97.2%	111.9%	98.4%	54.0%
2028 / 2029	97.2%	112.0%	98.3%	54.1%
2029 / 2030	97.2%	111.9%	98.4%	54.2%
2030 / 2031	97.2%	111.9%	98.4%	54.2%
2031 / 2032	97.2%	111.9%	98.4%	54.2%

OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

There are four Welsh medium secondary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds and two secondary schools for 11 to 19 years olds. All learners who attend these schools' study all their education through the medium of Welsh.

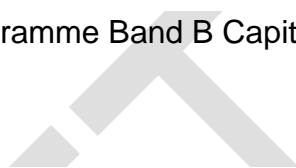
Data demonstrates stability in the ratio split in secondary school aged learners attending English and Welsh medium secondary schools for the previous three academic years, up to and including 2019 / 2020. Over the same timeframe, the number of year ten learners attending Welsh medium secondary schools has increased.

The capacities of all schools are kept under regular, annual review by the Council's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. Any increase in learner populations, particularly within Welsh medium education, is closely monitored and, if the increase is sustained and clear within the catchment area of a particular school, consideration is given to making the required increase in capacity, by whatever means is most appropriate and most suited to that particular school. On an annual basis the Council is required to provide the WG with the Planning of School Places Return, which details the capacity of every school, the number learners on roll and the projected number of learners. Detailed forward planning is undertaken by comparing the capacity of every school against the projected number of learners.

The majority of the Welsh medium secondary schools currently have surplus capacity. Based on 2019 / 2020 PLASC data, there is currently 23.1% surplus capacity in Welsh medium secondary schools. However, there are a few secondary schools where growth in capacity is needed, therefore action is currently being taken to address these issues.

The Council continues to deliver and support its long term strategic investment programme of modernisation to create school environments that meet the needs of our communities and provide the best learning provision and outcomes for children and young people and the wider community. This long term strategic investment programme is supported with Council and WG funding including but not limited to:

- 21st Century Schools and Colleges Programme Band B Capital Grant.
- Community Hub Grant.
- Community Infrastructure Levy Grant.
- Welsh Medium Capital Grant.



Band B of the WGs 21st Century Schools and Colleges Programme will invest £2.3 billion in school and college infrastructure across Wales. One of the key investment objectives of the WGs Band B 21st Century Schools and Colleges Programme is to provide efficient and effective educational infrastructure that will meet current and future demand for learner places by 2024. More specifically, to provide the right number of learner places for the delivery of English and Welsh medium education. The Council's ambitious Band B 21st Century Schools and Colleges Programme comprises a range of projects totalling £160 million, with the inclusion of projects that propose to increase Welsh medium secondary school capacity.

Further investment has been made across a number Welsh medium secondary schools over the previous three years up to and including the years 2019 / 2020 providing additional Welsh medium secondary school learner places and creating improved accommodation for learners. This has been achieved through the Council's Capital Programme which includes a combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the Council Planned Minor Capital Works Programme, which includes an on-going rolling programme of investment in schools, has invested approximately £3.5 million in Welsh medium secondary schools.

The data in the table that follows outlines the number and percentage of secondary school aged learners who were assessed for GCSE Welsh first language and GCSE Welsh Second Language during the academic year 2019 / 2020.

Number and Percentage of Secondary School Aged Learners Assessed for GCSE Welsh First Language and GCSE Welsh Second Language During the Academic Year 2019 / 2020				
Academic Year	GCSE Welsh First Language		GCSE Welsh Second Language	
	Number	%	Number	%
2019 / 2020	482	18.6%	1,641	63.3%

The data in the table that follows outlines the number and percentage of secondary school aged learners who were assessed for AS and A Level Welsh first and second language during the academic year 2019 / 2020.

Number and Percentage Secondary School Aged of Learners Assessed for AS and Advanced Level Welsh First Language and AS and A Level Welsh Second Language During the Academic Year 2019 / 2020				
Academic Year	AS and A Level Welsh First Language		AS and A Level Welsh Second Language	
	Number	%	Number	%
2019 / 2020	15	1.7%	29	3.2%

All Welsh medium secondary schools work collaboratively with one another and other providers, including Coleg Y Cymoed, to provide GCSE, AS and A Level provision. However, collaboration is difficult due to their locations and proximity to one another.

During the summer of 2018, the WG approved funding to pilot the Gatsby Good Career Benchmarks programme in secondary schools. The Gatsby Good Career Benchmarks programme supports secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, training and further education and is based around the eight Gatsby Good Career Benchmarks. In January 2019, a Project Manager was appointed by the Council to support each secondary school in understanding the Gatsby Good Career Benchmarks. All secondary schools took part in the pilot between January 2019 and December 2021. An evaluation²⁰ of the pilot acknowledged positive impacts and outlined a number of recommendations which were developed into an action plan. The Council as committed to continue the work started by the pilot for a further two years to further develop the Gatsby Good Career Benchmarks in all secondary schools.

Building on the positive impacts of the Gatsby Good Career Benchmarks programme, the Council has further developed the Gatsby + Mentoring Model. The Gatsby + Mentoring Model is an extension of the Gatsby Good Career Benchmarks programme which works with secondary schools to support learners who are underachieving or in danger of becoming not in education, employment or training (NEET).

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?

- Data demonstrates stability in the ratio split of learners who could attend English and Welsh medium secondary schools for the forthcoming five academic years.
- The projected surplus capacity in Welsh medium secondary schools is likely to increase to 24.1% during the forthcoming five academic years.
- Based on November 2020 provisional forecasts, the number year ten learners who will receive their education through the medium of Welsh during the first five academic years of this WESP is projected to fall.

²⁰ [Gatsby Benchmarking Pilot: Interim Evaluation – January 2021](#)

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively to divert this projection.

In order to gain a detailed understanding of where surplus capacity exists, a mapping exercise of all Welsh medium secondary schools will be undertaken. These findings will be analysed, and a gap analysis produced along with areas for improvement identified with proposed strategies for achieving improvements. Such areas for improvement could include, but are not limited to, the development and implementation of targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers.

There are a few Welsh medium secondary schools where demand is high and as such growth in capacity is needed. In these secondary schools, action has or is currently being taken to address these issues. The Council's ambitious Band B 21st Century Schools and Colleges Programme comprises a range of projects totalling £160 million, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium secondary schools. During the first five years of this WESP, the Council's ambitious Band B 21st Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the Council, will deliver:

- Ysgol Gyfun Rhydywaun – Due for completion in September 2022, this investment will create improved and extended accommodation by adding additional teaching accommodation along with a new sports facility to complement the recently completed 3G sports pitch and will provide an additional 187 Welsh medium secondary school learner places. These additions will provide state of the art facilities for both Ysgol Gyfun Rhydywaun and the local community, increasing opportunities for participation in the wider community.
- Ysgol Gyfun Cwm Rhondda – Due to limitations of the current site, on 9th April 2019 the Council's Cabinet²¹ granted approval to proceed to undertake a feasibility study to invest in either refurbishing the existing Ysgol Gyfun Cwm Rhondda or to relocate the school to a new 21st Century standard school to be built in the Rhondda. A further commitment to undertake this feasibility study was made by the Council's Cabinet on 28th January 2021²².

These projects will create additional learner places, increasing the capacity of Welsh medium secondary schools.

All Welsh medium secondary schools work collaboratively with one another and other providers, including Coleg Y Cymoed, to provide GCSE, AS and A Level provision. However, collaboration is difficult due to their locations and proximity to one another. Options to maintain and broaden GCSE, AS and A Level provision need to be further explored. Options to be explored could include the E-sgol project, which was launched by Ceredigion County Council in 2018. The E-sgol project formed part of the WG Rural

²¹ [Rhondda Cynon Taf County Borough Council – Cabinet – Planning for Welsh Medium Education Places – 9th April 2019](#)

²² [Rhondda Cynon Taf County Borough Council – Cabinet – Welsh in Education Strategic Plan – Annual Update 2020 – 28th January 2021](#)

Education Action Plan – 2018²³, and provides GCSE, AS and A Level learners with the provision of a broader range of GCSE, AS and A Level subjects through virtual pedagogy via the use of Microsoft Teams through Hwb.

Through the Gatsby Good Career Benchmarks programme and Gatsby + Mentoring Model, the Council will support secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, training and further education. Further work will be undertaken to create a system of support and training for Career Leaders in secondary schools to facilitate the incorporation of Benchmark Four – Linking Curriculum Learning to Carers into the Curriculum for Wales – 2022.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

Investment made across a number of Welsh secondary schools over the previous three years up to and including the years 2019 / 2020 through the Council's Capital Programme has provided additional Welsh medium secondary school learner places and along with the Council's Planned Minor Capital Works Programme, created improved accommodation for learners. At the end of the lifespan of this WESP, this investment will have increased further. In addition, the Council's ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will have been completed, delivering an improved and extended Welsh medium secondary school and with another secondary school either refurbished or relocated to a new 21st Century standard school. These projects will have created additional learner places, increasing the capacity of Welsh medium secondary schools.

During the lifespan of this WESP, it is anticipated that additional funding will be available to further invest in Welsh medium secondary schools. When additional funding is made available, the Council will be ambitious with its proposals to invest in Welsh medium secondary schools in order to meet the target of 720 year one learners in Welsh medium education by 2032.

Alongside this, the Council will have gained a detailed understanding of where surplus capacity exists, through the completion of a mapping exercise of all Welsh medium secondary schools. The analysis of these findings will have identified areas for improvement and implemented strategies for achieving improvements.

All Welsh medium secondary schools work collaboratively with one another and other providers, including Coleg Y Cymoed, to provide GCSE, AS and A Level provision. During the lifespan of this WESP, the Council is hopeful that these collaborative working arrangements are continued and expanded with options such as E-sgol further explored to maintain and broaden GCSE, AS and A Level provision.

During the lifespan of this WESP, the Council is hopeful that the Gatsby Good Career Benchmarks programme and Gatsby + Mentoring Model will have developed a wide range of learning pathways for 14 to 19 year old learners in preparation for the world of work, training and further education.

²³ [Welsh Government – Rural Education Action Plan – 2018](#)

KEY DATA

The data in the table that follows outlines the projected number and percentage of year ten learners who could receive their education through the medium of Welsh and is based on November 2020 provisional forecasts, compared to the project number and percentage of year ten learners who should receive their education through the medium of Welsh if the Council is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP. Although it would take ten years for the effect of an increase in year one learners to have an impact upon year ten learners, this data has been included for comparison purposes.

Projected Number and Percentage of Year Ten Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP				
Academic Year	Projected Number and Percentage of Year Ten Learners Who Could Receive their Education Through the Medium of Welsh (Based on November 2020 Provisional Forecasts)		Projected Number and Percentage of Year Ten Learners Who Should Receive their Education Through the Medium of Welsh if the Council is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032	
	Number	%	Number	%
2022 / 2023	557	19.4%	577	20.1%
2023 / 2024	545	18.6%	595	20.3%
2024 / 2025	517	17.9%	615	21.3%
2025 / 2026	538	17.6%	630	20.6%
2026 / 2027	521	17.8%	640	21.9%
2027 / 2028	519	18.2%	660	23.1%
2028 / 2029	487	17.4%	675	24.1%
2029 / 2030	524	18.7%	690	24.6%
2030 / 2031	502	18.2%	705	25.6%
2031 / 2032	518	20.3%	720	28.2%

OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL

WHERE ARE WE NOW?

The school environment provides learners with the opportunity to use the Welsh language within different contexts. A lack of opportunity to use the Welsh language leads to a lack of confidence and the erosion of Welsh language skills. As such, learners, along with parents / carers and the wider community should be supported and encouraged to participate in wide range of cultural, social and sporting activities through the medium of Welsh within their primary and secondary school in order to improve their confidence and retain their fluency in the Welsh language.

In recent years, support has been given to promote and increase learner's use of the Welsh language in primary and secondary schools and in social contexts. This has been done through the Welsh Language Charter (Siarter Iaith), developed by

Gwynedd Council, and various other projects, in partnership with the CSC JES and the Urdd. These include but are not limited to:

- Implementing the Welsh Language Charter in all Welsh medium primary and secondary schools in order to develop learners' use of the Welsh language.
- Implementing Cymraeg Campus in a number of English medium primary schools and piloting it in two English medium secondary schools.
- Publishing a toolkit for Welsh medium secondary schools to use to embed learner's use of the Welsh language.
- Supporting Welsh medium secondary schools to develop activities to encourage the informal use of the Welsh language.
- Supporting English medium secondary schools to provide informal opportunities to use the Welsh language and intensive Welsh language learning opportunities through the Urdd's Cymraeg Bob Dydd project.

The aim has been to embed positive habits and attitudes towards the Welsh language through purposeful planning within primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools. Facilitating the use of the Welsh language, across the curriculum and in wider contexts in primary and secondary schools, to ensure a continuum of linguistic progression to support learner's in the transition between key stages offers all learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022.

To date, all Welsh medium primary schools have achieved the bronze award for the Welsh Language Charter, whilst eight Welsh medium primary schools have achieved the silver award for the Welsh Language Charter and eighteen English medium primary schools have achieved the bronze award for Cymraeg Campus. To date, all four Welsh medium secondary schools are working towards achieving the bronze award for the Welsh Language Charter, whilst two English medium secondary schools are part of the Cymraeg Campus pilot.

The Welsh Language (Wales) Measure 2011²⁴ (the 2011 Measure), requires the Council to produce a five year strategy to facilitate and promote Welsh language. The first five year strategy, RCT – Welsh Language Promotion Strategy²⁵, was approved in 2016 and outlined a number of key policy areas to maintain and increase the number of Welsh speakers during its lifecycle. In developing this WESP, the RCT – Welsh Language Promotion Strategy has been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education and the Council has and will continue to ensure there is a clear alignment with it.

Learners attending English and Welsh medium primary and secondary schools are encouraged to participate in wide range of cultural, social and sporting activities through the medium of Welsh in order to improve their confidence and retain their fluency in the Welsh language.

²⁴ [Welsh Language \(Wales\) Measure 2011 \(the 2011 Measure\)](#)

²⁵ [Rhondda Cynon Taf – Welsh Language Promotion Strategy – 2016](#)

The Council's Cultural Services Team employs officers whose skills, expertise and knowledge supports the development of opportunities to use the Welsh language in different contexts. Learners are provided with a range of opportunities to use the Welsh language informally in community settings including:

- Presenting a theatre piece at one of the Council's theatres for key stage one and two learners.
- Participating in a performing arts workshops at Ysgol Garth Olwg Lifelong Learning Centre for key stage two, three and four learners.
- Co-producing and presenting a theatre piece at one of the Council's theatres for key stage three and four learners.

In addition, opportunities are provided for learners to develop their creative industry skills that can be explored practically by shadowing professionals and participating in productions within one of the Council's theatres.

As an Arts Portfolio Wales client, in receipt of revenue funding from the Arts Council of Wales, the Council's Cultural Services Team are required to have their own Welsh Language Plan, which supports the delivery of the RCT – Welsh Language Promotion Strategy.

The Council's YEPS employ Welsh speaking Youth Engagement Officers, located within each Welsh medium secondary school, whose role is to provide a range of activities for learners through the medium of Welsh in different contexts, therefore, normalising the Welsh language and encouraging its use outside of the classroom. The Youth Engagement Officers provide opportunities for learners to use the Welsh language more informally in community settings, such as:

- Offering 'positive activities' five days per week, after the school day, delivered through the medium of Welsh.
- Offering 'extended provision' two evenings a week through the medium of Welsh. Extended provision covers the following four areas:
 - Education, employment and training.
 - Advice and guidance.
 - Participation and consultation.
 - Leisure, sporting and cultural opportunities.

In addition, the Council's YEPS has a Service Level Agreement (SLA) with Menter Iaith, to lead on the development of Welsh Language Youth Forums in each secondary school. The Welsh Language Youth Forums are expected to input into the County Youth Forum to ensure there is sufficient Welsh language representation.

The Urdd provide a range of opportunities for young people over the age of seventeen to gain employment, practical experience and professional qualifications, working alongside stakeholders to develop Welsh medium apprenticeships. Apprenticeships are available in within the outdoor activity, sports and youth and community services. Apprentices get the opportunity to learn from experienced staff and lead high quality activities for children and young people whilst gaining accredited qualifications. The Council will work to strengthen links with the Urdd, to provide learners with a wide

range of activities through the medium of Welsh within their primary and secondary school.

Eligible parents / carers and the wider community are supported and encouraged to participate in activities through the medium of Welsh order to improve their confidence and retain their fluency in the Welsh language. Communities for Work (CfW), a WG partnership programme between the LA and Department for Work and Pensions (DWP), supported by the European Social Fund (ESF), delivers employment support services in all fifty two Communities First Clusters (CFC) in Wales. Dedicated CfW Project Teams are in place to provide support to individuals to access employment. CfW offer pre-employment activities that introduce conversational Welsh to parents / carers and the wider community and a pathway to employment course that includes basic Welsh language skills which can lead onto a Welsh for Adults course.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?

In order to further embed positive habits and attitudes towards the Welsh language in primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools, the Council intends to increase the total number of Welsh and English medium primary and secondary schools being awarded the Welsh Language Charter and Cymraeg Campus during the first five years of this WESP.

It is anticipated that supporting and promoting learners to increase their use of the Welsh language in primary and secondary schools and in social contexts will assist the Council in contributing towards one million people in Wales being Welsh speakers by 2050. The Council's Cultural Services Team and YEPS will continue to develop and provide opportunities for learners to use the Welsh language in different contexts.

The Council's Cultural Services Team intend to establish a strategic relationship with primary and secondary schools in the County Borough, supporting their delivery for Welsh medium and Welsh language education through a cultural provision.

The Council's YEPS will continue to offer a language choice of English or Welsh to learners. There will continue to be a Welsh speaking Youth Engagement Officer located within each Welsh medium secondary school, as well as a Welsh speaking Youth Engagement Officer in some English medium secondary schools. In addition, the Council's Youth Engagement Officers will continue to offer additional activities to learners, with a Welsh language provider being sourced for learners attending Welsh medium secondary school wherever possible, with the aim of increasing the number of external providers who can deliver activities through the medium of Welsh. In addition, the Council's YEPS, Menter Iaith and the Urdd will continue to meet regularly to co-produce a range of opportunities for learners to use the Welsh language in different contexts.

In recent years, the County Borough is honoured to have been confirmed as the host for the 2024 National Eisteddfod of Wales, an indication of the Council's commitment to contributing towards one million people in Wales being Welsh speakers by 2050.

Through this, there will be opportunities to promote the Welsh language and for learners to use Welsh in different contexts at school and beyond.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

One of the aims within the Cymraeg 2050 Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. In order to achieve the vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for learners to use Welsh different contexts. Learners should be supported and encouraged to participate in wide range of cultural, social and sporting activities through the medium of Welsh within their primary and secondary schools in order to improve their confidence and retain their fluency in the Welsh language.

By the end of the lifespan of this WESP, the Council expects all primary and secondary schools to have achieved the Welsh Language Charter and Cymraeg Campus and an increase in the opportunities for learners to use Welsh in different contexts in school via the Council's Cultural Services Team and YEPS by 2032 during the lifespan of this WESP.

KEY DATA

In order to further embed positive habits and attitudes towards the Welsh language in primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools, the Council intends to increase the number of opportunities for learners to use Welsh different contexts by 2032 during the lifespan of this WESP.

OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ALN (IN ACCORDANCE WITH THE DUTIES IMPOSED BY THE ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018

WHERE ARE WE NOW?

Considerable changes are underway in relation to the statutory provision required to meet the needs of learners with ALN. The Additional Learning Needs and Education Tribunal (Wales) Act 2018²⁶ (the ALNET Act 2018) was introduced in January 2018 and will be implemented in September 2021. The ALNET Act 2018 requires LAs to keep the arrangements for supporting learners between the ages of 0 to 25 with ALN under review and consider whether these arrangements are sufficient. It includes a statutory requirement to take reasonable steps to create a Welsh medium and bilingual system of support for learners with ALN. The ALNET Act 2018 is supported by new regulations, including secondary legislation and a new statutory ALN Code (The New Code²⁷).

²⁶ [The Additional Learning Needs and Education Tribunal \(Wales\) Act](#)

²⁷ [The Additional Learning Needs Code For Wales 2021](#)

For learners with significant ALN, who experience difficulties in coping in mainstream primary and secondary schools, specialist provisions are required. There are a range of specialist provisions located throughout the County Borough which include:

- 44 Learning Support Classes (LSCs).
- 2 PRUs.
- 4 Special Schools.

Placements within these specialist provisions are agreed by the Council's Access and Inclusion Service Panels.

In addition, approximately £3.4 million Additional Needs Funding (ANF) is available to mainstream primary and secondary schools to ensure robust, inclusive provision for learners who attend mainstream primary and secondary schools with severe and persistent ALN.

Welsh medium learners with ALN, who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – The WCNT. The WCNT, which includes a Welsh medium specialist teacher and two Learning Support Assistants, provide support through an inclusive delivery model, whereby learners are provided with specialist support within their mainstream primary and secondary schools. During the academic year 2019 / 2020, The WCNT supported a number of learners. Analysis suggests that learners accessing support from The WCNT were making progress that was comparable to that of their peers in equivalent English medium primary and secondary school settings. Further analysis suggests that this inclusive model adopted in Welsh medium primary and secondary schools has been very positive.

The Council provides an excellent range of LSC provisions. However, in light of the requirements of the ALNET Act 2018, concerns regarding rising exclusions and an increase in requests for SEBD placements it was recently considered necessary to enhance the LSC provision. Data analysis found that there was:

- Insufficient SEBD provision in the secondary sector.
- No discreet specialist provision for Welsh medium learners with ALN.

As such, a report, approved by the Council's Cabinet on 17th December 2019²⁸, outlined proposals for change that sought to:

- Enhance the continuum of linguistic progression of provision that effectively addressed the need for specialist SEBD provision within key stage three and four.
- Create a specialist LSC provision for Welsh medium key stage three and four learners with significant ALN.

²⁸ [Cabinet Report – 17th December 2019 – Review of Learning Support Class Provision for Learners with Social, Emotional and Behavioural Difficulties \(SEBD\) Significant Additional Learning Needs \(ALN\)](#)

- Commence a consultation on proposals to enhance LSC provision for Welsh medium key stage three and four learners with SEBD by establishing a LSC at Ysgol Garth Olwg.

Due to the impact of the Covid-19 pandemic, the proposals to enhance LSC provision for Welsh medium key stage three and four learners with SEBD by establishing a LSC at Ysgol Garth Olwg were lapsed and, as such, on 25th June 2020, the Council's Cabinet²⁹ agreed to progress with an amended proposal to extend an earlier pilot to fund mainstream secondary schools to establish their own alternative curriculum for learners with SEBD. As a result, in September 2020, funding was provided to establish an in house, Welsh medium secondary school based alternative provision to meet the needs of learners presenting with SEBD within their local Welsh medium mainstream secondary school.

The development of Welsh medium ALN provision formed part of the 2020 / 2021 Regional ALN Transformation Plan. For the years 2020 / 2021, the work stream fell under Priority One, to:

- Ensure that all LAs develop consistent practices and collaborate effectively with key partners to prepare for the new ways of working.

The focus of Priority One was on three main areas:

- Delivery of a Welsh medium ALN Regional Delivery Plan.
- Development of Welsh medium resources.
- Development of a standardised Welsh medium reading test.

Actions in the 2020 / 2021 Regional ALN Transformation Plan were concerned with continuing to develop a regional approach to support Welsh medium provision and increase the consistency and sharing of best practice. As such, in March 2019 the Council's Access and Inclusion Service undertook an audit of the learning resources that were available across the LAs that comprise the CSC JES. The outcome of this audit informed actions for the 2020 / 2021 Regional ALN Transformation Plan.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?

The ALNET Act 2018 requires all LAs to keep ALN provision under review. As such, LAs must:

1. Keep under review the arrangements in its locality for learners who have ALN.
2. Consider the extent to which the arrangements are sufficient to meet the needs of the learners ALN.
3. Consider the sufficiency of ALN provision through the medium of Welsh.
4. Consider the size and capability of the workforce available.
5. Take all reasonable steps to remedy any insufficient arrangements.
6. At fitting times, consult such persons considered appropriate.

²⁹ [Cabinet Report – 25th June 2020 – Review of Learning Support Class Provision for Learners with Social, Emotional and Behavioural Difficulties \(SEBD\) Significant Additional Learning Needs \(ALN\)](#)

In developing this WESP, The ALNET Act 2018 has been taken into consideration. The Council will endeavour to provide sufficient ALN provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.

The ALNET Act 2018, requires all LAs to use a wide range of quantitative data and qualitative information in order to keep ALN provision under review. Such data and information to be utilised includes but is not limited to:

- The number of Welsh medium learners with ALN.
- The different types and severity of ALN of Welsh medium learners.
- The outcomes of Welsh medium learners with ALN.
- Specialist workforce audits in relation to capacity in delivering support for Welsh medium learners with ALN.
- Specialist placement capacity.
- Any local, regional and national performance indicators relating to ALN.
- Any agreed data sets with CTMUHB and FEI.

The Council has and will continue to work collaboratively with the CSC JES to ensure a shared understanding of high quality, universal and effective ALN provision for learners and will use agreed quality assurance processes to monitor the quality of Welsh medium provision in both mainstream primary and secondary schools and special schools and specialist provisions.

The requirements of The ALNET Act 2018 for LAs to take all reasonable steps to implement a Welsh medium and bilingual ALN system will ensure that the ongoing monitoring and review of Welsh medium ALN provision will form an integral part of the Council's Access and Inclusion Service's action planning, monitoring, evaluation and reviewing. Where possible, the Council will align with The ALNET Act 2018.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

At the end of the lifespan of this WESP, the Council will have robust processes in place to ensure that all reasonable steps are taken to secure Welsh medium and bilingual ALN provision and will endeavour to provide sufficient ALN provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.

OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND TEACH THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, it is vital to ensure a childcare and early years setting and school based workforce of sufficient size and capability. In order to create more Welsh speakers, our childcare and early years settings and education system is dependent on its workforce and we must work locally, regionally and nationally to ensure we create a childcare and early years setting and school based workforce with robust linguistic

skills, able to inspire and motivate learners in Welsh medium and Welsh language education.

The childcare and early years settings in the County Borough benefit from highly skilled, qualified staff. Work has been ongoing over several years to up skill the childcare and early years workforce. Changes to qualification requirements in the National Minimum Standards has also placed more emphasis on ensuring a suitably qualified workforce.

In the year 2020, the Council employed 12,457 people, 42.4% (5,290) of which made up the school based workforce. Data demonstrates that 17.3% (917) of the school based workforce had fluent or fairly fluent Welsh language skills (Welsh Language Skills Levels Three, Four and Five).

The WG recently introduced the School Workforce Annual Census³⁰ (SWAC) as a new data collection tool. The CSC JES Welsh in Education Officer (WiEO) supports schools to accurately complete the Welsh language element of the PLASC and SWAC. The SWAC has been introduced to provide comprehensive data on the:

- Size of the workforce.
- Staff demographics.
- Staff recruitment and retention.
- Use of supply cover.
- Absences.
- Capacity for Welsh medium teaching and subject specific teaching.
- Cost of teachers pay.

Data from the SWAC will be used to inform future WG policy. The data will enable schools, LAs, regional education consortia and the WG to have a better understanding of the Welsh language skills of the school based workforce. The data demonstrates that 39.0% (805) of the school based workforce (including headteachers, school teachers and school learning support workers) employed by the Council for the academic year 2019 / 2020 had intermediate, advance or proficient Welsh language skills levels.

The data also demonstrates that 21.7% (448) of the school based workforce employed by the Council were teaching / working through the medium of Welsh for the academic year 2019 / 2020. In addition, during the same timeframe, 6.9% (143) of the school based workforce employed by the Council were able to teach / work through the medium of Welsh but were not doing so in their current post.

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, we must work to ensure we create a childcare and early years setting and school based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education. This work will be driven at a national level, by the WG, who are currently implementing numerous strategies including, but not limited to:

³⁰ [School Workforce Annual Census – 2019 / 2020](#)

- A programme of activities aimed at increasing the number of secondary school aged learners who were assessed for AS and A Level Welsh first and second language.
- Promoting a pathway into teaching Welsh as a subject.
- The continuation of Iaith Athrawon Yfory.
- The development of alternative routes into teaching.
- The distribution of specific funding to regional education consortia.
- The implementation of a digital marketing campaign, marketing to specific groups of potential teachers.
- The piloting of transition courses for teachers with Qualified Teacher Status (QTS) to teach in primary schools to receive additional training and support to teach in secondary schools.
- The Welsh Language Sabbatical Scheme (WLSS).
- Working closely with Initial Teacher Education (ITE) partnerships to deliver ITE accredited ITE programmes.
- Working closely with the Education Workforce Council (EWC) and ITE providers to complement and support recruitment across Wales.

The WLSS offers Welsh language courses to the primary and secondary school based workforce. The aim of the WLSS, which is funded by the WG, is to increase the number of the school based workforce who can teach through the medium of Welsh or bilingually. The WLSS offers opportunities for specialised, continuing professional development and is offered at various language proficiency levels in various locations across Wales. The courses for the school based workforce employed by the Council are offered at Cardiff University and include sabbatical courses at foundation and higher levels, as well as the new groundbreaking course, Welsh in a Year. The courses are available free of charge and the WG provides a grant to pay supply costs, as well as travelling expenses.

The data in the table that follows outlines the number the school based workforce who are employed by the Council and have participated in and completed a WLSS over the previous four academic years up to and including 2020 / 2021.

Number of the School Based Workforce who are Employed by the Council and have Participated in and Completed a WLSS Course Over the Previous Four Academic Years	
Academic Year	Number
2017 / 2018	1
2018 / 2019	3
2019 / 2020	5
2020 / 2021	3*

*A further two school teachers and school learning support assistants were offered place but decided to defer until 2021 / 2022 due to the Covid-19 pandemic.

The CSC JES provides the school based workforce who have completed WLSS with continued professional learning, networking and opportunities to share best practice within and across the schools located in the County Boroughs that comprise the CSC JES.

Two Welsh medium secondary schools in the County Borough, Ysgol Gyfun Garth Olwg and Ysgol Gyfun Rhydywaun have formed an alliance with Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Plasmawr, in partnership with Cardiff Metropolitan University to run an ITE programme. The secondary schools that form part of the alliance are required to provide training days for all secondary school PGCE learners who study the PGCE course through the medium of Welsh. Every PGCE learner must be placed in one of the secondary schools who form part of the alliance for one of their placements. To assist and support the PGCE learners, each secondary school that forms part of the alliance provides a Research Champion, Welsh Language Coordinator, Subject Mentor and Senior Mentor. During the academic year 2020 / 2021, there are 15 PGCE learners across the alliance.

To supplement the ITE programme, support has also been continuing support has been provided to the current school based workforce in completing their ITE programme.

The Urdd provide a range of opportunities for young people over the age of seventeen to gain employment, practical experience and professional qualifications, working alongside stakeholders to develop Welsh medium apprenticeships. Apprenticeships are available in within the outdoor activity, sports and youth and community services. Apprentices get the opportunity to learn from experienced staff and lead high quality activities for children and young people whilst gaining accredited qualifications. The Council will work to strengthen links with the Urdd, creating alternative, additional pathways for learners.

The Council and the CSC JES provides numerous professional learning opportunities to take account of the language progression of the school based workforce employed by the Council. The Council and the CSC JES records attendance at courses organised.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively.

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, it is vital to ensure a childcare and early years setting and school based workforce of sufficient size and capability. In order to create more Welsh speakers, our childcare and early years settings and education system is dependent on its workforce and we must work locally, regionally and nationally to ensure we create a school based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education.

If the Council is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP, it could result in the requirement for an increased childcare and early years setting and school based workforce. Early immersion in the Welsh language and support for parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education is

important in ensuring a continuum of linguistic progression. We need to ensure that there is an adequate childcare and early years settings workforce to support parents / carers to attend Ti a Fi and Cymraeg i Blant parent and toddler sessions, followed by Cylch Meithrin nursery groups. At present, projections showing adequate surplus capacity across Welsh medium primary and secondary schools to meet our target. However, we need to ensure that childcare and early years and school based staff have robust linguistic skills and are able to inspire and motivate learners in Welsh medium and Welsh language education.

The Council will work collaboratively with Mudiad Meithrin to ensure that there is an adequate childcare and early years workforce to provide early immersion in the Welsh language and support for parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education is important in ensuring a continuum of linguistic progression.

The Council and the CSC JES will analyse data from the PLASC and SWAC to monitor linguistic competency and identify the professional learning needs of the school based workforce. Utilising local, regional and national training programmes, that take account of the language progression of the school based workforce employed by the Council, including the WLSS, the school based workforce will be supported with continued professional learning, networking and opportunities to share best practice within and across the schools that comprise the CSC JES.

In addition, the Council will work collaboratively with the CSC JES to increase the capacity of the school based workforce in English medium primary and secondary schools to teach through the medium of Welsh. Whilst also continuing to develop and support secondary school teachers who are not subject specialists to teach through the medium of Welsh.

The Council and the CSC JES will work collaboratively to increase leadership capacity at all levels in the Welsh medium sector with progression into headship. The CSC JES provides clear leadership progression opportunities for the Welsh medium sector through leadership development programmes at various levels, including the Aspiring Headteacher Programme (AHP), which is a one year development programme for experienced school leaders who wish to become headteachers in the near future and the subsequent National Professional Qualification for Headship (NPQH) Programme which is the national professional qualification for headteachers. There are currently eighteen Welsh medium primary or secondary school teachers employed by the Council participating in AHP or the NPQH programme.

Notwithstanding the work that will be driven at a national level, by the WG, there are numerous strategies that could be implemented at a regional and national level. These include but are not limited to:

- Exploring how the Council's Apprenticeship Programme could be utilised to provide school based workforce apprenticeship opportunities within Welsh medium primary and secondary schools.
- Working in partnership with the Urdd, the Council will work to strengthen links to create alternative, additional pathways for learners through the development of Welsh medium apprenticeships.

- Utilising the Gatsby Good Career Benchmarks programme, which supports secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, ensuring the early promotion of the professional learning pathway.
- Investigating alternative professional learning pathways with the Council's Adult Education Team.
- Continuing to support the delivery of the ITE programme in alliance with the secondary schools that have formed a partnership with Cardiff Metropolitan University.
- Continuing to support the progression of the current school based workforce in completing their ITE programme.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively.

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, it is vital to ensure a school based workforce of sufficient size and capability. In order to create more Welsh speakers, our education system is dependent on its school based workforce and we must work locally, regionally and nationally to ensure we create a school based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education.

This work will be driven at a national level, by the WG, who are currently implementing numerous strategies alongside the numerous strategies that could be implemented at a regional and national level by the CSC JES and Council.

MARKETING

The use of marketing and promotion strategies to promote Welsh medium and Welsh language education will become integral in the contribution to one million people being Welsh speakers by 2050. The Council will utilise both national and regional marketing and promotion strategies, developed and provided by the WG and CSC JES, as well as local marketing and promotion strategies developed by the Council along with officers from a number of external groups and organisations who form the WESP Strategic Group.

Through the various mapping exercises that will be conducted through many of the outcomes within this WESP, the Council will have gained an understanding of Welsh medium and Welsh language education at a school by school level and from this understanding, where required, will be able to develop bespoke marketing and promotion strategies to assist in the promotion of Welsh medium and Welsh language education.

In addition to this, the Council will continue to raise awareness of the benefits of Welsh medium and Welsh language education through the use of existing marketing materials, created as a result of existing marketing and promotion strategies, whilst also developing new marketing materials.

To support this, a Marketing and Promotion Sub Group comprised of officers from the Council, along with officers from a number of external groups and organisations will be established. This Marketing and Promotion Sub Group will be guided by a Terms of Reference.

ACHIEVING OUR VISION

In accordance with the 2019 Regulations, the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. These groups and organisations include, but are not limited to:

- CSC JES.
- Coleg y Cymoedd.
- CTMUHB.
- Menter Iaith.
- Mudiad Meithrin.
- RhaG.
- The Urdd.
- University of South Wales.
- WG.

Of particular importance in the formulation, implementation and evaluation of this WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

Alongside, the WESP Strategic Group and of upmost importance to the success of this WESP is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish 'task and finish' Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.

From 2023 onwards, the Council will implement two main methods of reporting on the progress of this WESP:

1. Annual Work Plan (AWP).
2. Annual Progress Report (APR).

The AWP is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of this WESP.

The 2019 Regulations require LAs to review their WESP and submit an APR, based on that review, to the WG by 31st July each year. The APR is intended to capture the key achievements in relation to the WESP.

Whilst the statutory responsibility for the WESP sits with the Council, a range of external groups and organisations have a key role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

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ANNEX ONE: METHODOLOGY FOR TARGET SETTING

Cymraeg 2050 sets out the overall long term target of one million people in Wales being Welsh speakers by 2050. In order to achieve this target, Cymraeg 2050 sets out a long term trajectory which includes milestone targets set out in ten year increments. Targets have been set for each LA and have been calculated by the WG in order to establish a clear path to reach the national target.

The methodology implemented by the WG involves using baseline data from the 2019 / 2020 PLASC, more specifically, the number of year one children being taught through the medium of Welsh. The data from each LA has been compared and LAs have been grouped together based on this and other factors including the models of Welsh medium education provision adopted by the LA and the linguistic nature of the LA. This methodology is regarded to be fair, as it acknowledges the different challenges faced by each LA.

Each group of LAs has a set target to increase the percentage of year one learners taught through the medium of Welsh by a fixed range of percentage points. The Council is in Group Three. This is demonstrated in the table that follows:

LA Group Three Targets						
LA	2019 / 2020 Baseline (PLASC 2019 / 2020)		2032 Target			
			Lower Range		Upper Range	
	Number	%	Number	%	Number	%
Caerphilly County Borough Council	359	17.9%	520	26.0%	600	30.0%
Cardiff City Council	702	16.9%	1,035	25.0%	1,200	29.0%
Merthyr Tydfil County Borough Council	100	14.0%	155	22.0%	185	26.0%
Rhondda Cynon Taf County Borough Council	506	19.1%	720	27.0%	825	31.0%
Swansea Council	390	15.4%	590	23.0%	695	27.0%
Vale of Glamorgan Council	221	14.3%	345	22.0%	405	26.0%
Wrexham County Borough Council	235	15.0%	360	23.0%	425	27.0%

According to data from the 2019 / 2020 PLASC, between 14.0% and 19.1% of year one learners in these LAs were taught through the medium of Welsh.

It is proposed that each group of LAs calculates a target to increase the percentage of year one learners being taught through the medium of Welsh by a fixed range of percentage points, based on existing provision in each LA. In Group Three, the percentage point ranges are between 8.0% and 12.0%. The lower range as been set for each group of LAs so that the national target of 30.0% of year one learners being taught through the medium of Welsh is achieved by during the lifespan of this WESP.

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ANNEX TWO: LINGUISTIC PROFILE OF THE COUNTY BOROUGH

Every ten years the nation sets aside one day for the Census, a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.

The 2011 Census³¹ indicated that of the 225,555 residents living in the County Borough, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.7% (197,776) were not able to speak Welsh. This can be compared to the all Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.

The Annual Population Survey³² collects information about respondents' Welsh speaking ability and includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The Annual Population Survey for the quarter ending September 2020, reported that 19.3% of respondents living in the County Borough said they could speak Welsh, this is compared to the all Wales percentage of 28.8% of respondents. This can be further broken down to the data contained in the table that follows.

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Can Read Welsh	18.2%	25.8%
Can Write Welsh	16.7%	23.5%
Can Understand Spoken Welsh	23.5%	33.0%

The data demonstrates that in each Welsh language skill area, the 'all Wales' percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write, and understand spoken Welsh since the last Census in 2011.

When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough compared to the all Wales responses.

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Speak Welsh Daily	6.9%	16.2%
Speak Welsh Weekly	5.0%	4.8%
Use it Less Often	5.7%	6.2%

The data demonstrates that the percentage of respondents that speak Welsh daily is far lower for the County Borough than the all Wales percentage.

³¹ [2011 Census](#)

³² [Annual Population Survey](#)

The Welsh Language Use Survey³³ for the years 2013 to 2015, contains detailed information about Welsh speaker's fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery and primary school between the ages of 2 to 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.

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³³ [Welsh Language Use Survey 2013 to 2015](#)

ANNEX THREE: BASELINE DATA

OUTCOME 1: MORE NURSERY / THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

The data in the table that follows is derived from the Council's CSA for the period between 2017 and 2022. It demonstrates the total number of registered and unregistered English and Welsh medium childcare and early years settings alongside the number of places available across the County Borough.

Total Number of English and Welsh Medium Childcare and Early Years Settings Available Across the County Borough					
Childcare Type		Total Number of Registered Childcare Settings	Total Number of Places	Total Number of Unregistered Settings	Total Number of Paces
Childminder		117	564	0	0
Day Care	Full Day Care	35	142	0	0
	Sessional Day Care	29	47	5	6
	Crèches	0	0	0	0
	Out of School Care	9	15	6	6
	Open Access Play Provision	5	7	4	4
	Nanny	0	0	0	0
Total		195	775	15	16

The data in the table that follows, again derived from the Council's CSA for the period between 2017 and 2022, demonstrates the total number of registered and unregistered Welsh medium childcare and early years settings (both Welsh medium and bilingual) alongside the number of places available across the County Borough.

Total Number of Welsh Medium Childcare and Early Years Settings Available					
Childcare Type		Total Number of Registered Settings	Total Number of Places	Total Number of Unregistered Settings	Total Number of Paces
Childminder		1	9	0	0
Day Care	Full Day Care	7	282	0	0
	Sessional Day Care	16	416	0	0
	Crèches	0	0	0	0

	Out of School Care	2	64	5	80
Total		26	771	5	80

The data in the table that follows is provided by the Council's FSP Team and outlines the FSP childcare places that were commissioned from childcare and early years settings by the Council in order to provide the FSP offer to all eligible children. It contains information since the last FSP tender exercise which took place in 2018.

FSP Childcare Places Commissioned from Childcare Settings			
FSP Childcare Places	Number of Commissioned Childcare and early years settings	Number of Commissioned Places	%
Total FSP Childcare English Medium Places Commissioned	23	530	77.3%
Total FSP Childcare Welsh Medium Places Commissioned	9	156	22.7%
Total	32	686	100.0%

The data in the table that follows is provided by the Council's FSP Team and demonstrates that as at November 2020 across the County Borough, an additional thirty four Welsh medium FSP childcare places had been purchased via approved childcare settings, whilst an additional twelve English medium FSP childcare places had been purchased via approved childcare and early years settings taking the total number of childcare places purchased to 732. This is due to parent / carer choice or insufficient space available in local childcare settings.

Additional FSP Childcare Places Commissioned from Childcare and early years settings – As at November 2020		
FSP Childcare Places	Additional Number of Commissioned Places Purchased	New Total Number of Commissioned Places
Total FSP Childcare English Medium Places Commissioned	12	542
Total FSP Childcare Welsh Medium Places Commissioned	34	190
Total	46	732

The data in the table that follows is provided by the WG outlines the total number of children attending Cylchoedd Meithrin over the previous five academic years.

Total Number of Children Attending Cylchoedd Meithrin Over the Previous Five Academic Years					
Settings	Academic Year				
	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
Number of Settings	22	24	25	23	19
Number of Cylchoedd Meithrin	25	27	25	25	20
Number of Children Attending Cylchoedd Meithrin	716	813	804	860	669

The data in the table that follows is derived from PLASC and outlines the number of pre nursery, pre nursery part time, nursery and nursery part time learners attending Welsh medium primary schools for the previous three academic years.

Total Number of Pre Nursery, Pre Nursery Part Time, Nursery and Nursery Part Time Learners Attending Welsh Medium Primary Schools Over the Previous Three Academic Years			
Year Group	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Pre Nursery	73	24	27
Pre Nursery Part Time	0	19	29
Nursery	519	421	406
Nursery Part Time	0	140	130
Total	592	604	592

OUTCOME 2: MORE RECEPTION / FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

The data in the table that follows is derived from PLASC and outlines the total number of primary school aged learners attending primary schools across the County Borough, split by English and Welsh medium for the previous three academic years.

Total Number of Primary School Aged Learners Attending Primary Schools Split by English and Welsh Medium Over the Previous Three Academic Years						
Category	Academic Year					
	2017 / 2018		2018 / 2019		2019 / 2020	
	Number	%	Number	%	Number	%
Total Number of Learners Attending English Medium Primary Schools	18,241	81.0%	18,153	81.0%	18,078	81.0%
Total Number of Learners Attending Welsh Medium Primary Schools	4,291	19.0%	4,269	19.0%	4,220	19.0%

Total Number of Learners Attending Primary Schools	22,532	22,422	22,298
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The data in the table that follows is derived from PLASC and outlines the total number of reception / five year old learners attending Welsh medium primary schools for the previous three academic years.

Total Number of Reception / Five Year Old Learners Attending Welsh Medium Primary Schools Over the Previous Three Academic Years			
Year Group	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Reception	554	517	565
Reception Part Time	0	1	0
Total	554	518	565

OUTCOME 3: MORE CHILDREN CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER

The data in the table that follows is provided by the WG outlines the transition rates of children attending Cylchoedd Meithrin in to English and Welsh medium primary schools for the previous five academic years.

Transition Rates of Children Attending Cylchoedd Meithrin into English and Welsh Medium Primary Schools for the Previous Five Academic Years						
Settings		Academic Year				
		2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
Number of Children Attending Cylchoedd Meithrin		716	813	804	860	669
Number of Children Leaving Cylchoedd Meithrin		495	492	550	602	505
Number of Children Transferring to Primary School		495	492	550	602	505
Welsh Medium	Number	284	288	319	359	343
	%	57.3%	58.5%	58.0%	59.6%	67.9%
English Medium	Number	148	130	150	150	133
	%	52.1%	45.1%	47.0%	41.7%	38.7%
Other	Number	63	74	81	93	29

The data in the table that follows is derived from PLASC and outlines the transition rates of learners between each key stage for Welsh medium primary and secondary schools for the previous three academic years.

Transition Rates of Learners Between Each Key Stage for Welsh Medium Primary and Secondary Schools for the Previous Three Academic Years

Transition	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Foundation Phase to Key Stage Two	97.7%	98.2%	98.3%
Key Stage Two to Key Stage Three	111.7%	113.9%	110.1%
Key Stage Three to Key Stage Four	95.5%	98.4%	97.3%
Key Stag Four to Key Stage Five	62.2%	55.5%	59.6%

The data in the table that follows is derived from PLASC and outlines the retention rates of learners on transition between each key stage for Welsh medium primary and secondary schools for the previous three academic years.

Retention Rates of Learners on Transition Between Each Key Stage for Welsh Medium Primary and Secondary Schools for the Previous Three Academic Years

Transition	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Foundation Phase to Key Stage Two	97.1%	97.6%	97.5%
Key Stage Two to Key Stage Three	93.7%	97.3%	94.0%
Key Stage Three to Key Stage Four	95.3%	98.8%	97.9%
Key Stag Four to Key Stage Five	60.8%	56.6%	56.0%

OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH

The data in the table that follows is derived from PLASC and outlines the total number of secondary school aged learners attending secondary schools, split by English and Welsh medium for the previous three academic years.

Total Number of Secondary School Aged Learners Attending Secondary Schools Split by English Medium and Welsh Medium Over the Previous Three Academic Years

Category	Academic Year					
	2017 / 2018		2018 / 2019		2019 / 2020	
	Number	%	Number	%	Number	%
Total Number of Learners Attending English Medium Secondary Schools	12,550	80.7%	12,685	80.6%	12,868	80.4%

Total Number of Learners Attending Welsh Medium Secondary Schools	3,010	19.3%	3,058	19.4%	3,141	19.6%
Total Number of Learners Attending Secondary Schools	15,560		15,743		16,009	

The data in the table that follows is derived from PLASC and outlines the total number of year ten learners attending Welsh medium secondary schools for the previous three academic years.

Total Number of Year Ten Learners Attending Welsh Secondary Schools Over the Previous Three Academic Years			
Year Group	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Year Ten	491	496	513

OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL

The data in the table that follows is provided by the CSC JES and outlines the total number of Welsh and English medium primary and secondary schools that have achieved the Welsh Language Charter and Cymraeg Campus to date.

Total Number of Welsh and English Medium Primary and Secondary Schools that have achieved the Welsh Language Charter and Cymraeg Campus				
Level	Welsh Language Charter		Cymraeg Campus	
	Welsh Medium Primary School	Welsh Medium Secondary School	English Medium Primary School	English Medium Secondary School
Achieved Bronze Award	17	All 4 Welsh medium secondary schools working towards achieving the bronze award.	N/A	N/A
Achieved Silver Award	8	N/A	18	N/A
Other	N/A	N/A	N/A	Two English medium secondary schools are part

OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ALN (IN ACCORDANCE WITH THE DUTIES IMPOSED BY THE ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018

N/A.

OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND TEACH THROUGH THE MEDIUM OF WELSH

The data in the table that follows is provided by the Councils Welsh Language Unit and outlines the total number and percentage of staff who identified themselves as fluent or fairly fluent in the Welsh language and was correct as at 17th August 2020:

Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh							
Number of Staff with Welsh Language Skills		Fluent (Welsh Language Level Four and Five)		Fairly Fluent (Welsh Language Level Three)		Total (Welsh Language Level Three, Four and Five)	
		Number	%	Number	%	Number	%
Category	Total Number of Staff						
School Based Staff	5,290	742	14.0%	175	3.3%	917	17.3%
Non-School Based Staff	7,167	575	8.0%	143	1.9%	718	10.0%
Total	12,457	1,317	10.5%	318	2.5%	1,635	13.1%

The data in the table that follows is derived from SWAC and outlines the Welsh language ability of the Council's school based workforce for the academic year 2019 / 2020.

Welsh Language Ability of Total Teachers (Including Headteachers, School Teachers and School Learning Support Workers) Employed by the Council		
Skill Level	Academic Year	
	2019 / 2020	
	Number	%
No Skills (NS)	457	22.1%
Entry Level (EL)	456	22.1%
Foundation Level (FL)	325	15.7%
Intermediate Level (IL)	166	8.0%
Advanced Level (AL)	128	6.2%

Proficient Level (PL)	511	24.8%
Information Not Obtained (INO)	21	1.0%
Total	2,064	100.0%

The data in the table that follows is derived from SWAC and outlines the total number of the school based workforce (including headteachers, school teachers and school learning support workers) employed by the Council teaching / working through the medium of Welsh for the academic year 2019 / 2020.

Total Teachers Employed by the Council Teaching / Working Through the Medium of Welsh		
Category	Academic Year	
	2019 / 2020	
	Number	%
Teaching/Working Through the Medium of Welsh in Current Post	448	21.7%
Able to Teach/Work Through the Medium of Welsh but not doing so in Current Post	143	6.9%
Unable to Teach/Work Through the Medium of Welsh	838	40.6%
Teaching Welsh as a Subject Only	635	30.7%
Total	2,064	100.0%

GLOSSARY	
AHP	Aspiring Headteacher Programme
AL	Advanced Level
ALN	Additional Learning Need
ANF	Additional Needs Funding
APR	Annual Progress Report
AWP	Annual Work Plan
CFC	Communities First Clusters
CfW	Communities for Work
CIW	Care Inspectorate Wales
CSA	Childcare Sufficiency Assessment
CSC JES	Central South Consortium Joint Education Service
CTMUHB	Cwm Taf Morgannwg University Health Board
DWP	Department for Work and Pensions
EAST	Easy, Attractive, Sociable and Timely
EL	Entry Level
ESF	European Social Fund
EWC	Education Workforce Council
FEI	Further Education Institutions
FIS	Family Information Service
FL	Foundation Level
FPN	Foundation Phase Nursery
FSP	Flying Start Programme
IL	Intermediate Level
INO	Information Not Obtained
ISP	Information Sharing Protocol
ITE	Initial Teacher Education
LA	Local Authority
LDP	Local Development Plan
LSCs	Learning Support Classes
NEET	Not in Education, Employment or Training
NPQH	National Professional Qualification for Headship
NQTs	Newly Qualified Teacher
NS	No Skills
PL	Proficient Level
PRUs	Pupil Referral Units
QTS	Qualified Teacher Status
REPs	Registered Education Provider
SEBD	Social, Emotional and Behavioural Difficulties
SLA	Service Level Agreement
SWAC	School Workforce Annual Census
The 2002 Code	SEN Code of Practice for Wales 2002
The 2006 Act	The Childcare Act 2006
The 2011 Measure	Welsh Language (Wales) Measure 2011
The 2013 Act	The School Standards and Organisation Act 2013
The 2016 Regulations	The Childcare Act 2006 (Local Authority Assessment) (Wales) Regulations 2016

The 2019 Regulations	The Welsh in Education Strategic Plan (Wales) Regulations 2019
The 2020 Regulations	The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020
The ALNET Act 2018	The Additional Learning Needs and Education Tribunal (Wales) Act 2018
The Draft Code	The Draft ALN Code for Wales – December 2018
The Measure	Section 13 of The Learner Travel (Wales) Measure 2008
The New Code	The New Statutory ALN Code
The Urdd	Urdd Gobaith Cymru
WCNT	The Welsh Complex Needs Team
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WiEO	Welsh in Education Officers
WLSS	Welsh Language Sabbatical Scheme
YEPS	Youth Engagement and Participation Service
RHP	Resilience Health Programme
RFS	Resilient Families Service
SOGs	Schedule of Growing Skills

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

Equality & Socio-Economic Impact Assessment



DRAFT

July 2021



RHONDDA CYNON TAF

EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO ECONOMIC DUTY

(REVISED MARCH 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An equality impact assessment must be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the:

- Well-being of Future Generations (Wales) Act 2015.

The 'A More Equal Wales – Mapping Duties' guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Grace Zecca-Hanagan

Service Director: Andrea Richards

Service Area: 21st Century Schools and Transformation

Date: 21st June 2021

1. a) What are you assessing for impact?

Strategy / Plan	Service Re-Model / Discontinuation of Service	Policy / Procedure	Practice	Information / Position Statement
X				

1. b) What is the name of the proposal?

Welsh in Education Strategic Plan (WESP).

1. c) Please provide an overview of the proposal providing any supporting links to reports or documents.

Section 84 of The School Standards and Organisation (Wales) Act 2013 requires LAs to prepare a WESP. The WESP must contain proposals and targets to improve the:

1. Planning and standards of Welsh medium education and teaching; and
2. Report on progress made to meet the targets of the previous WESP.

Since our first WESP was submitted to the Welsh Government (WG) in 2016, there have been significant changes in the Welsh medium education sector at local and national levels. These changes have been mainly influenced by WG legislation, in particular the new Welsh in Education Action Plan and further implementation of the 21st Century Schools and Colleges Programme .

The WG has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019 and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020 focusing on four proposals. The principal two being:

1. Extending the duration of the WESP from its current three year implementation cycle to a ten year implementation cycle; and
2. The removal of the current duty on Local Authorities (LAs) to plan their provision of Welsh medium education based on demand, with the requirement that LAs achieve targets set by the WG which aim to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.

Our target, during the ten year lifespan of this WESP, that has been set by the WG, is to:

Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.

This target is based on contributing to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers of one million people in Wales being Welsh speakers by 2050.

As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:

1. Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh.
2. Outcome 2: More reception / five year old learners receive their education through the medium of Welsh.
3. Outcome 3: More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
4. Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
5. Outcome 5: More opportunities for learners to use Welsh in different contexts in school.
6. Outcome 6: An increase in the provision of Welsh medium education for learners with additional learning needs.
7. Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.

The main strategies and policies that are linked with the WESP are:

National:

- Wellbeing of Future Generations (Wales) Act 2015.
- Prosperity for All: The National Strategy – 2017.
- The Programme for Government: Taking Wales Forward – 2016 to 2021.
- Cymraeg 2050: A Million Welsh Speakers.
- The School Standards and Organisation (Wales) Act 2013.
- The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013.
- Professor Donaldson’s Independent Review of Curriculum and Assessment Arrangements in Wales – 2015.
- Curriculum for Wales – 2022.
- Cymraeg 2050 Action Plan – 2019.
- Education in Wales – Our National Vision – 2017 to 2021.
- Welsh in Education Action Plan – 2017 to 2021.
- Welsh Medium Capital Grant.
- Childcare Act 2006.
- WG Childcare Offer.
- Reducing Infant Class Sizes.
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Special Educational Needs Code of Practice for Wales.

Regional:

- CSC JES: Business Plan – 2021 to 2022.
- Cwm Taf Public Services Board: Wellbeing Plan – 2018 to 2023.

Local:

- RCTCBC Corporate Plan – 2020 to 2024: Making a Difference.
- RCTCBC Local Development Plan – 2006 to 2021.
- RCTCBC Education and Inclusion Services’ Directorate’s Strategic Business Plan: Every School a Great School.
- RCTCBC Welsh Language Promotion Strategy – 2016 to 2021.
- RCTCBC WESP – 2017 to 2020.
- RCTCBC Childcare Sufficiency Assessment – 2017 to 2022.

More specifically:

- Prosperity for All: The National Strategy and The Programme for Government: Taking Wales Forward aim to drive forward improvements to the Welsh economy and public services. One of the priorities is to enable all learners to be able to use the Welsh language when they leave school.
- Cymraeg 2050 – A Million Welsh Speakers, sets out the WGs ambition for reaching one million Welsh speakers by 2050 and encouraging more people to use and speak Welsh in their everyday lives.
- Education in Wales – Our National Mission, sets out how the education sector will move forward to ensure that the new curriculum is implemented effectively. The intention is for learners to become increasingly bilingual with a strong grasp for other languages. To support this, the Welsh in Education Action Plan and Cymraeg 2050 Action Plan sets the direction for the development of Welsh medium education.

There are links to the Council's Corporate Plan for the period between 2020 to 2024, specifically the priority:

- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper:
 - Ensuring we have good schools, so all children have access to a great education.

Likewise, the Council's Five Year Welsh Language Promotion Strategy for the period between 2016 to 2021 facilitates and promotes the Welsh language in the County Borough.

1. d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

- Section 84 of The School Standards and Organisation (Wales) Act 2013.
- The WESP (Wales) Regulations 2019.
- The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020.

1. e) Please outline who this proposal affects:

- Service users: X
- Employees: X
- Wider community: X

SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact upon a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Age (<i>Specific age groups i.e. young people or older people</i>)	Positive	The proposal will have a positive impact on children and young people of all ages. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education.	<p>The Council has the highest percentage of statutory school aged learners who access their learning through Welsh medium primary, middle and secondary schools across each of the five LA areas that comprise the CSC JES for the previous three academic years.</p> <p>There are seventeen Welsh medium primary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds, three dual language primary schools for 3 to 11 year olds and twelve primary schools for 3 to 11 year olds. The total number of primary school aged learners attending schools in the County Borough, split by English</p>

			<p>and Welsh medium for the previous three academic years has remained stable.</p> <p>There are four Welsh medium secondary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds and two secondary schools for 11 to 19 years olds. The total number of secondary school aged learners attending schools in the County Borough, split by English and Welsh medium for the previous three academic years has remained stable.</p> <p>The Council's target, during the ten year lifespan of this WESP, is to:</p> <p><i>Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.</i></p>
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			<p>As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities linked to this characteristic are:</p> <ol style="list-style-type: none">1. Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh.2. Outcome 2: More reception / five year old learners receive their education through the medium of Welsh.3. Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh. <p>At the end of the lifespan of this WESP, the Council will have delivered a number of projects funded via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme. These projects support capital works that facilitate growth in Welsh</p>
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			<p>medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The projects comprise:</p> <ul style="list-style-type: none">• Dolau Primary School (including Welsh unit).• Ysgol Gynradd Gymraeg Abercynon.• Ysgol Gynradd Gymraeg Aberdar.• Ysgol Gynradd Gymraeg Evan James.• Ysgol Gynradd Gymraeg Ynyswen.• Ysgol Gynradd Gymunedol Gymraeg Llantrisant.• Ysgol Llanhari. <p>In addition, The Council's ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will:</p> <ul style="list-style-type: none">• Amend the language medium of Penderyn Community Primary School from a dual language primary school to a Welsh medium primary school
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			<p>(following the opening of Hirwaun Primary School). The catchment area of Penderyn Community Primary School will also be extended.</p> <ul style="list-style-type: none">• Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.• Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn y Forwyn.• Deliver a new Welsh medium primary school on the current Heol y Celyn Primary School site, to accommodate pupils currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium pupils attending the dual language Heol y Celyn Primary School.• Deliver a new dual language primary school, in the first instance, as an extension to the dual language primary school Dolau Primary School, as part an extensive housing development.• Undertake a feasibility study to invest in either refurbishing the existing Ysgol Gyfun Cwm Rhondda or to relocate the
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			<p>school to a new 21st Century standard school to be built in the Rhondda.</p> <ul style="list-style-type: none"> • Improve and extended accommodation with a new sports facility for Ysgol Gyfun Rhydywaun. <p>One of the aims within the Cymraeg 2050 Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. In order to achieve the vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for learners to use Welsh different contexts. Learners should be supported and encouraged to participate in wide range of cultural, social and sporting activities through the medium of Welsh within their primary and secondary schools in order to improve their confidence and retain their fluency in the Welsh language.</p>
<p>Disability (<i>People with visible and non-visible disabilities or long-term health conditions</i>)</p>	<p>Positive</p>	<p>The proposal will have a positive impact on children and young people of all ages. As a result of the</p>	<p>Considerable changes are underway in relation to the statutory provision required to meet the</p>

		<p>WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education.</p>	<p>needs of learners with Additional Learning Needs (ALN). The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the ALNET Act 2018) was introduced in January 2018 and will be implemented in September 2021. The ALNET Act 2018 requires LAs to keep the arrangements for supporting learners with ALN under review and consider whether these arrangements are sufficient. It includes a statutory requirement to take reasonable steps to create a Welsh medium and bilingual system of support for learners with ALN. The ALNET Act 2018 is supported by new regulations, including secondary legislation and a new statutory ALN Code (The New Code).</p> <p>For learners with significant ALN, who experience difficulties in coping in mainstream primary and secondary schools, specialist provisions are required. There are a range of specialist provisions located throughout the County Borough which include:</p>
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			<ul style="list-style-type: none">• 44 Learning Support Classes (LSCs).• 2 PRUs.• 4 Special Schools. <p>Placements within these specialist provisions are agreed by the Council's Access and Inclusion Service Panels.</p> <p>In addition, approximately £3.4 million Additional Needs Funding (ANF) is available to mainstream primary and secondary schools to ensure robust, inclusive provision for learners who attend mainstream primary and secondary schools with severe and persistent ALN.</p> <p>Welsh medium learners with ALN, who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – The Welsh Complex Needs Team (WCNT). The WCNT, which includes a Welsh medium specialist teacher and two Learning Support Assistants, provide support through an inclusive delivery model, whereby learners are provided with</p>
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			<p>specialist support within their mainstream primary and secondary schools. During the academic year 2019 / 2020, The WCNT supported a number of learners. Analysis suggests that learners accessing support from The WCNT were making progress that was comparable to that of their peers in equivalent English medium primary and secondary school settings. Further analysis suggests that this inclusive model adopted in Welsh medium primary and secondary schools has been very positive.</p> <p>At the end of the lifespan of this WESP, the Council will have robust processes in place to ensure that all reasonable steps are taken to secure Welsh medium and bilingual ALN provision and will endeavour to provide sufficient ALN provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.</p>
<p>Gender Reassignment (<i>Anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities</i>)</p>	Neutral	N/A.	<p>There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.</p>

Marriage or Civil Partnership <i>(People who are married or in a civil partnership)</i>	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Pregnancy or Maternity <i>(Women who are pregnant / on maternity leave)</i>	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Race <i>(Ethnic and racial groups i.e. Gypsy, Roma and Travellers)</i>	Neutral	Based on 2020 data, there are four authorised and two unauthorised sites in the County Borough where Gypsy, Roma and Travellers reside. Based on 2019 data, there are fifteen primary and secondary school aged learners attending primary and secondary schools across the County Borough.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Religion or Belief <i>(People with different religions and philosophical beliefs including people with no beliefs)</i>	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Sex <i>(Women and men, girls and boys)</i>	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Sexual Orientation <i>(bisexual, gay, lesbian, straight)</i>	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Armed Forces Community <i>(Anyone who is serving, has served, family members and the bereaved)</i>	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Carers <i>(Anyone of any age who provides unpaid care)</i>	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

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If the initial screening test has identified negative impacts, then a full equality impact assessment (section 4) must be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant please provide an adequate explanation below:

No negative impacts have been identified. Therefore, the Council will continue to implement the draft WESP. The evidence to support these conclusions is fully outlined in the draft WESP and the Cabinet report date 20th July 2021. This is Equality and Socio-economic Impact Assessment is a live document and as such it will be reviewed by the Council's 21st Century Schools Team at key points, subject to securing Cabinet approval to engage and consult with a wide range of stakeholders on the draft WESP.

Are you happy you have sufficient evidence to justify your decision? Yes: X No:

Name: Grace Zecca-Hanagan

Position: 21st Century Schools

Date: 21st June 2021

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals. Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature of when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional groups and the impact your proposal may or may not have on them:

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<ul style="list-style-type: none"> • Single parents and vulnerable families • Pensioners • Looked after children • Homeless people • Students • Single adult households 	<ul style="list-style-type: none"> • People living in the most deprived areas in Wales • People with low literacy and numeracy • People who have experienced the asylum system • People misusing substances • People of all ages leaving a care setting • People involved in the criminal justice system
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<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Low income / income poverty <i>(Cannot afford to maintain payments such as bills, food, clothing, transport etc.)</i>	Neutral	The Learner Travel (Wales) Measure 2008 (the Measure) places a statutory duty on all LA's to provide learners with free transport to their nearest suitable school if they reside beyond safe walking	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

		<p>distance to that school. The term suitable school applies to the catchment area for English and Welsh medium, dual language or voluntary aided (faith) mainstream primary, secondary, special school / class or Pupil Referral Unit (PRU) as appropriate. The law relating to safe walking distance is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.</p> <p>The Council has exercised the discretionary powers afforded to it under the Measure to make a more generous provision to learners as set out below:</p> <ul style="list-style-type: none">• The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles.• Free transport to the nearest suitable school, where places are available, is provided to learners who meet the 1½ mile eligibility criterion from the start	
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		<p>of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday).</p> <ul style="list-style-type: none">• The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles.• Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16). This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.• Free transport to their nearest suitable school is provided to learners (as set out above) in	
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		<p>accordance with their preferred religious denomination.</p> <p>The Council's Learner Travel Policy, Information and Arrangements contains information and advice to parents / carers and learners on how the policy is practically implemented and ensures that it is applied consistently and equitably.</p> <p>The Council's current policy is that learners attending the nearest Welsh medium or dual language school receive free transport in accordance with its agreed policy on walking distance and safe routes.</p> <p>The discretionary elements of the Council's policy are not currently subject to review, but there is an appreciation that if they were to be reviewed in the future, any changes to discretionary provision could have an adverse effect on Welsh medium education. Any proposed changes would be subject to a consultation with parents / carers and learners and, if agreed, would usually apply from the start of a</p>	
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		school year and would have regard to the Learner Travel Statutory Provision and Operational Guidance – June 2014.	
Low and / or no wealth (<i>Enough money to meet basic living costs and pay bills but have no savings to deal with an unexpected spends and no provisions for the future</i>)	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Material deprivation (<i>Unable to access basic goods i.e. financial products like life insurance, repair / replace broken electrical goods, warm home, hobbies etc.</i>)	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Area deprivation (<i>Where you live (rural areas) where you work (accessibility of public transport)</i>)	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Socio-economic background (<i>Social class i.e. parents' education, employment and income</i>)	Neutral	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Socio-economic disadvantage (<i>What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged</i>)	Neutral	The Welsh Index of Multiple Deprivation (WIMD) is the official measure of relative deprivation for small areas, also known as Lower Super Output Areas (LSOAs) in Wales, identifying LSOAs with the highest concentrations of several different types of deprivation. There are 1,909 LSOAs in Wales with an average population of 1,600 people	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

		<p>each and they are ranking them from one (most deprived) to 1,909 (least deprived).</p> <p>The WIMD is currently made up of eight separate domains, compiled from a range of indicators. The domains are:</p> <ol style="list-style-type: none">1. Income.2. Employment.3. Health.4. Education.5. Access to Services.6. Housing.7. Community Safety.8. Physical Environment. <p>WIMD provides insight into area-based deprivation by measuring concentrations of deprivation. However, many non-deprived people live in deprived areas, and many deprived people live in non-deprived areas. The WIMD is a way of identifying areas in the order of most to least deprived. It does not provide a measure of the level of deprivation in an area, but rather whether an area is more or less deprived relative to all other areas in Wales.</p>	
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		Based on 2019 data, 18.0% of LSOAs in the County Borough are in the most deprived 10.0% of LSOA in Wales.	
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SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative / adverse impacts and clearly identify which groups are affected.

4. a) In terms of disproportionate / negative / adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate for each group identified. Attached a separate action plan where impacts are substantial.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users / staff.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. d) Give details of how you engaged with services users / staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

Yes: X No:

SECTION 5 – MONITORING AND REVIEW

5. a) Please outline how the implementation of the proposal will be monitored:

In accordance with the WESP (Wales) Regulations 2019, the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of this WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

Alongside, the WESP Strategic Group and of upmost importance to the success of this WESP is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish ‘task and finish’ Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.

5. b) When is the evaluation of the proposal due to be reviewed?

From 2023 onwards, the Council will implement two main methods of reporting on the progress of this WESP:

1. Annual Work Plan (AWP).
2. Annual Progress Report (APR).

The AWP is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of this WESP.

The WESP (Wales) Regulations 2019 require LAs to review their WESP and submit an APR, based on that review, to the WG by 31st July each year. The APR is intended to capture the key achievements in relation to the WESP.

Whilst the statutory responsibility for the WESP sits with the Council, a range of external groups and organisations have a key role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

5. c) Who is responsible for the monitoring and review of the proposal?

21st Century Schools Team.

5. d) How will the results of the monitoring be used to develop future proposals?

The Councils target, during the ten year lifespan of the WESP, that has been set by the WG, contributes to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers, of one million people in Wales being Welsh speakers by 2050. In order to achieve this long term target, the WG has set out a series of targets, in ten yearly increments. The Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the determination of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT / Cabinet approval.

If this proposal is a ‘Key Decisions’ please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below:

Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations

Consultation Comments	Date Considered	Brief description of any amendments made following consultation

SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council’s ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all priority areas.

Integral to achieving this ambition is the vision that:

There are good schools, so all children and young people, whatever their learning need is, have equitable access to good English and Welsh medium education.

The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years’ system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21st Century Schools and Colleges Programme.

The Council will show clear leadership and commitment in its vision for Welsh medium education and, as such, our target is to:

Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.

The achievement of this target will require a multifaceted approach. Ensuring the availability of Welsh medium education in the right location from the initial early years, through to primary and secondary education, then progressing through to higher and further

education for all learners, whatever their learning need, is fundamental to contributing towards the vision of one million people in Wales being Welsh speakers by 2050.

Recognising the importance of Cymraeg 2050, and how essential the education system is to achieve its vision, the WESP sets out the Council's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022 and sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.

In developing this WESP, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.

SECTION 8 – AUTORISATIONS

Lead Officer:

Name:

Position:

Date:

I recommend that the proposal:

Is implemented with no amendments:

Is implemented taking into account the mitigating actions outlined:

Is rejected due to disproportionate negative impacts on protected groups of socio-economic disadvantage:

Head of Service / Director Approval:

Name:

Position:

Date:

Please submit this impact assessment with any SLT / Cabinet reports.

DRAFT

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

Welsh Language Impact Assessment



DRAFT

July 2021



RHONDDA CYNON TAF

WELSH LANGUAGE IMPACT ASSESSMENT

This Welsh Language Impact Assessment (WLIA) enables the Council to consider the principles and requirements of the Welsh Language Standards (No.1) Regulations 2015¹ to ensure compliance with the Welsh Language (Wales) Measure 2011².

It is to be read alongside the draft Welsh in Education Strategic Plan (WESP) and the Equality and Socio-Economic Impact Assessment, as the information in all documents is related and the themes within them are cross-cutting.

Stage One – Information Gathering	
Proposal Name	Draft Welsh in Education Strategic Plan (WESP).
Directorate / Department	Education and Inclusion Services – 21 st Century Schools Team
Service Director	Andrea Richards
Officer Completing the WLIA	Grace Zecca-Hanagan
Email	Grace.C.Zecca-Hanagan@rctcbc.gov.uk
Brief Description	<p>Section 84 of The School Standards and Organisation (Wales) Act 2013³ requires LAs to prepare a WESP. The WESP must contain proposals and targets to improve the:</p> <ol style="list-style-type: none"> 1. Planning and standards of Welsh medium education and teaching; and 2. Report on progress made to meet the targets of the previous WESP. <p>Since our first WESP was submitted to the Welsh Government (WG) in 2016, there have been significant changes in the Welsh medium education sector at local and national levels. These changes have been mainly influenced by WG legislation, in particular the new Welsh in Education Action Plan⁴ and further implementation of the 21st Century Schools and Colleges Programme⁵.</p> <p>The WG has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019⁶ and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020⁷ focusing on four proposals. The principal two being:</p> <ol style="list-style-type: none"> 1. Extending the duration of the WESP from its current three year implementation cycle to a ten year implementation cycle; and

¹ [Welsh Language Standards \(No.1\) Regulations 2015](#)

² [Welsh Language \(Wales\) Measure 2011](#)

³ [School Standards and Organisation \(Wales\) Act 2013](#)

⁴ [Welsh in Education Action Plan](#)

⁵ [21st Century Schools and Colleges Programme](#)

⁶ [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

⁷ [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

	<p>2. The removal of the current duty on Local Authorities (LAs) to plan their provision of Welsh medium education based on demand, with the requirement that LAs achieve targets set by the WG which aim to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.</p>
<p>Date</p>	<p>21st June 2021.</p>
<p>Outline who this Proposed Strategy / Plan Affects?</p>	<p>The WESP is a County Borough wide plan. As such all children, learners, parents / carers and the wider community residing in the County Borough could benefit from it.</p> <p>In addition, several external groups and organisations could benefit from the WESP. These include, but are not limited to:</p> <ul style="list-style-type: none"> • Central South Consortium Joint Education Service (CSC JES). • Coleg y Cymoedd. • Cwm Taf Morgannwg University Health Board (CTMUHB). • Menter Iaith. • Mudiad Meithrin. • RhaG. • The Urdd. • University of South Wales. • WG.
<p>Aims of the Proposed Strategy / Plan? How do these Relate to the Welsh language?</p>	<p>Our target, during the ten year lifespan of this WESP, that has been set by the WG, is to:</p> <p><i>Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.</i></p> <p>This target is based on contributing to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers of one million people in Wales being Welsh speakers by 2050.</p> <p>As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:</p> <ol style="list-style-type: none"> 1. Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh. 2. Outcome 2: More reception / five year old learners receive their education through the medium of Welsh. 3. Outcome 3: More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another. 4. Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.

	<p>5. Outcome 5: More opportunities for learners to use Welsh in different contexts in school.</p> <p>6. Outcome 6: An increase in the provision of Welsh medium education for learners with additional learning needs.</p> <p>7. Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.</p>																
<p>Current Linguist Profile of Geographical Area(s) Concerned</p>	<p>Every ten years the nation sets aside one day for the Census. It is a source of information about the number of people who can speak Welsh.</p> <p>The 2011 Census⁸ indicated that of the 225,555 residents living in the County Borough, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.7% (197,776) were not able to speak Welsh. This can be compared to the all Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.</p> <p>The Annual Population Survey⁹ collects information about respondents' Welsh speaking ability and includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The Annual Population Survey for the quarter ending September 2020, reported that 19.3% of respondents living in the County Borough said they could speak Welsh, this is compared to the all Wales percentage of 28.8% of respondents. This can be further broken down to the data contained in the table that follows.</p> <table border="1" data-bbox="488 1149 1437 1451"> <thead> <tr> <th colspan="3">Welsh Language Skills of Residents – (%)</th> </tr> <tr> <th></th> <th>County Borough of Rhondda Cynon Taf</th> <th>All Wales</th> </tr> </thead> <tbody> <tr> <td>Can Read Welsh</td> <td>18.2%</td> <td>25.8%</td> </tr> <tr> <td>Can Write Welsh</td> <td>16.7%</td> <td>23.5%</td> </tr> <tr> <td>Can Understand Spoken Welsh</td> <td>23.5%</td> <td>33.0%</td> </tr> </tbody> </table> <p>The data demonstrates that in each Welsh language skill area, the 'all Wales' percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write, and understand spoken Welsh since the 2011 Census.</p> <p>When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough compared to the all Wales responses.</p> <table border="1" data-bbox="488 1854 1437 1888"> <thead> <tr> <th>Welsh Language Skills of Residents – (%)</th> </tr> </thead> </table>	Welsh Language Skills of Residents – (%)				County Borough of Rhondda Cynon Taf	All Wales	Can Read Welsh	18.2%	25.8%	Can Write Welsh	16.7%	23.5%	Can Understand Spoken Welsh	23.5%	33.0%	Welsh Language Skills of Residents – (%)
Welsh Language Skills of Residents – (%)																	
	County Borough of Rhondda Cynon Taf	All Wales															
Can Read Welsh	18.2%	25.8%															
Can Write Welsh	16.7%	23.5%															
Can Understand Spoken Welsh	23.5%	33.0%															
Welsh Language Skills of Residents – (%)																	

⁸ [2011 Census](#)

⁹ [Annual Population Survey](#)

	County Borough of Rhondda Cynon Taf	All Wales
Speak Welsh Daily	6.9%	16.2%
Speak Welsh Weekly	5.0%	4.8%
Use it Less Often	5.7%	6.2%

The data demonstrates that the percentage of respondents that speak Welsh daily is far lower for the County Borough than the all Wales percentage.

The Welsh Language Use Survey¹⁰ for the years 2013 to 2015, contains detailed information about Welsh speaker's fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery and primary school between the ages of 2 and 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.

The table that follows outlines the total percentage of statutory school aged learners (aged 5 to 15) who access their learning through Welsh medium primary, middle and secondary schools across each of the five LA areas that comprise the CSC JES for the previous three academic years and is derived from the Pupil Level Annual School Census (PLASC):

Total Percentage of Statutory School Aged Learners Who Access their Learning Through Welsh Medium Primary, Middle and Secondary Schools			
LA	Academic Year		
	2018	2019	2020
Bridgend	7.8%	7.5%	7.4%
Cardiff	14.8%	15.0%	15.3%
Merthyr Tydfil	7.3%	7.6%	7.72%
Rhondda Cynon Taf	18.8%	18.0%	18.8%
Vale of Glamorgan	12.4%	12.7%	12.8%
CSC JES	13.9%	14.0%	14.2%

The Council has the highest percentage of statutory school aged learners who access their learning through Welsh medium primary, middle and secondary schools across each of the five LA areas that comprise the CSC JES for the previous three academic years.

¹⁰ [Welsh Language Use Survey 2013 to 2015](#)

There are seventeen Welsh medium primary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds, three dual language primary schools for 3 to 11 year olds and twelve primary schools for 3 to 11 year olds. The table that follows outlines the total number of primary school aged learners attending schools in the County Borough, split by English and Welsh medium for the previous three academic years and is derived from the PLASC:

Total Number of Primary School Aged Learners Attending Schools in the County Borough Split by English and Welsh Medium						
Category	Academic Year					
	2017		2018		2019	
	Number	%	Number	%	Number	%
Total Number of Learners Attending English Medium Primary Schools	18,241	80.9%	18,153	80.9%	18,078	81.0%
Total Number of Learners Attending Welsh Medium Primary Schools	4,291	19.0%	4,269	19.0%	4,220	18.9%
Total Number of Learners Attending Primary Schools	22,532		22,422		22,298	

The data demonstrates stability in the ratio split of primary school aged learners attending English and Welsh medium primary schools for the previous three academic years.

There are four Welsh medium secondary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds and two secondary schools for 11 to 19 years olds. All learners who attend these schools' study all of their education through the medium of Welsh. The table that follows outlines the total number of secondary

school aged learners attending schools in the County Borough, split by English and Welsh medium for the previous three academic years and is derived from the PLASC:

Total Number of Secondary School Aged Learners Attending Schools in the County Borough Split by English and Welsh Medium						
Category	Academic Year					
	2017		2018		2019	
	Number	%	Number	%	Number	%
Total Number of Learners Attending English Medium Secondary Schools	12,550	80.7%	12,685	80.6%	12,868	80.4%
Total Number of Learners Attending Welsh Medium Secondary Schools	3,010	19.3%	3,058	19.4%	3,141	19.6%
Total Number of Learners Attending Secondary Schools	15,560		15,743		16,009	

The data demonstrates stability in the ratio split of secondary school aged learners attending English and Welsh medium secondary schools for the previous three academic years.

The table that follows shows the transition rates from each Key Stage for the previous three years academic years in the County Borough and is derived from the PLASC:

Transition from Each Key Stage for the Previous Three Years in the County Borough			
Transition	Academic Year		
	2017	2018	2019
Foundation Phase to Key Stage Two	97.7%	98.2%	98.3%

	<table border="1" data-bbox="488 192 1437 528"> <tr> <td data-bbox="488 192 759 304">Key Stage Two to Key Stage Three</td> <td data-bbox="759 192 983 304">111.7%</td> <td data-bbox="983 192 1206 304">113.9%</td> <td data-bbox="1206 192 1437 304">110.1%</td> </tr> <tr> <td data-bbox="488 304 759 416">Key Stage Three to Key Stage Four</td> <td data-bbox="759 304 983 416">95.5%</td> <td data-bbox="983 304 1206 416">98.4%</td> <td data-bbox="1206 304 1437 416">97.3%</td> </tr> <tr> <td data-bbox="488 416 759 528">Key Stag Four to Key Stage Five</td> <td data-bbox="759 416 983 528">62.2%</td> <td data-bbox="983 416 1206 528">55.5%</td> <td data-bbox="1206 416 1437 528">59.6%</td> </tr> </table> <p data-bbox="456 566 1479 640">The transition data indicates that transition of learners between Key Stages does not appear to be a significant problem.</p>	Key Stage Two to Key Stage Three	111.7%	113.9%	110.1%	Key Stage Three to Key Stage Four	95.5%	98.4%	97.3%	Key Stag Four to Key Stage Five	62.2%	55.5%	59.6%
Key Stage Two to Key Stage Three	111.7%	113.9%	110.1%										
Key Stage Three to Key Stage Four	95.5%	98.4%	97.3%										
Key Stag Four to Key Stage Five	62.2%	55.5%	59.6%										
Other Relevant Data / Research	<p data-bbox="456 640 1479 678">The main strategies and policies that are linked with the WESP are:</p> <p data-bbox="456 712 587 750">National:</p> <ul data-bbox="456 790 1479 1597" style="list-style-type: none"> • Wellbeing of Future Generations (Wales) Act 2015. • Prosperity for All: The National Strategy – 2017. • The Programme for Government: Taking Wales Forward – 2016 to 2021. • Cymraeg 2050: A Million Welsh Speakers. • The School Standards and Organisation (Wales) Act 2013. • The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013. • Professor Donaldson’s Independent Review of Curriculum and Assessment Arrangements in Wales – 2015. • Curriculum for Wales – 2022. • Cymraeg 2050 Action Plan – 2019. • Education in Wales – Our National Vision – 2017 to 2021. • Welsh in Education Action Plan – 2017 to 2021. • Welsh Medium Capital Grant. • Childcare Act 2006. • WG Childcare Offer. • Reducing Infant Class Sizes. • The Additional Learning Needs and Education Tribunal (Wales) Act 2018. • Special Educational Needs Code of Practice for Wales. <p data-bbox="456 1630 596 1668">Regional:</p> <ul data-bbox="456 1709 1479 1783" style="list-style-type: none"> • CSC JES: Business Plan – 2021 to 2022. • Cwm Taf Public Services Board: Wellbeing Plan – 2018 to 2023. <p data-bbox="456 1816 547 1854">Local:</p> <ul data-bbox="456 1895 1479 2049" style="list-style-type: none"> • RCTCBC Corporate Plan – 2020 to 2024: Making a Difference. • RCTCBC Local Development Plan – 2006 to 2021. • RCTCBC Education and Inclusion Services’ Directorate’s Strategic Business Plan: Every School a Great School. 												

- RCTCBC Welsh Language Promotion Strategy – 2016 to 2021.
- RCTCBC WESP – 2017 to 2020.
- RCTCBC Childcare Sufficiency Assessment – 2017 to 2022.

More specifically:

- Prosperity for All: The National Strategy and The Programme for Government: Taking Wales Forward aim to drive forward improvements to the Welsh economy and public services. One of the priorities is to enable all learners to be able to use the Welsh language when they leave school.
- Cymraeg 2050 – A Million Welsh Speakers, sets out the WGs ambition for reaching one million Welsh speakers by 2050 and encouraging more people to use and speak Welsh in their everyday lives.
- Education in Wales – Our National Mission, sets out how the education sector will move forward to ensure that the new curriculum is implemented effectively. The intention is for learners to become increasingly bilingual with a strong grasp for other languages. To support this, the Welsh in Education Action Plan and Cymraeg 2050 Action Plan sets the direction for the development of Welsh medium education.

There are links to the Council's Corporate Plan for the period between 2020 to 2024, specifically the priority:

- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper:
 - Ensuring we have good schools, so all children have access to a great education.

Likewise, the Council's Five Year Welsh Language Promotion Strategy for the period between 2016 to 2021 facilitates and promotes the Welsh language in the County Borough.

Stage Two – Impact Assessment						
Will the Proposed Strategy / Plan Affect Any / All of the Following?						
	Yes	No	No Impact / Negligible	Why it will have a + VE + / - VE - Impact on the Welsh Language?	Evidence	Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?
1. Opportunities for persons to use the Welsh language.	X			<p>Our target, during the ten year lifespan of this WESP, is to:</p> <p><i>Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.</i></p> <p>As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:</p> <p>1. Outcome 1: More nursery / three year old learners receive</p>	<p>An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education is based on contributing to the overall long term target of one million people in Wales being Welsh speakers by 2050, as set out in Cymraeg 2050: A Million Welsh Speakers.</p> <p>The delivery of the WESP will contribute to all seven well-being goals within the Future Generation (Wales) Act 2015, in particular:</p> <ul style="list-style-type: none"> • A More Prosperous Wales, by developing a skilled and well-educated population. • A More Equal Wales, by creating a society that 	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can</p>

				<p>their education through the medium of Welsh.</p> <p>2. Outcome 2: More reception / five year old learners receive their education through the medium of Welsh.</p> <p>3. Outcome 3: More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.</p> <p>4. Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.</p> <p>5. Outcome 5: More opportunities for learners to use Welsh in different contexts in school.</p> <p>6. Outcome 6: An increase in the provision of Welsh medium education for learners with additional learning needs.</p> <p>7. Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.</p>	<p>enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p> <ul style="list-style-type: none"> • A Wales of Vibrant Culture and Thriving Welsh Language, by creating a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. 	<p>contribute towards it. Ensuring the availability of Welsh medium education in the right location from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need, is fundamental to contributing towards the vision of one million people in Wales being Welsh speakers by 2050.</p> <p>Alongside the WESP, the Council has developed a Five Year Work Plan which sets out actions for each of the seven outcomes or areas with the aim of contributing towards improving Welsh medium and Welsh language education and achieving our target increasing the percentage of year one</p>
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						learners in Welsh medium education.
2. Numbers and / or percentages of Welsh speakers.	X			<p>The Welsh Language Use Survey¹¹ for the years 2013 to 2015, contains detailed information about Welsh speaker's fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery and primary school between the ages of 2 and 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach. The Council will work to ensure the benefits of Welsh medium and Welsh language education are</p>	<p>The development and implementation of targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need is fundamental to increasing the percentage of year one learners in Welsh medium education.</p> <p>In addition, Welsh language immersion classes will be used to support learners who are late comers.</p> <p>Eligible parents / carers and the wider community will also be supported and encouraged to participate in activities through the medium of Welsh in order to</p>	<p>The Council will develop and implement targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers.</p> <p>Where there is demand, the Council will consider creating a Welsh language immersion class for late comers alongside the development of its Band B 21st Century Schools and Colleges Programme.</p> <p>Eligible parents / carers and the wider community will be supported and encouraged to participate in activities through the medium of Welsh order to improve their confidence and retain their fluency in</p>

¹¹ [Welsh Language Use Survey 2013 to 2015](#)

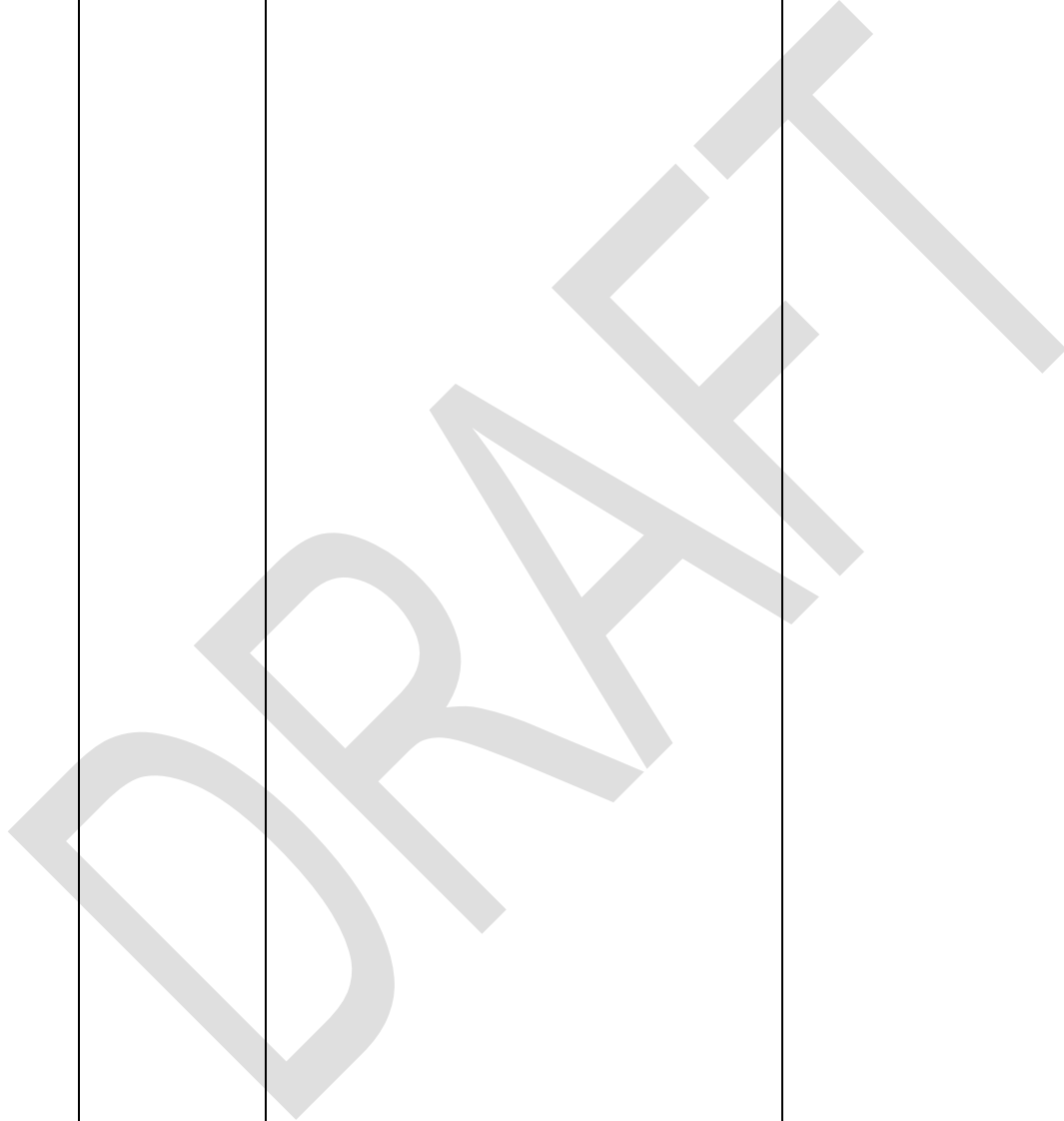
			<p>promoted to parents / carers and demonstrate that it is never too late be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers.</p> <p>Although the Council has no Welsh language immersion classes for late comers in any of our schools at present, schools requiring Welsh language immersion support for learners who are late comers are funded to support the accelerated acquisition of Welsh language skills for learners as and when the need arises. As such, Welsh medium schools are provided with funding directly to ensure that any late comers to Welsh medium education are provided with the necessary support and skills to enable them to thrive within their school.</p> <p>This is considered to be working effectively, however, given that many LAs are implementing varying models of Welsh language immersion classes to support learners who are late comers to</p>	<p>improve their confidence and retain their fluency in the Welsh language through CfW pre-employment activities that introduce conversational Welsh to parents / carers and the wider community and a pathway to employment course that includes basic Welsh language skills which can lead on to a Welsh for Adults course.</p>	<p>the Welsh language through CfW pre-employment activities.</p>
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			<p>Welsh medium education, work with the WG, CSC JES and other regional education consortia could be beneficial in understanding what opportunities for joint working could be had to ensure children and young people who are late comers to Welsh medium education are sufficiently supported.</p> <p>In addition, eligible parents / carers and the wider community are supported and encouraged to participate in activities through the medium of Welsh order to improve their confidence and retain their fluency in the Welsh language. Communities for Work (CfW), a WG partnership programme between the LA and Department for Work and Pensions (DWP), supported by the European Social Fund (ESF), delivers employment support services in all fifty two Communities First Clusters (CFC) in Wales. Dedicated CfW Project Teams are in place to provide support to individuals to access employment. CfW offer pre-employment activities that introduce conversational Welsh to</p>	
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				parents / carers and the wider community and a pathway to employment course that includes basic Welsh language skills which can lead on to a Welsh for Adults course.		
3. Opportunities to promote the Welsh language.	X			<p>The Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <p>Alongside, the WESP Strategic Group and of upmost importance to the success of the WESP is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and</p>	<p>An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.</p> <p>The development and implementation of targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need is fundamental to increasing the percentage of year one learners in Welsh medium education. The Council will utilise both national and regional marketing and promotion strategies, developed and provided by the</p>	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>A Marketing and Promotion Sub Group, comprised of officers from the Council, along with officers from a number of external groups and organisations will be established and guided by a Terms of Reference.</p>

				organisations and is guided by a Terms of Reference.	WG and CSC JES, as well as local marketing and promotion strategies developed by the Council along with officers from a number of external groups and organisations who form the WESP Strategic Group.	
4. Compliance with the Councils statutory Welsh language standards.	X			<p>The WESP will comply with the Council's statutory Welsh language standards.</p> <p>In developing this WESP, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.</p>	An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Council will make every effort to build and maintain constructive working relationships with all relevant groups and</p>

					<p>organisations who can contribute towards it.</p> <p>Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <p>In the formulation of the WESP, a WESP Virtual Planning Day took place. In attendance were officers from the Council, along with officers from a number of external groups and organisations who each have a role in contributing to formulating, implementing and evaluating the WESP. They include:</p>
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- CSC JES.
- Coleg y Cymoedd.
- CTMUHB.
- Menter Iaith.
- Mudiad Meithrin.
- RhaG.
- The Urdd.
- University of South Wales.
- WG.

In order to ensure the formulation of a robust WESP, the Council has also developed an online questionnaire as a pre-statutory consultation phase. This is be distributed to officers from the Council, along with officers from a number of external groups and organisations.

All communication, including the WESP Virtual Planning Day, email correspondence and documentation as well as the statutory consultation process has

						<p>and will continue to be shared bilingually with all external groups and organisations.</p> <p>Feedback will be encouraged to be in the medium of Welsh to provide opportunities for the use of the Welsh language. Where required and requested, simultaneous translation has and will continue to be provided.</p>
5. Treating the Welsh language, no less favourably than the English language.	X			<p>As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all priority areas.</p> <p>Integral to achieving this ambition is the vision that:</p>	<p>An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.</p>	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The Council will continue to progress and deliver the remaining projects</p>

				<p>There are good schools, so all children and young people, whatever their learning need is, have equitable access to good English and Welsh medium education.</p> <p>The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21st Century Schools and Colleges Programme.</p>		<p>funded via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme. These projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The projects recently completed or due for complete during the first five academic years of the WESP comprise:</p> <ul style="list-style-type: none"> • Dolau Primary School (including Welsh unit). • Ysgol Gynradd Gymraeg Abercynon. • Ysgol Gynradd Gymraeg Aberdar. • Ysgol Gynradd Gymraeg Evan James. • Ysgol Gynradd Gymraeg Ynyswen.
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					<ul style="list-style-type: none">• Ysgol Gynradd Gymunedol Gymraeg Llantrisant.• Ysgol Llanhari. <p>The Council's ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will:</p> <ul style="list-style-type: none">• Amend the language medium of Penderyn Community Primary School from a dual language primary school to a Welsh medium primary school (following the opening of Hirwaun Primary School). The catchment area of Penderyn Community Primary School will also be extended.• Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.• Deliver a new Welsh medium primary school for Ysgol
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						<p>Gynradd Gymraeg Llyn y Forwyn.</p> <ul style="list-style-type: none">• Deliver a new Welsh medium primary school on the current Heol y Celyn Primary School site, to accommodate pupils currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium pupils attending the dual language Heol y Celyn Primary School.• Deliver a new dual language primary school, in the first instance, as an extension to the dual language primary school Dolau Primary School, as part an extensive housing development.• Undertake a feasibility study to invest in either refurbishing the existing Ysgol Gyfun Cwm Rhondda or to relocate the school to
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						<p>a new 21st Century standard school to be built in the Rhondda.</p> <ul style="list-style-type: none"> • Improve and extended accommodation with a new sports facility for Ysgol Gyfun Rhydywaun.
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Stage Three – Strengthening the Proposal		
What?	When?	Who?
<p>Consultation and engagement with stakeholders.</p>	<p>To date, a WESP virtual Planning Day has taken place. In attendance were several external groups and organisations who each have a role in contributing to preparing, implementing and evaluating the WESP. They include:</p> <ul style="list-style-type: none"> • CSC JES. • Coleg y Cymoedd. • CTMUHB. • Menter Iaith. • Mudiad Meithrin. • RhaG. • The Urdd. • University of South Wales. • WG. <p>In addition, the Council has also developed an online questionnaire as a pre-statutory consultation phase in order to ensure the development of a robust WESP.</p>	<ul style="list-style-type: none"> • 21st Century Schools Team.

	<p>All communication, including the WESP virtual Planning Day, email correspondence and documentation as well as the statutory consultation process has and will continue to be shared bilingually with all external groups and organisations.</p> <p>Feedback will be encouraged in the medium of Welsh to provide opportunities for the use of the Welsh language. Where required and requested, simultaneous translation has and will continue to be provided.</p> <p>The draft WESP will be subject to a comprehensive public consultation with a wide range of stakeholders for no less than an eight week period. In addition, it will be scrutinised by the Children and Young People Scrutiny Committee and the Welsh Language Cabinet Steering Group.</p> <p>Current circumstances will inevitably limit the opportunity for face to face engagement, however, the Council will make best use of a of social media, virtual meetings and digital tools to engage with stakeholders.</p>	
<p>Learners.</p>	<p>The Council acknowledges that learners should be involved as active participants in the development, delivery, management and improvement of their educational and learner experience.</p>	<ul style="list-style-type: none"> • 21st Century Schools Team.

	<p>Learners have a right to express their views in all matters affecting them and for their views to be heard and given due consideration in accordance with their age and maturity. As such, the Council's 21st Century Schools Team will ensure that suitable arrangements are made to involve learners as active participants throughout this consultation process.</p>	
<p>WESP Strategic Group.</p>	<p>The Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <p>Alongside, the WESP Strategic Group and of upmost importance to the success of the WESP, is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <p>In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish 'task</p>	<ul style="list-style-type: none"> • 21st Century Schools Team. • WESP Strategic Group.

	<p>and finish' Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.</p>	
<p>Five Year Work Plan.</p>	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it. Ensuring the availability of Welsh medium education in the right location from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need, is fundamental to contributing towards the vision of one million people in Wales being Welsh speakers by 2050.</p> <p>Alongside the WESP, the Council has developed a Five Year Work Plan which sets out</p>	<ul style="list-style-type: none"> • 21st Century Schools Team. • WESP Strategic Group.

	actions for each of the seven outcomes or areas with the aim of contributing towards improving Welsh medium and Welsh language education and achieving our target increasing the percentage of year one learners in Welsh medium education.	
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Stage Four – Review		
Welsh Language Services Comments	Date Considered	Brief Description
<p>This is a very detailed WLIA which lists many of the intended positive impacts this proposal will have on the Welsh language.</p> <p>Welsh Language Services encourage you to consider further the following:</p> <ul style="list-style-type: none"> • To list actions, in section two, that you propose to take to have a positive / increased positive impact on the Welsh language. This, along with the seven outcomes of the WESP, should also consider whole community impact. • To consider the steps you'll take to increase the positive impacts or mitigate any negative impacts. You may wish to consider things such as marketing activities, choice architecture and proposed interventions that will assist the proposal to reach the targeted outcomes. • In Section Three, we encourage you to draw down the mitigation from Section Two that you intend to implement. This is to 	7 th June 2021.	

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demonstrate and record the commitment to these changes for officer(s) / SLT / Cabinet to be aware of (as not all intended actions will be possible to implement).		
Officer Review Comments	Brief Description	Date Considered
Consultation Comments	Brief Description	Date Considered

Stage Five – Monitoring, Evaluating and Reviewing

In accordance with the WESP (Wales) Regulations 2019, the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

Alongside, the WESP Strategic Group and of upmost importance to the success of the WESP, is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish ‘task and finish’ Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.

From 2023 onwards, the Council will implement two main methods of reporting on the progress of this WESP:

1. Annual Work Plan.
2. Annual Progress Report.

The Annual Work Plan is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of this WESP.

The 2019 Regulations require LAs to review their WESP and submit an Annual Progress Report, based on that review, to the WG by 31st July each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP.

Whilst the statutory responsibility for the WESP sits with the Council, a range of external groups and organisations have a role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

Stage Six – Summary of Impacts for the Proposed Strategy / Plan

As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all priority areas.

Integral to achieving this ambition is the vision that:

There are good schools, so all children and young people, whatever their learning need is, have equitable access to good English and Welsh medium education.

The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21st Century Schools and Colleges Programme.

The Council will show clear leadership and commitment in its vision for Welsh medium education and, as such, our target is to:

Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.

The achievement of this target will require a multifaceted approach. Ensuring the availability of Welsh medium education in the right location from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need, is fundamental to contributing towards the vision of one million people in Wales being Welsh speakers by 2050.

Recognising the importance of Cymraeg 2050, and how essential the education system is to achieve its vision, the WESP sets out the Council's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the

previous WESP for the period between 2017 to 2022¹² and sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.

In developing this WESP, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.

Stage Seven – Sign Off			
Name of Officer Completing WLIA	Grace Zecca-Hanagan	Service Director	Andrea Richards, Service Director for 21 st Century Schools and Transformation
Position	21 st Century Schools	I recommend that the proposed strategy / plan	Is implemented with no amendments.
			Is implemented taking into account the mitigating actions outlined.
			Is rejected due to disproportionate negative impacts on the Welsh language.
Signature		Signature	
Date	21 st June 2021.	Date	

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¹² [Rhondda Cynon Taf County Borough Council – Welsh in Education Strategic Plan – 2017 to 2020](#)