

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

# Welsh in Education

## Strategic Plan 2022 to 2032



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 2013<sup>1</sup> and complies with The WESP (Wales) Regulations 2019<sup>2</sup> and The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020<sup>3</sup>. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.

Gaynor Davies  
**(Director of Education and Inclusion Services)**

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<sup>1</sup> [School Standards and Organisation \(Wales\) Act 2013](#)

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

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

<b>CONTENT</b>	<b>PAGE NUMBER</b>
<a href="#">Our Vision</a>	3
<a href="#">Outcome 1: More Nursery / Three Year Old Learners Receive their Education Through the Medium of Welsh</a>	5
<a href="#">Outcome 2: More Reception / Five Year Old Learners Receive their Education Through the Medium of Welsh</a>	14
<a href="#">Outcome 3: More Children Continue to Improve their Welsh Language Skills when Transferring from One Stage of their Statutory Education to Another</a>	19
<a href="#">Outcome 4: More Learners Study for Assessed Qualifications in Welsh (as a Subject) and Subjects Through the Medium of Welsh</a>	23
<a href="#">Outcome 5: More Opportunities for Learners to use Welsh in Different Contexts in School</a>	29
<a href="#">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</a>	33
<a href="#">Outcome 7: Increase the Number of Teaching Staff Able to Teach Welsh (as a Subject) and Teach Through the Medium of Welsh</a>	36
<a href="#">Marketing</a>	40
<a href="#">Achieving our Vision</a>	41
<a href="#">Annex One: Methodology for Target Setting</a>	43
<a href="#">Annex Two: Linguistic Profile of the County Borough</a>	44
<a href="#">Annex Three: Baseline Data</a>	46
<a href="#">Annex Four: Surplus Capacity</a>	54
<a href="#">Glossary</a>	55

## **OUR VISION**

As the Local Authority (LA) 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 LA'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:

*To inspire and support excellent leadership and professional practice so that all learners in Rhondda Cynon Taf make good progress and become ambitious, capable, creative and ethically informed'.*

The LA 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 21<sup>st</sup> Century Schools and Colleges Programme.

The LA 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 Speakers<sup>4</sup> (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 LA will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it. Growing the number of Welsh speakers in our communities across the County Borough is a priority. Detailed information on the linguistic profile of the County Borough is provided in [Annex Two: Linguistic Profile of the County Borough](#), and highlights that in June 2021, 19.6% of respondents living in the County Borough said they could speak Welsh, compared to the all Wales percentage of 25.9%.

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

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<sup>4</sup> [Cymraeg 2050 – A Million Welsh Speakers](#)

to contributing towards the vision of one million people in Wales being Welsh speakers by 2050. The baseline data relating to each of the seven outcomes that underpins the WESP are detailed in [Annex Three: Baseline Data](#) and provides a further context to the LA.

In recent years, the LA 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 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 as detailed in [Annex Four: 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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, 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 LA 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 LA'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 LA 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 2020/2021. 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 past three academic years, the WCNT has worked directly with 18 pupils who met the criteria for specialist support/ placement (the equivalent of a Learning Support Class placement in the English sector). Analysis of termly individual pupil Specialist Intervention Plans and specialist pupil progress tracking data indicates that learners accessing support from the inclusive WCNT model made progress that was comparable to that of their peers in equivalent English medium primary and secondary school learning support classes. The long term vision of the LA is to deliver a fully bilingual ALN system in line with the requirements of the ALNET Act 2018. The Inclusion Service will undertake an evaluation of the sufficiency of its Welsh medium provision for learners with additional learning needs on an annual basis throughout the phased 3-year national ALN implementation period and beyond. The evaluation will be

undertaken in consultation with all relevant partner agencies and stakeholders on both a local and regional/sub-regional basis to enable the LA to identify short and medium term targets and priorities for enhancing Welsh medium additional learning provision as part of a longer-term strategic plan.

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 (CSCJES) to ensure we contribute towards creating a workforce with robust linguistic skills, that is able to inspire and motivate learners in Welsh medium and Welsh language education. The LA 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 LAs, the CSCJES and the WG in order to facilitate the creation of 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 LA'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<sup>5</sup> and supported by an Annual Work Plan (AWP) which is intended to be a practical working document to help keep track of progress of the WESP in the short term.

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 LA 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

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

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 Cwtch 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 LA 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 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. The RHP is universal and includes two additional Health Visitor visits to the standard Healthy Child Wales Health Visiting pattern, an ante-natal visit and an additional visit at 20 months to undertake a Schedule of Growing Skills (SOGs) assessment. Moving forward development work relating to the promotion of the Welsh medium and Welsh language education will be undertaken with early intervention teams and health professionals who work directly with the families of 0 to 3 year olds. This will be achieved through the development and delivery of appropriate training aimed at highlighting the benefits of bilingualism and Welsh medium education in this sector

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

The LA'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 Rhondda Cynon Taf (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 and to promote the Welsh language and Welsh medium education. Parents/carers are also signposted to information provided by relevant groups and organisations 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 LA 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 the LA

and other Welsh medium childcare and early years providers and organisations, has recently been re-established and an Early Years Strategic Plan is in development which will detail the way in which, Welsh medium provision can be further developed across key directorates in the LA.

There are eighteen Cylch Ti a Fi's and twenty Cylchoedd Meithrin located throughout the County Borough. Data highlighted in [Annex Three: Baseline Data](#) outlines the number of Cylchoedd Meithrin has decreased 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 also decreasing. However, it should be noted that data on the number of Cylchoedd Meithrin should be treated with caution as a number of factors influence the data including, for example, a Cylch Meithrin changing its registration to full day care instead of sessional care can appear to reduce the number of Cylchoedd Meithrin. Nevertheless, enhancing this offer during the first five years of the plan will be important in providing a firm basis for increasing numbers in this sector.

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 2020/2021. 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 2006<sup>6</sup> (the 2006 Act), places a duty on all LAs to have a responsibility to ensure, 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 2016<sup>7</sup> (the 2016 Regulations).

The LA's CSA for the period between 2017 and 2022<sup>8</sup> 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 ([Annex Three: Baseline 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.

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<sup>6</sup> [The Childcare Act 2006 – Section 22](#)

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

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



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 LA's CSA Action Plan was published in March 2019<sup>9</sup>. This annual update outlined a number of strengths and weaknesses, along with priorities and progress made. A further annual update was published in March 2020<sup>10</sup>. This annual update outlined the achievement of significant progress. The most recent annual update published in March 2021<sup>11</sup> demonstrated that despite the challenges faced during the Covid-19 pandemic the LA was 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. Strategic planning will also be informed by location, geography and demand to ensure that there is equitable provision available across the County Borough. This will be annually reported on in the annual delivery plan so that progress can be monitored.

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 Scheme<sup>12</sup>. As such, the LA 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 LA is committed to providing childcare to families eligible for the WGs FSP<sup>13</sup>. As one of the four pillars of the WGs FSP, childcare is a key component, giving eligible families with children between the ages of 2 to 3 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 LA 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.

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

<sup>10</sup> [Rhondda Cynon Taf County Borough Council – Record of Urgent Decision of the Cabinet – Childcare Sufficiency Assessment Update – 24th March 2020](#)

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

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

<sup>13</sup> [Welsh Government – FSP Programme](#)

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 of 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 settings.

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 could suggest 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 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 LA was proud to have been selected as one of the early implementers of the WG Childcare Offer for Wales<sup>14</sup> 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 3 to 4. 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 school staff are encouraged to use techniques that enable children to use the Welsh language more easily, the LA has recently taken advantage of 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 LA 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 LA'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 2008<sup>15</sup> (the Measure) places a statutory duty on all LAs 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.

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<sup>14</sup> [Welsh Government – Childcare Offer for Wales](#)

<sup>15</sup> [The Learner Travel \(Wales\) Measure 2008](#)

The LA 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.
- 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 LA's Learner Travel Policy, Information and Arrangements<sup>16</sup> 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 LA'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 LA's policy are not currently subject to review, however, there is an appreciation that if they were to be reviewed in the future. 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 2014<sup>17</sup>.

## **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 reliable 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. This will be an important target for growth during the first five years of the plan.
- The childcare sufficiency assessment will also inform strategic priorities for improvement and growth in the childcare sector, including day nurseries and childminders.

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<sup>16</sup> [Learner Travel Policy, Information and Arrangements](#)

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

- 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 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 LA, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively to further increase this projection.

The LA 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 both available and 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 LA's Childcare Team continuing to promote and raise awareness of the Welsh medium childcare and early years settings available to parents/carers.

The LA 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 completion 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%. The trajectory of each scheme in contributing towards the aspirational targets set will be reported on annually against the delivery plan.

When additional funding is made available, the LA 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.

In order to gain a detailed understanding of all Welsh medium childcare and early years settings available, a mapping exercise of all Welsh medium childcare and early years settings will be undertaken as part of the preparations for the next CSA. 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 LA run FSP childcare and early years setting or via a commissioned childcare setting. Despite this offer, parents/carers often decline the childcare place due to there being an English medium childcare place in closer proximity to their home, hence, locality is favouring their original language preference. The LA's Programme Flexibility Team will re-commission Welsh medium FSP childcare places to ensure there is enough opportunity for parents/carers to access Welsh medium FSP childcare and early years settings in their locality. This will be achieved by commissioning small numbers of placements, across a greater number of childcare and early years settings to ensure adequate geographical spread across the County Borough. The LA 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 LA 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 LA'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 could 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. The LA 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 LA 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, undertaken as part of the preparations for the next CSA. The analysis of these findings will have identified areas for improvement and identified and implemented strategies for achieving improvements. The CSA will provide a mechanism for mapping, in greater detail, the Welsh medium provision in this sector and will inform annual strategic delivery plans.

The LA 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. This will include promotional materials aimed at highlighting the benefits of bilingualism through videos, case studies, podcasts, social media posts and a proactive marketing campaign. This will be underpinned by a clear marketing strategy aimed at promoting Welsh medium education and supplemented with clear messages on a variety of digital platforms highlighting the clear pathway from the early years to further and higher education.

The LA 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 LA 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 LA 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 and 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 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 LA is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP.

<b>Projected Number and Percentage of Nursery/Three Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP</b>				
<b>Academic Year</b>	<b>Projected Number and Percentage of Nursery/Three Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)</b>		<b>Projected Number and Percentage of Nursery/Three Year Old Learners Who Should Receive their Education Through the Medium of Welsh if the LA is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
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, two dual language primary schools for 3 to 11 year olds and thirteen primary schools for 3 to 11 year olds. These are equitably distributed across the LA.

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 2020 / 2021. 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 LA'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 LA is required to provide the WG with the Planning of School Places Return, which details the

capacity of every school, the number of 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 April 2021 PLASC data, there was 20.2% surplus capacity in Welsh medium primary schools (Please see [Annex Four: Surplus Capacity](#) for further information).

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 LA 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 LA and WG funding including but not limited to:

- Band B 21<sup>st</sup> 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 Language Immersion Support Grant.
- Welsh Medium Capital Grant.

Band B of the WGs 21<sup>st</sup> 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 21<sup>st</sup> 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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase Welsh medium primary school capacity.

Investment has been made across a number of 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 LA's Capital Programme which includes a



combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the LA 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 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 LA, 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. Clearly, expanding early years care and education, and the effective promotion of this provision, should have a significant impact on the number of reception aged children attending Welsh medium schools. In addition, the strengthening of transition arrangements into Welsh medium primary education will require targeted intervention to bring about necessary improvements.

A mapping exercise of all Welsh medium primary schools will continue to be undertaken annually, by the LA's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if the any increases or decreases are sustained and clear within the catchment area of a particular school, consideration given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, 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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the LA, 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 in the Rhydyfelin area, to accommodate learners currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium learners attending the dual language Heol y Celyn Primary School.
- Deliver a new Welsh all through school for the Rhondda area.
- 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 of an extensive housing development.

These projects will create additional learner places by over 300 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 LA 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 LA has no Welsh language immersion support classes for late comers in any of our schools at present, schools are encouraged to support learners who are late comers to Welsh medium education as and when the need arises.

This is considered to be working effectively, however, in order to support learners who are late comers to Welsh medium education, the LA has successfully obtained funding via the WG Welsh Language Immersion Support Grant, to pilot the creation of Welsh language immersion support classes for late comers or those learners who require additional support in two Welsh medium primary schools in the County Borough as well as piloting a peripatetic model of Welsh language immersion support across all Welsh medium primary schools in the County Borough. Once this pilot is complete and the outcomes quantified, proposals for establishing permanent Welsh language immersion support within RCT for the academic year 2022 / 2023 will be presented for Cabinet's consideration.

### **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 LA's Capital Programme has provided additional Welsh medium primary school learner places and along with the LA'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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the LA, will have been completed. 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 LA 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 LA's Directorate of Education and Inclusion Services will continue to undertake mapping exercises of all Welsh medium primary schools annually, by the using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if any increases or decreases in learner numbers are sustained and are clearly within the catchment area of a particular school, consideration will be given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

In addition, through successfully obtaining funding via the WG Welsh Language Immersion Support Grant, the LA would have piloted the creation of Welsh language immersion support classes for later comers or those learners who require additional support in two Welsh medium primary schools in the County Brough as well as piloted a peripatetic model of Welsh language immersion support across all Welsh medium primary schools in the County Borough. Subject to the outcome of the pilot schemes and Cabinet approval, a Language Immersion provision will have been established early on in the lifespan of the WESP.

## 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 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 LA is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP.

<b>Projected Number and Percentage of Reception/Five Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP</b>				
<b>Academic Year</b>	<b>Projected Number and Percentage of Reception/Five Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)</b>		<b>Projected Number and Percentage of Reception/ Five Year Old Learners Who Should Receive their Education Through the Medium of Welsh if the LA is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
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 in [Annex Three: Baseline 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 but there continues to be scope for improvement in this regard. This aspect requires further analysis to inform strategic improvements and will be prioritised within the work plan

The transition rates of learners between each key stage for Welsh medium primary and secondary schools does not appear to be a problem.

The dip in transition between key stage four and five for Welsh medium secondary school aged learners is also reflected in the dip in transition between key stage four and five for English medium secondary school aged learners as demonstrated in the table that follows.

<b>Transition</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Welsh Medium</b>	53.5%	55.9%	48.5%
<b>English Medium</b>	42.6%	44.0%	45.4%

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 LA has and will continue to conduct cross border planning with all 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. Further interrogation of the key stage 4/5 transition rates will be undertaken with a view to enhancing the successful transfer of learners to Welsh medium post 16 education in schools and/or further education institutions where this is deemed to be appropriate.

The LA's emerging Local Development Plan is currently in the development stage with a view to becoming a live document in 2022 following a statutory consultation period. Any requirement for growth in Welsh medium education, and any pressures that may arise from any potential new housing developments within RCT, will be identified under the emerging Local Development Plan. Potential future demand for education is likely to be significant in some areas and the LA will work in partnership with developers to ensure that the infrastructure in the local community adequately addresses additional need in the Welsh medium sector.

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

- Further work with partners is required to source reliable 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. Nevertheless, this requires growth and targeted interventions to secure improvement.
- The projected transition rates of learners between each key stage for Welsh medium primary and secondary schools does not appear to be a problem, but further improvement in transition rates from key stage 4 and 5 would be beneficial. It would also be important that we fully understand the destinations of school leavers from the Welsh medium sector and establish whether they pursue further Welsh medium study in further education and university settings on leaving school. The collation and analysis of this data will assist in informing key strategic developments in the annual delivery plan aimed at improving key stage 4 and 5 transition rates in this sector. Improved careers advice and guidance will be important in ensuring that learners make informed decisions about their destinations and that they are fully aware of the Welsh medium options that are open to them.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, 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. In order to fully understand the reasons for the inadequate transition rates from meithrin to Welsh medium primary schools further in-depth work and analysis will be undertaken by a newly appointed graduate officer, and remedial actions identified and implemented to ensure improved transition rates in this sector.

The LA 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

LA 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 LA 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 rates of learners on transition between each key stage for Welsh medium primary and secondary schools does not appear to be a problem, they will continue to be monitored.

The LA's ambitious Band B 21st Century Schools and Colleges Programme comprises a range of projects, 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 LA's ambitious Band B 21st Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the LA, 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 in the Rhydyfelin area, to accommodate learners currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium learners attending the dual language Heol y Celyn Primary School.
- Deliver a new Welsh all through school for the Rhondda area.
- 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 of an extensive housing development.
- Deliver new teaching blocks and significantly improve facilities for both the school and the community at Ysgol Llanhari; and
- Deliver a new teaching block, sports and community facilities at Ysgol Gyfun Rhydywaun

In addition, the LA will continue to provide initiatives to support the transition 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 LA 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 their education

through the medium of Welsh. The LA will 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 Model<sup>18</sup>, the LA will review its online school admissions process. The Choice Architecture Model is a simplified version of the Mindspace Model<sup>19</sup> commissioned by the United Kingdom Cabinet Office in 2009 to understand how behavioural theory could help achieve better outcomes. The Choice Architecture Model could 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. When additional funding is made available, the LA 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.

The LA 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 LA 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. Improved transition rates from cylchoedd meithrin are essential if we are to meet our ambitious targets.

Alongside this, the LA will continue to monitor the transition rates of learners attending all Welsh medium primary and secondary schools, and work with schools to improve the retention rates of learners in post-16 education.

The LA will continue to provide initiatives to support the transition rates of learners on transition between each key stage for Welsh medium primary and secondary schools. The LA 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 their education through the medium of Welsh. In addition, the LA will 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. A full understanding of the linguistic progression routes of learners from the Welsh medium sector to further education

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

<sup>19</sup> [United Kingdom Cabinet Office – Mindspace Model – 2009](#)

colleges and where relevant, to universities would also be helpful in understanding the progression rates into further Welsh medium study after leaving statutory education.

At the end of the lifespan of this WESP, the LA 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 provisional forecasts.

<b>Projected Percentage of Learners who Could Transition Between Each Key Stage for Welsh Medium Primary and Secondary Schools</b>				
<b>Academic Year</b>	<b>Transition</b>			
	<b>Foundation Phase to Key Stage Two</b>	<b>Key Stage Two to Key Stage Three*</b>	<b>Key Stage Three to Key Stage Four</b>	<b>Key Stage Four to Key Stage Five</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
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%

*\*Note – this percentage includes learners attending Welsh medium secondary schools who reside outside of the County Borough (Ysgol Llanhari (secondary school aged learners residing in County Borough of Bridgend) and Ysgol Gyfun Rhydywaun (secondary school aged learners residing in the County Borough of Merthyr Tydfil).*

## **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. There are well distributed across Rhondda, Cynon and Taf and are accessible due to the LAs generous transport policy which exceeds the minimum statutory requirement.

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 2020 / 2021. 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 LA'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 LA 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 2020 / 2021 PLASC data, there was a 21.2% surplus capacity in Welsh medium secondary schools. Please see [Annex Four: Surplus Capacity](#) for further detail.

However, there are a few secondary schools where growth in capacity is needed, therefore action is currently being taken to address these issues.

The LA 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 LA and WG funding including but not limited to:

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

Band B of the WG's 21<sup>st</sup> 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 21<sup>st</sup> 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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of projects that propose to increase Welsh medium secondary school capacity.

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 LA's Capital Programme which includes a combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the LA 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 is derived from StatsWales and outlines the total percentage of year eleven learners registered for GCSEs in Welsh (first or second language) or neither attending secondary schools for the previous three academic years, up to and including 2019 / 2020.

<b>Total Percentage of Year Eleven Learners Registered for GCSEs in Welsh (First or Second Language) and those not Registered for Neither Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First Language)</b>	17.0%	17.0%	18.0%
<b>Welsh (Second Language)</b>	45.0%	59.0%	63.0%
<b>Not Registered for Welsh GCSE</b>	34.0%	24.0%	19.0%

The data demonstrates an increasing percentage of year eleven learners registered for GCSEs in Welsh (first or second language) for the previous three academic years, up to and including 2019 / 2020. Over the same timeframe, the percentage of year eleven learners registered for neither has decreased at a greater percentage.

The data in the table that follows is derived from StatsWales and outlines the total percentage of year twelve and thirteen learners registered for AS and A Level Welsh (first or second language) attending secondary schools for the previous three academic years, up to and including 2019 / 2020.

<b>Total Percentage of Year Twelve and Thirteen Learners Registered for AS and A Level in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First or Second Language)</b>	4.2%	3.7%	TBC

The data demonstrates a decreasing percentage of year twelve and thirteen learners registered for AS and A Level Welsh (first or second language) for the previous two academic years, up to and including 2018 / 2019 – data for the academic year 2019 / 2022 is currently unavailable.

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. All secondary schools took part in the pilot and an evaluation<sup>20</sup> of the pilot acknowledged positive impacts and outlined a number of recommendations which were developed into an action plan. The LA has 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.

<sup>20</sup> [Gatsby Benchmarking Pilot: Interim Evaluation – January 2021](#)

Building on the positive impacts of the Gatsby Good Career Benchmarks programme, the LA 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 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.
- A full understanding of the Welsh medium curriculum offer across all secondary schools and in Coleg y Cymoedd will be gathered and opportunities for collaborative arrangements will be significantly strengthened to ensure a broad and balanced local collaborative curriculum offer. This will form a part of the associated annual work plan.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, 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.

A mapping exercise of all Welsh medium secondary schools will continue to be undertaken annually, by the LA's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if the any increases or decreases are sustained and clear within the catchment area of a particular school, consideration is given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, 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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the LA, 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 compliment 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.

- All through school for the Rhondda area – A consultation on the development of a new Welsh medium all through school for the Rhondda area will be undertaken.
- Ysgol Llanhari – The design development of improvement works to Ysgol Llanhari will be undertaken.

These projects will create additional learner places, increasing the capacity of Welsh medium secondary schools. In view of the surplus capacity in the secondary school sector there is sufficient capacity to absorb the growth in numbers that will be associated with this plan.

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. Work with partners in CSC will be undertaken to extend the development of learners' second language skills in English medium schools.

Options to be explored will include virtual collaborations at a local or regional level or involvement in the E-sgol project, which was launched by Ceredigion County Council in 2018. The E-sgol project formed part of the WG Rural Education Action Plan – 2018<sup>21</sup>, and provides GCSE, AS and A Level learners with the provision of a wider range of GCSE, AS and A Level subjects through virtual pedagogy via the use of Microsoft Teams through Hwb. Active involvement in the opportunities offered by Coleg Cymraeg Cenedlaethol and the national scheme to promote the Welsh language as a subject (led by the Welsh Government) will be encouraged to ensure that learners' interest in Welsh as a subject can be created and maintained. This partnership working should also extend to the promotion of study pathways in the Higher Education sector. Wider representation from the four cluster schools across the LA in the strategic planning group will be encouraged to ensure effective strategic planning.

Through the Gatsby Good Career Benchmarks programme and Gatsby+ Mentoring Model, the LA 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.

The CSCJES has engaged significantly with Welsh medium secondary Headteachers across the County Boroughs that comprise the CSCJES, the WG and Qualifications Wales regarding the significant disparity in the number of accessible qualifications, especially vocational qualifications available through the medium of Welsh in comparison to the offer available to through the medium of English.

In addition, the CSCJES has funded Gyda'n Gilydd (Welsh Medium Secondary Headteachers Association) £30,000 during the 2021 / 2021 financial year to develop bespoke provision. It would be possible for Gyda'n Gilydd to utilise this funding towards the creation of more accessible qualifications, especially vocational qualifications through the medium of Welsh. In addition, the CSCJES is providing an additional £10,000 funding

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<sup>21</sup> [Welsh Government – Rural Education Action Plan – 2018](#)

to Gyda'n Gilydd in order for them to work alongside the WJEC to develop Level Three Welsh medium vocational qualifications.

## **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 LA's Capital Programme has provided additional Welsh medium secondary school learner places and along with the LA'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 LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the LA, will have been completed, delivering an improved and extended Welsh medium secondary school and with another two secondary schools either refurbished or relocated to a new 21<sup>st</sup> 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 LA 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 LA's Directorate of Education and Inclusion Services will continue to undertake mapping exercises of all Welsh medium secondary schools annually, by the using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if any increases or decreases in learner numbers are sustained and clear within the catchment area of a particular school, consideration will be given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

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 LA is hopeful that these collaborative working arrangements will be continued and expanded with options such as E-sgol further explored to maintain and widen GCSE, AS and A Level provision.

During the lifespan of this WESP, the LA 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.

## **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 provisional forecasts, compared to the projected number and percentage of year ten learners who should receive their education through the medium of Welsh if the LA 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.

<b>Projected Number and Percentage of Year Ten Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP</b>				
<b>Academic Year</b>	<b>Projected Number and Percentage of Year Ten Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)</b>		<b>Projected Number and Percentage of Year Ten Learners Who Should Receive their Education Through the Medium of Welsh if the LA is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
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 a 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 learners' 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 CSCJES 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 learners 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 2011<sup>22</sup> (the 2011 Measure), requires the LA to produce a five year strategy to facilitate and promote the Welsh language. The first five year strategy, RCT – Welsh Language Promotion Strategy<sup>23</sup>, was approved in 2016 and outlined a number of key policy areas to maintain and increase the number of Welsh speakers during its lifecycle. The first five year strategy has now concluded, and the LA is currently planning to formulate a new five year strategy. 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 LA 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 a 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.

The LA'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 LA's theatres for key stage 1 and 2 learners.
- Participating in a performing arts workshops at Ysgol Garth Olwg Lifelong Learning Centre for key stage 2, 3 and 4 learners.

<sup>22</sup> [Welsh Language \(Wales\) Measure 2011 \(the 2011 Measure\)](#)

<sup>23</sup> [Rhondda Cynon Taf – Welsh Language Promotion Strategy – 2016](#)

- Co-producing and presenting a theatre piece at one of the LA's theatres for key stage 3 and 4 learners.

As an Arts Portfolio Wales client, in receipt of revenue funding from the Arts Council of Wales, the LA'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 LA's YEPS Team 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 LA's YEPS Team has a Service Level Agreement (SLA) with Menter Iait, 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 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 LA 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 in 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.

RCT's Welsh Language Promotion Strategy will encourage and facilitate the growth of Welsh medium-education and the teaching of Welsh in the long term by ensuring that its



three key themes of language use, increasing the numbers of Welsh speakers and facilitating favourable conditions are aligned with the vision of the WESP. The LA will ensure that officers who lead on both strategies will have clear lines of communication and regular contact in order to clarify the vision in various contexts relevant to different LA departments, and among partners generally during the life of the strategies. This will help to strengthen the shared understanding of purpose, and delivery of the strategies, over their lifetime.

## **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 LA 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 LA in contributing towards one million people in Wales being Welsh speakers by 2050. The LA's Cultural Services and YEPS Teams will continue to develop and provide opportunities for learners to use the Welsh language in different contexts.

The LA'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 LA's YEPS Team 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 LA'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 schools wherever possible, with the aim of increasing the number of external providers who can deliver activities through the medium of Welsh. In addition, the LA's YEPS Team, 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 LA'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 and the wider community to use the Welsh language 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 the Welsh language in different contexts. Learners should be supported and encouraged to participate in a 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.

## **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 LA 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 2018<sup>24</sup> (the ALNET Act 2018) was introduced in January 2018 and 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 Code<sup>25</sup>).

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.

In addition, 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

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<sup>24</sup> [The Additional Learning Needs and Education Tribunal \(Wales\) Act](#)

<sup>25</sup> [The Additional Learning Needs Code For Wales 2021](#)

support from the WCNT are making progress that is 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 LA 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 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 LA's Cabinet on 17<sup>th</sup> December 2019<sup>26</sup>, 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.
- 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 25<sup>th</sup> June 2020, the LA's Cabinet<sup>27</sup> 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. A new report will be presented to Cabinet during 2021 / 22 to seek approval to reconsult on establishing a Welsh medium Key Stage 3/4 learning support class provision in Ysgol Gartholwg. A commitment has also been made to consider whether there is a need to consult on establishing ALN provision in the new Welsh medium primary school that is set to be established in 2024.

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:

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<sup>26</sup> [Cabinet Report – 17<sup>th</sup> December 2019 – Review of Learning Support Class Provision for Learners with Social, Emotional and Behavioural Difficulties \(SEBD\) Significant Additional Learning Needs \(ALN\)](#)

<sup>27</sup> [Cabinet Report – 25<sup>th</sup> June 2020 – Review of Learning Support Class Provision for Learners with Social, Emotional and Behavioural Difficulties \(SEBD\) Significant Additional Learning Needs \(ALN\)](#)

- 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.

## **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.

In developing this WESP, The ALNET Act 2018 has been taken into consideration. The LA, in collaboration with other relevant partners and stakeholders, will undertake a detailed evaluation of the sufficiency of its Welsh medium ALN provision on an annual basis during the statutory 3-year ALN implementation plan (2021 – 2024). This will support the development of a long-term strategic plan to deliver a fully bi-lingual ALN system and enable the LA to identify short and medium-term targets to address immediate priorities/demands.

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 LA has and will continue to work collaboratively with the CSCJES 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/classes. Over the next 5 years, proposals to establish ALN provision in both the primary and secondary sector will have been considered by Cabinet and progressed in accordance with the school Organisation Code.

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 LA's Access and Inclusion Service's action planning, monitoring, evaluation and reviewing. Partnership working with all key stakeholders, including parents/carers, will be critical in ensuring that effective provision is made in the Welsh medium sector.

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

At the end of the lifespan of this WESP, the LA will have robust processes in place to ensure that all reasonable steps are taken to deliver high-quality and effective Welsh medium additional learning provision and specialist ALN support services within a fully bilingual ALN system.

## **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 upskill the childcare and early years workforce. Changes to qualification requirements in the national minimum standards have also placed more emphasis on ensuring a suitably qualified workforce.

In the year 2020, the LA 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 Census<sup>28</sup> (SWAC) as a new data collection tool. The CSCJES 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.

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<sup>28</sup> [School Workforce Annual Census – 2019 / 2020](#)

- Capacity for Welsh medium teaching and subject specific teaching.
- Cost of teachers' pay.

During the academic year data demonstrates that 39.0% (805) of the school based workforce (including headteachers, school teachers and school learning support workers) employed by the LA had intermediate, advance or proficient Welsh language skills levels.

During the same timeframe, data also demonstrates that 21.7% (448) of the school based workforce employed by the LA were teaching/working through the medium of Welsh, whilst 6.9% (143) of the school based workforce employed by the LA 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:

- A programme of activities aimed at increasing the number of secondary school aged learners who are 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 data in the table that follows outlines the number the school based workforce who are employed by the LA and have participated in and completed a WLSS over the previous four academic years up to and including 2020 / 2021.

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

The CSCJES 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 CSCJES.

Two Welsh medium secondary schools in the County Borough, Ysgol 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.

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 within 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 LA will work to strengthen links with the Urdd, creating alternative, additional pathways for learners.

The LA and the CSCJES provides numerous professional learning opportunities to take account of the language progression of the school based workforce employed by the LA. The LA and the CSCJES 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 LA, 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. The LA will strategically assess staffing

vacancies across the County Borough and identify the required growth in the number of teachers and support staff to achieve the aspirational targets set. Close partnership with Welsh Government, Central South Consortium, training providers and other partners will be important to ensure that there is a sufficient supply of staff to meet demands. Active engagement in specific programmes from the National Centre for Learning Welsh and Mudiad Meithrin, such as Work Welsh and Camau, will be undertaken to stimulate growth where this is possible. This will not be without its challenges given the current shortage of staff in this sector, which has been further compounded by the pandemic.

If the LA 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 Cylch Ti a Fi and Cymraeg i Blant parent/carer and toddler sessions, followed by Cylch Meithrin nursery groups. At present, projections show 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 LA will work collaboratively with Mudiad Meithrin to ensure 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.

The LA and the CSCJES will continue to 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 LA, 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 CSCJES.

In addition, the LA will work collaboratively with the CSCJES 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 LA and the CSCJES will work collaboratively to increase leadership capacity at all levels in the Welsh medium sector with progression into headship. The CSCJES 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 LA participating in the AHP and 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 LA'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 LA 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 LA'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 LA, 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 CSCJES and LA.

## **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 LA will utilise both national and regional marketing and promotion strategies, developed and provided by the WG and CSCJES, as well as local marketing and promotion strategies developed by the LA along with officers from a number of external groups and organisations who form the WESP Strategic Group. Where required, the LA will develop bespoke marketing and promotion strategies to assist in the promotion of Welsh medium and Welsh language education.

In addition to this, the LA 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 LA, 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 which will be reflective of the key objective and outcomes to be achieved as outlined within this document.

## **ACHIEVING OUR VISION**

In accordance with the 2019 Regulations, the LA 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:

- CSCJES.
- 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 LA, 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 LA, 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 LA will establish 'task and finish' Sub Groups comprised of officers from the LA, 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 LA 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 LA's to review their WESP and submit an APR, based on that review, to the WG by 31<sup>st</sup> 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 LA, a range of external groups and organisations have a key role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

In September 2020, the WLC published his [Policy Making Standards document](#). This document focuses on the ['Policy Making' Standards \(Standards 88-97\)](#) regarding consultation, Impact Assessments, and Policy Research. Consequently, the LA have implemented a new process to ensure that policy decisions consider what effects, if any (whether positive or adverse), those decisions would have on opportunities for persons to use the Welsh language and/or treating the Welsh language no less favourably than the English language. The process ensures that decision makers (including LA/Cabinet/and Senior Officers through delegated decisions) are aware of their duties in relation to the Standards when making a decision as well as giving them an opportunity to explore ways of promoting the Welsh language, reduce any adverse effects on the Welsh language and demonstrate due regard to the various effects listed in the Standards. This WESP has been subject to this new process, as will any further policy changes that are delivered as a result of achieving any of the targeting outcomes and priorities included within it.

## **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 PLASC, more specifically, the number of year one learner's 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. Our LA is in Group Three. This is demonstrated in the table that follows:

<b>LA Group Three Targets</b>						
<b>LA</b>	<b>2019 Baseline (PLASC 2019)</b>		<b>2032 Target</b>			
	<b>Number</b>	<b>%</b>	<b>Lower Range</b>		<b>Upper Range</b>	
			<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
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 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 learner's 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 learner's being taught through the medium of Welsh is achieved by during the lifespan of this WESP.

## **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 Census<sup>29</sup> 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 Survey<sup>30</sup> 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 June 2021, reported that 19.6% of respondents living in the County Borough said they could speak Welsh, this is compared to the all Wales percentage of 25.9% of respondents. This can be further broken down to the data contained in the table that follows.

<b>Welsh Language Skills of Residents – (%)</b>		
	<b>County Borough of Rhondda Cynon Taf</b>	<b>Wales</b>
<b>Can Read Welsh</b>	19.6%	25.9%
<b>Can Write Welsh</b>	18.1%	23.7%
<b>Can Understand Spoken Welsh</b>	24.1%	33.6%

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 an increase in the number of residents that can read, write, and understand spoken Welsh since the 2011 Census.

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.

<b>Residents Frequency of Speaking Welsh – (%)</b>		
	<b>County Borough of Rhondda Cynon Taf</b>	<b>Wales</b>
<b>Speak Welsh Daily</b>	8.1%	15.4%
<b>Speak Welsh Weekly</b>	5.0%	5.1%
<b>Use it Less Often</b>	7.0%	5.6%

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

<sup>29</sup> [2011 Census](#)

<sup>30</sup> [Annual Population Survey](#)

The Welsh Language Use Survey<sup>31</sup> 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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<sup>31</sup> [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 LA'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.

<b>Total Number of English and Welsh Medium Childcare and Early Years Settings Available Across the County Borough</b>					
<b>Childcare Type</b>		<b>Total Number of Registered Childcare Settings</b>	<b>Total Number of Places</b>	<b>Total Number of Unregistered Childcare Settings</b>	<b>Total Number of Places</b>
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
<b>Total</b>		<b>195</b>	<b>775</b>	<b>15</b>	<b>16</b>

The data in the table that follows, again derived from the LAs 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.

<b>Total Number of Welsh Medium Childcare and Early Years Settings Available Across the County Borough</b>					
<b>Childcare Type</b>		<b>Total Number of Registered Childcare Settings</b>	<b>Total Number of Places</b>	<b>Total Number of Unregistered Childcare Settings</b>	<b>Total Number of Places</b>
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
<b>Total</b>		<b>26</b>	<b>771</b>	<b>5</b>	<b>80</b>

The data in the table that follows is provided by the LA's FSP Team and outlines the FSP childcare places that were commissioned from childcare and early years settings by the LA 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.

<b>FSP Childcare Places Commissioned from Childcare Settings</b>			
<b>FSP Childcare Places</b>	<b>Number of Commissioned Childcare and Early Years Settings</b>	<b>Number of Commissioned Places</b>	<b>%</b>
Total FSP Childcare English Medium Places Commissioned	23	530	77.3%
Total FSP Childcare Welsh Medium Places Commissioned	9	156	22.7%
<b>Total</b>	<b>32</b>	<b>686</b>	<b>100.0%</b>

The data in the table that follows is provided by the LA's FSP Team and demonstrates that as of November 2020 across the County Borough, an additional 34 Welsh medium FSP childcare places had been purchased via approved childcare and early years settings, whilst an additional 12 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.

<b>Additional FSP Childcare Places Commissioned from Childcare and Early Years Settings – As at November 2020</b>		
<b>FSP Childcare Places</b>	<b>Additional Number of Commissioned Places Purchased</b>	<b>New Total Number of Commissioned Places</b>
Total FSP Childcare English Medium Places Commissioned	12	542
Total FSP Childcare Welsh Medium Places Commissioned	34	190
<b>Total</b>	<b>46</b>	<b>732</b>

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

<b>Total Number of Children Attending Cylchoedd Meithrin Over the Previous Five Academic Years</b>					
<b>Settings</b>	<b>Academic Year</b>				
	<b>2015 / 2016</b>	<b>2016 / 2017</b>	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Number of Settings</b>	22	24	25	23	19
<b>Number of Cylchoedd Meithrin</b>	25	27	25	25	20
<b>Number of Children Attending Cylchoedd Meithrin</b>	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 up to and including 2020/2021.

<b>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</b>			
<b>Year Group</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Pre Nursery</b>	24	27	26
<b>Pre Nursery Part Time</b>	19	29	39
<b>Nursery</b>	421	406	437
<b>Nursery Part Time</b>	140	130	95
<b>Total</b>	<b>604</b>	<b>592</b>	<b>597</b>

**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 up to and including 2020 / 2021.

<b>Total Number of Primary School Aged Learners Attending Primary Schools Split by English and Welsh Medium Over the Previous Three Academic Years</b>							
<b>Category</b>	<b>Academic Year</b>						
	<b>2018 / 2019</b>		<b>2019 / 2020</b>		<b>2020 / 2021</b>		
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	
<b>Total Number of Learners Attending English Medium Primary Schools</b>	18,153	81.0%	18,078	81.0%	17,894	81.2%	
<b>Total Number of Learners Attending Welsh Medium Primary Schools</b>	4,269	19.0%	4,220	19.0%	4,152	18.8%	
<b>Total Number of Learners Attending Primary Schools</b>	<b>22,422</b>		<b>22,298</b>		<b>22,046</b>		

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 up to and including 2020/2021.

<b>Total Number of Reception/Five Year Old Learners Attending Welsh Medium Primary Schools Over the Previous Three Academic Years</b>			
<b>Year Group</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Reception</b>	517	565	528
<b>Reception Part Time</b>	1	0	0
<b>Total</b>	<b>518</b>	<b>565</b>	<b>528</b>

**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 and outlines the transition rates of children attending Cylchoedd Meithrin into Welsh medium primary schools for the previous five academic years.

<b>Transition Rates of Children Attending Cylchoedd Meithrin into Welsh Medium Primary Schools for the Previous Five Academic Years</b>					
<b>Settings</b>	<b>Academic Year</b>				
	<b>2015 / 2016</b>	<b>2016 / 2017</b>	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Number of Children Attending Cylchoedd Meithrin Percentage of Children Transferring from the Cylch Meithrin to a Welsh Medium Primary School</b>	65.7%	68.9%	68.0%	70.5%	72.1%

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 up to and including 2020 / 2021.

<b>Transition Rates of Learners Between Each Key Stage for Welsh Medium Primary and Secondary Schools for the Previous Three Academic Years</b>			
<b>Transition</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Foundation Phase to Key Stage Two</b>	97.4%	97.5%	96.1%
<b>Key Stage Two to Key Stage Three</b>	97.3%	94.0%	94.7%
<b>Key Stage Three to Key Stage Four</b>	98.2%	97.3%	98.7%
<b>Key Stag Four to Key Stage Five</b>	53.5%	55.9%	48.5%

**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 up to and including 2020 / 2021.

<b>Total Number of Secondary School Aged Learners Attending Secondary Schools Split by English Medium and Welsh Medium Over the Previous Three Academic Years</b>						
<b>Category</b>	<b>Academic Year</b>					
	<b>2018 / 2019</b>		<b>2019 / 2020</b>		<b>2020 / 2021</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>Total Number of Learners Attending English Medium Secondary Schools</b>	12,685	80.6%	12,868	80.4%	13,346	80.7%
<b>Total Number of Learners Attending Welsh Medium Secondary Schools</b>	3,058	19.4%	3,141	19.6%	3,197	19.3%

<b>Total Number of Learners Attending Secondary Schools</b>	<b>15,743</b>	<b>16,009</b>	<b>16,543</b>
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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 up to and including 2020 / 2021.

<b>Total Number of Year Ten Learners Attending Welsh Secondary Schools Over the Previous Three Academic Years</b>			
<b>Year Group</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Year Ten</b>	496	513	517

The data in the table that follows is derived from StatsWales and outlines the total percentage of year eleven learners registered for GCSEs in Welsh (first or second language) or neither attending secondary schools for the previous three academic years up to and including 2019 / 2020.

<b>Total Percentage of Year Eleven Learners Registered for GCSEs in Welsh (First or Second Language) and those not Register for Neither Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First Language)</b>	17.0%	17.0%	18.0%
<b>Welsh (Second Language)</b>	45.0%	59.0%	63.0%
<b>Not Registered for Welsh GCSE</b>	34.0%	24.0%	19.0%

The data in the table that follows is derived from StatsWales and outlines the total percentage of year twelve and thirteen learners registered for S and A Level Welsh (first or second language) attending secondary schools for the academic years up to and including 2019 / 2021.

<b>Total Percentage of Year Twelve and Thirteen Learners Registered for AS and A Level in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First or Second Language)</b>	4.2%	3.7%	TBC

### **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 CSCJES 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.

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

**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 LA's 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 of August 2020:

<b>Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh</b>							
<b>Number of Staff with Welsh Language Skills</b>		<b>Fluent (Welsh Language Level Four and Five)</b>		<b>Fairly Fluent (Welsh Language Level Three)</b>		<b>Total (Welsh Language Level Three, Four and Five)</b>	
<b>Category</b>	<b>Total Number of Staff</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>School Based Staff</b>	5,290	742	14.0%	175	3.3%	917	17.3%
<b>Non-School</b>	7,167	575	8.0%	143	1.9%	718	10.0%

<b>Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh</b>							
<b>Number of Staff with Welsh Language Skills</b>		<b>Fluent (Welsh Language Level Four and Five)</b>		<b>Fairly Fluent (Welsh Language Level Three)</b>		<b>Total (Welsh Language Level Three, Four and Five)</b>	
<b>Category</b>	<b>Total Number of Staff</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>Based Staff</b>							
<b>Total</b>	<b>12,457</b>	<b>1,317</b>	<b>10.5%</b>	<b>318</b>	<b>2.5%</b>	<b>1,635</b>	<b>13.1%</b>

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

<b>Welsh Language Ability of Total Teachers (Including Headteachers, School Teachers and School Learning Support Workers) Employed by the LA</b>		
<b>Skill Level</b>	<b>Academic Year</b>	
	<b>2019 / 2020</b>	
	<b>Number</b>	<b>%</b>
<b>No Skills (NS)</b>	457	22.1%
<b>Entry Level (EL)</b>	456	22.1%
<b>Foundation Level (FL)</b>	325	15.7%
<b>Intermediate Level (IL)</b>	166	8.0%
<b>Advanced Level (AL)</b>	128	6.2%
<b>Proficient Level (PL)</b>	511	24.8%
<b>Information Not Obtained (INO)</b>	21	1.0%
<b>Total</b>	<b>2,064</b>	<b>100.0%</b>

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 LA teaching / working through the medium of Welsh for the academic year 2019 / 2020.

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

The data in the table that follows is derived from PLASC and outlines the total percentage of teachers employed by the LA who are able to teach through the medium of Welsh for the previous three academic years.

<b>Total Percentage of Teachers who are able to Teach through the Medium of Welsh</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Qualified Teachers Teaching Welsh as a First Language</b>	8.7%	10.9%	9.7%
<b>Qualified Teachers Teaching Welsh as a Second Language (Only)</b>	39.1%	38.6%	39.6%
<b>Qualified Teachers Teaching Other Subjects through the Medium of Welsh</b>	10.1%	8.4%	9.7%
<b>Qualified Teachers Able to Teach through the Medium of Welsh, but not doing so</b>	3.6%	6.3%	3.8%
<b>Not Qualified to Teach through the Medium of Welsh</b>	38.3%	35.9%	37.2%

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## ANNEX FOUR: SURPLUS CAPACITY (PLASC 2021)

School	Capacity	Pupils	Occupancy	Surplus
<b>Primary</b>				
Dolau Primary (including Welsh Unit)	504	510	101.2%	-1.2%
Heol y Celyn Primary (including Welsh Unit)	443	335	75.6%	24.4%
Penderyn Primary	263	206	78.3%	21.7%
Ysgol Gynradd Gymraeg Abercynon	368	300	81.5%	18.5%
Ysgol Gynradd Gymraeg Aberdar	480	424	88.3%	11.7%
Ysgol Gynradd Gymraeg Bodringallt	195	118	60.5%	39.5%
Ysgol Gynradd Gymraeg Bronllwyn	269	237	88.1%	11.9%
Ysgol Gynradd Gymraeg Castellau	300	256	85.3%	14.7%
Ysgol Gynradd Gymraeg Evan James	390	295	75.6%	24.4%
Ysgol Gynradd Gymunedol Gymraeg Llantrisant	386	272	70.5%	29.5%
Ysgol Gynradd Gymraeg Llwyncelyn	383	316	82.5%	17.5%
Ysgol Gynradd Gymraeg Llyn-y-Forwyn	225	171	76.0%	24.0%
Ysgol Gynradd Gymraeg Pont Sion Norton	305	269	88.2%	11.8%
Ysgol Gynradd Gymraeg Tonyrefail	374	190	50.8%	49.2%
Ysgol Gynradd Gymraeg Ynyswen	342	275	80.4%	19.6%
Ysgol Garth Olwg – (Primary Phase)	467	357	76.4%	23.6%
Ysgol Llanhari – (Primary Phase)	221	187	84.6%	15.4%
<b>Total Primary</b>	<b>5915</b>	<b>4718</b>	<b>79.8%</b>	<b>20.2%</b>
<b>Secondary</b>				
Ysgol Garth Olwg – (Secondary Phase)	1110	860	77.5%	22.5%
Ysgol Llanhari – (Secondary Phase)	914	514	56.2%	43.8%
Ysgol Gyfun Rhydywaun	1038	1090	105.0%	-5.0%
Ysgol Gyfun Cwm Rhondda	1023	755	73.8%	26.2%
<b>Total Secondary</b>	<b>4085</b>	<b>3219</b>	<b>78.8%</b>	<b>21.2%</b>
Source: April 2021 PLASC				

<b>Glossary</b>	
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
CSCJES	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 Team	Youth Engagement and Participation Service Team
RCT	Rhondda Cynon Taf
RHP	Resilience Health Programme
RFS	Resilient Families Service
SOGs	Schedule of Growing Skills