

Diogelu Plant a Gwellu Safonau Addysg i Bawb
Safeguarding Children and Improving Education
Standards for All

Carmarthenshire's

Welsh in Education Strategic Plan

2014 – 2017

taith at ddwy
IAiTH
SIRGAR

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Section 1

Carmarthenshire's vision and objectives for Welsh medium education

Learning in Carmarthenshire

Our vision ...

To provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, thus enabling the achievement of their full potential within the context of the unique bilingual nature of the county

Our policy for promoting learning ...

The promotion of learning is our core purpose. We believe that effective learners:

- know how to learn on their own and with others
- can progressively manage their own learning
- enjoy learning
- are confident and motivated to continue learning throughout life

Within the LA, our schools and other learning providers we promote a culture that supports the exploration of views about learning and encourages the development of a shared understanding of learning.

We facilitate this by:

- engaging everyone in dialogue about how we learn
- sharing practice on ways of engaging all pupils in thinking and talking about their own learning

- clarifying and enhancing the role of Assessment for Learning (AfL)

This will lead to the following outcomes:

- effective learners who have a greater propensity to achieve
- providers who engage everyone in promoting learning
- providers agreeing and implementing policies for learning
- providers who engage in action research centred on learning

Our priorities ...

- Communication across the curriculum: literacy, numeracy, bilingualism, ICT and well-being
- Assessment for Learning– raising expectations and consistency to drive out variation
- System leadership and increased collaboration

Our way of working ...

- Build trust and maintain dialogue
- Work together to embrace change, strengthen systems, practice and outcomes
- Work together to improve learning and raise standards

The Welsh Language in Carmarthenshire

When reviewing the 2011 Census results Carmarthenshire saw the greatest reduction in percentage points across Wales- from 50.3% in 2001 to 43.9% in 2011, which means that less than half of the population could speak Welsh by 2011. This is the first time in the history of the county for the percentage to fall under half. Following the publication of the 2011 Census results the full Council agreed to establish a Task and Finish Group to research into the factors that have led to the decline and to formulate recommendations in order to address the situation. In this period between April 2013 and March 2014, a series of meetings were held to discuss the following-

- Planning
- Education
- Language and Economy
- Welsh medium workplaces and the Council's administration
- The impact of organisations who work for the benefit of the Welsh language, such as the Mentrau Iaith
- Opportunities to use the Welsh language in the community
- Language Transmission in the family
- Marketing the Language

Members agreed to invite a range of organisations and individuals to present evidence to the Working Group and to build on local knowledge regarding the position of the Welsh language in the county. Members of the public were asked to submit evidence with regard to the priority areas and to offer their own personal experiences with respect to the Welsh Language.

Dr Dylan Phillips was commissioned to prepare a detailed statistical report on the state of the Welsh language in Carmarthenshire in order to have a document that would be available, not only for the work of the Working Group but as evidence base for each of the Council's partners when planning services and activities to promote the Welsh language in the County. It was also agreed to commission the University of Wales Trinity Saint David to conduct some research work regarding Planning and the Welsh Language.

At their meeting on the 15th of April, 2014, Carmarthenshire Council approved all the recommendations of the Working Group, including those related to the field of education. The Education report/recommendations are available in Appendix 6.

The recommendations are woven in, where possible, to the Welsh in Education Strategic Plan outcomes, and will be monitored by Carmarthenshire's Welsh Education Forum and progress reports will be submitted to both the Scrutiny Committee and the Advisory Group that monitors the implementation of the Welsh in Carmarthenshire report recommendations.

Education

Carmarthenshire's Welsh Education Strategy reflects the County Council's aspirations and the aspirations of the Welsh Government, as laid out in the Welsh Medium Education Strategy, the Schools Effectiveness Framework, Carmarthenshire Language Policy and Carmarthenshire's Plan for Children and Young People.

The Plan emphasises the commitment to work together to achieve the best outcomes for all Carmarthenshire's children and young people.

The Authority will work with other services to achieve the following-

- Achieving the key aim as agreed by full Council- ***Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.***
- Ensure that Welsh medium or bilingual education is an educational experience available to every child and that it should be within a reasonable travelling distance from children's homes. This refers to children of pre-school age and above.
- Ensure that the Welsh language is taught in line with the statutory requirements of the Welsh Medium Education Strategy, *'providing system and training which respond via planned methods to the increasing demand for Welsh medium education'* and the National Curriculum from the period prior to statutory education onwards.
- Ensure that every pupil who receives education in Welsh/bilingual medium schools can speak, read and write Welsh fluently by the end of KS2.
- Linguistic continuation should be ensured across curricular areas when transferring from Key Stage 2 to Key Stage 3.
- All pupils who have followed the Welsh first language programme in the primary phase will be expected to continue with this programme when transferring to the secondary phase.
- Ensure a developed progression from pre-school provision to Welsh medium/bilingual primary education to Welsh medium/bilingual secondary education. Linguistic progression is promoted from KS4 onwards to the lifelong learning career of pupils and students in the county.
- Work in partnership with all pre-school education providers, schools and 14-19 learning pathways in order to improve the standard of Welsh as a first and second language. All funded pre-school providers and schools will receive advice and support from Challenge

Advisers and the school improvement services. Further support will be given by the Associate Challenge Advisers for literacy and the team of Athrawon Bro as they visit the schools on behalf of the Local Authority to monitor pupils' linguistic standards.

- Ensure that children and young people who have additional educational needs receive an equal linguistic opportunity as regards Welsh medium education when fulfilling the requirements of the revised Code of Practice for ALN Wales. This will include implementing the County's Referral Scheme for 3 years in pre-school provision;
- Promote and develop learning programmes, which will enable nursery teachers to gain the competency and confidence to introduce Welsh as a first language and/or a second language.
- Promote language awareness training across the curriculum for governors, parents and teaching staff.
- Pro-actively support Learning Support staff to develop the necessary skills to help with introducing Welsh language provision in the Foundation Phase.
- Ensure that non-Welsh speaking pupils who have just moved into the County are suitably supported in order that they can integrate naturally in their local school and community.
- Promote the development of pupils' bilingual skills in all school situations, so that more of both languages is used, in proportion to individual school designation in respect of their teaching medium. Pre-school providers who are members of Mudiad Meithrin will receive support to ensure pupil progression to Welsh education.



Section 2

The Action Plan

Outcome 1: More 7 year old children being educated through the medium of Welsh

Recommendations from the Census Task and Finish group- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in Welsh and English.

The education sector is a key area when considering the future of the Welsh language and is an area that the County Council is able to influence considerably. The education system is a key foundation for our young people in terms of the language, from pre-school and from the nursery stage to the primary, secondary, further and to higher education.

Data from the 2011 Census shows that the 3-14 age group has the highest percentage of Welsh speakers in the county. 60 percent are able to speak Welsh in the 5-9 and 10-14 years old age groups. However, it must be recognised that there is scope to increase this percentage even further by ensuring a fully bilingual education for the young people of our county.

In order to increase the provision of Welsh-medium education within the county it is critical that we move the primary and secondary schools along the continuum as outlined in the national definitions. In addition to the opportunities this will provide in terms of Welsh medium provision, we also recognise that moving schools along the continuum is complex and challenging and the relationship between the County Council and the governing bodies of individual schools is key in this regard. The education recommendations are based on the principle that every child in Carmarthenshire should have the opportunity to leave school fluent in both Welsh and English.

1. That the County Council works closely with the Mudiad Meithrin and private providers to ensure that Welsh medium pre-school education is readily available in all parts of Carmarthenshire.
2. That the County Council prepares a definite work plan and timetable, in collaboration with school governing bodies, in order to move each primary school along the language continuum.
3. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's transitional schools (which are Welsh medium schools but with significant use of English) in order for them to become Welsh schools;
4. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's dual stream schools in order for them to become Welsh schools;
5. That the County Council agrees on the principle that all English medium primary schools over a period of time, will deliver the curriculum in the Foundation Phase mainly through the medium of Welsh as a starting point and consider different options for KS2;

6. That the County Council will begin the process of identifying English medium schools which would be ready to deliver the Foundation Phase through the medium of Welsh fairly soon with the aim of offering a choice between Welsh stream or bilingual stream (25-50% Welsh medium) in KS2;
7. That the County Council gives full consideration to the present model for language/latecomers centres in the primary sector in Carmarthenshire and develops the provision on the basis of the Gwynedd and Ceredigion Councils model;
8. That the County Council adopts Gwynedd Council's Welsh Language Charter (which encourages children to speak Welsh at school and in the community) and adapts it to the requirements of Carmarthenshire;
10. That the County Council includes the expectations regarding the Welsh language medium provision as part of the agreement with schools, alongside areas such as discipline, attainment and attendance;
17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;
18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;
19. That the Council will undertake an assessment of the demand for Welsh medium education in specific areas where further research is required;

Language Transmission - AIM: To ensure an increase in the number of families who transmit the Welsh language within Welsh medium households and mixed language households and to offer support to non-Welsh medium households to introduce the Welsh language

Language transmission within families is a key factor when discussing the continuation and development of language. Parents play an important role in language transmission in the home. However, it is important not to place all responsibility on the shoulders of parents, as society as a whole has a key role to play in presenting positive values towards the Welsh language within our communities.

67. That the County Council works in partnership with organisations and projects such as Twf and the Mudiad Meithrin to promote bilingual opportunities in the pre-school sector through targeted communities within Carmarthenshire in accordance with the statistical analysis of the use of the Welsh language.

69. That the Welsh Government with the County Council's co-operation ensures that the Welsh language is central to schemes and projects such as Flying Start

| Objective | Current performance | Timescale | Progress | | | | |
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| <p>To increase the number of 7-year-old learners who are educated through the medium of Welsh.</p> | <p>In 2013 54.9% of 7-year-old learners were educated through the medium of Welsh.</p> <p>The number of learners educated through the medium of Welsh will increase as dual stream schools plan for Welsh medium education in the Foundation Phase and ensure suitable progression into Key Stage 2.</p> | <p>Increase the percentage of 7-year-old learners educated through the medium of Welsh-</p> <table border="1" data-bbox="1509 491 1890 568"> <tr> <td data-bbox="1509 491 1700 531">2015</td> <td data-bbox="1700 491 1890 531">56%</td> </tr> <tr> <td data-bbox="1509 531 1700 568">2017</td> <td data-bbox="1700 531 1890 568">58%</td> </tr> </table> <p>By 2016 ensure 90% progression from Welsh pre-school provision to Welsh medium education. We will need to discuss with Mudiad Meithrin and non-maintained sector to make sure that we work together to realise the target.</p> <p>Adopt the idea of Gwynedd Council's Welsh Language Charter by developing Siarter Sir Gâr for all Carmarthenshire primary schools. Launch Language Charter in December 2014. Every primary school to adopt the Language Charter by September 2015.</p> | 2015 | 56% | 2017 | 58% | |
| 2015 | 56% | | | | | | |
| 2017 | 58% | | | | | | |

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| | | <p>Target 3 dual stream/transitional schools to transfer to being Welsh Schools by 2017.</p> <p>Target 8 primary schools to move along the language continuum by 2016.</p> <p>Research and consult on the number of English-medium schools who have the provision and resources to implement the Foundation Phase in Welsh.</p> <p>By 2017 target 3 English medium schools to provide the Foundation Phase through the medium of Welsh.</p> | |
| <p>To adopt robust methods of measuring the demand for Welsh medium childcare provision and statutory education. To act promptly on the basis of parent survey findings.</p> | <p>The admissions policy for children in Carmarthenshire schools depends on the local provision:</p> <ul style="list-style-type: none"> • primary schools with nursery classes- admission in the term following the child's third birthday, generally part time. Full time admission occurs before the child's fourth birthday; • primary schools without nursery classes – full time admission at the start of the term before the child's fourth birthday <p>We try to ensure a choice for parents and offer equal opportunities by</p> | <p>The LA and the Assembly's vision, as defined in the <i>Welsh Medium Education Strategy SA1</i>, is to aim for the same target, namely "to improve the process of planning Welsh medium provision in the pre-statutory and statutory phases".</p> | |

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| | <p>funding places for children within the provisions of voluntary and private organisations in line with the guidelines set.</p> <p>One nursery school and 31 nursery classes are sustained by the Education Authority.</p> <p>Mudiad Meithrin has been a member of Carmarthenshire Children's Partnership from the outset. They are included in all discussions and decisions when formulating and agreeing the Authority's Plan for Early Years and Childcare.</p> <p>Since there is a very wide network of Welsh medium schools and dual stream schools in the County, there is an opportunity for all pupils to continue their early education through the medium of Welsh, within a reasonable distance of their homes.</p> <p>Carmarthenshire has developed an organised system of education and training, which responds to the demand for Welsh medium education.</p> <p>Providing primary education, which has the aim of ensuring fluently bilingual pupils, is central to the mindset of the Authority.</p> <p>All pupils have the opportunity to receive such education, within a reasonable distance of their homes. The vast majority of the County's pupils are educated in the local community school. Some pupils, however, receive their education outside their community in line with their parents' wishes.</p> | <p>Aim to increase Welsh-medium pre-school provision in the catchment areas of 3 English medium schools annually. Begin discussions in the Autumn 2014 in order to start changing provision by 2017.</p> <p>Target schools with early years classes to ensure at least 90% of the children continue with Welsh Medium education.</p> <p>Working with pre-school education providers to track the progression of Nursery Groups to Welsh-medium education in Dinefwr and Carmarthen.</p> | |
| <p>To ensure that 21st Century School proposals include full consideration of Welsh medium provision.</p> | <p>The county's method of extending the provision is a strategic one under the leadership of the County Council. At present, we are focussing on how we can ensure sufficient suitable places for the children of those parents and carers who are eager to secure Welsh medium education for their children.</p> <p>The Strategic Outline Programme tries to aim for better educational results and a better quality of life for children and young people, whatever their economic and social background. We also aim to reduce</p> | <p>Assessing the sustainability of education in small schools.</p> <p>New School for an area of Llanelli to start with a Welsh medium Nursery class followed by Welsh medium Foundation Stage</p> | |

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| | <p>the educational differences within the classroom, between classes and between schools, and across the authority.</p> <p>The Authority sticks steadfastly to the concept of the language continuum, facing the challenge of ensuring that all the County's schools move positively along the developmental line. This means that all schools have to regularly evaluate the role of Welsh as a subject, the use of Welsh as a medium and the position of Welsh as a context for school activities and organisation.</p> <p>In light of the bilingual aim of the Authority's language policy, extended and extensive use must be made of Welsh throughout KS2 in Welsh Medium and Dual Stream schools, so that pupils attain the aim of being fluently bilingual by the time they transfer to the secondary sector. This means that at least 70% of the teaching and learning time has to be through the medium of Welsh in each year during KS2 in these schools.</p> <ul style="list-style-type: none"> • Some schools already provide more than 70% of the teaching and learning time through the medium of Welsh • Raising standards of achievement amongst pupils in Welsh second language at the end of KS2 in English Medium schools. Intensive input from Athrawon Bro to train adults and pupils in the classroom in order to raise standards in second language. <p>The county's plans for 21st century schools will present the proposed results WG intends to achieve in its Reorganisation of the Education and Training Provision in Wales, as well as the Welsh Medium Education Strategy documents.</p> | <p>provision. Building of the school between September 2015 and August 2017 and school opening in September 2017.</p> <p>Target the 11 dual stream schools by Athrawon bro through a specific plan to develop language.</p> <p>8 Dual Stream Schools to become Transitional schools by 2016.</p> <p>Extend the 70% and above with support from the Athrawon Bro by teaching Mathematics and Science through the medium of Welsh.</p> <p>100% of Welsh medium schools teaching Mathematics through the medium of Welsh by 2017.</p> <p>The reorganisation of five 11-19 schools in the Dinefwr area to create three centres of learning which will collaborate formally with Coleg Sir</p> | |
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| | | <p>Gâr and with training providers to fulfil 14-19 education.</p> <p>Welsh Medium provision to be monitored and developed through the implementation of the WESP.</p> | |
| <p>To improve collaborative working through consortia.</p> | <p>The intention is to support elements of the Welsh medium provision by means of a partnership and the work of a regional consortium as follows-</p> <ul style="list-style-type: none"> • working together across the region to create a Welsh Literacy strategy • Joint monitoring and evaluation of primary and secondary schools by the region – using the expertise of regional Challenge Advisers • Sharing data and good practice across the region • Attending and supporting Forum meetings and processes across the region • Promoting Partneriaeth Beca curricular developments (Emlyn and Cardigan schools and Ceredigion College, and partners from the wider area between Ceredigion and Pembrokeshire) • Funding Welsh medium provision via network and 14-19 Forum funding. | <p>The Welsh in Education Grant will be administered by the ERW consortium.</p> | |
| <p>To increase the ability to take advantage of Welsh medium provision by means of immersion schemes and centres for latecomers.</p> | <p>The Authority has six Language Centres, and their definition and role corresponds to that stated in the <i>Strategy</i>. They serve pupils who have moved into the bilingual communities of Carmarthenshire. They are located in Llandovery, Llandeilo, Amman Valley, Gwendraeth, Carmarthen and Whitland, and with one exception, they are all in secondary schools. A programme has been organised in order to ensure that the latecomers, of whom there can be up to 12 at any one time, attend the Centres two days a week, for at least a term. There is close co-operation with the schools as teachers from the Centres visit them in a pattern of follow up care. The classroom teachers also, in</p> | <p>To review the provision of language centers for latecomers in accordance with the recommendations of the Working Group.</p> <p>A "School to School" Plan is in hand. The aim is to target pupils who move</p> | |

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| | <p>turn, have an opportunity to visit the Centres. The centres use the following schemes-</p> <ul style="list-style-type: none"> • Cynllun Cychwynnol Hwyrddyfodiaid (Introductory Scheme for Latecomers in the centres) • Croeso i Gymru (Welcome to Wales booklet and CD in the schools) • Cynllun Canol (Intermediate Scheme- Latecomers) • Cymru am Byth (Wales for Ever- booklet in the schools in the autumn of 2011) • Cynllun Croesi'r Bont (Crossing the Bridge) • Cynllun Caru Cymru (Loving Wales) • Following the Welsh Language Board family project - 'A Taste of Wales' | <p>from one school to another within the Authority.</p> <p>The Athrawon Bro have an important role as they reinforce the work carried out by the Centres in the schools. This is done by working with the classroom teachers and pupils every half term.</p> <p>Preserving flexibility within the service in order to comply with the changes in the Strategy.</p> <p>Continue with the language stations project as and when required.</p> <p>September 2014- establishment of Canolfan Bro Dinefwr for county latecomers.</p> <p>Establish language stations (definition in Appendix 1) as required in Ammanford, Carmarthen and Gwendraeth area with a squad of three Athrawon Bro available to develop</p> | |
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| | | an initial plan for latecomers. | |
| To establish a Welsh Medium Education Forum and establish contact with the Children and Young People's Plan. Ensuring consideration is given to resources and funding Welsh medium provision in the early years. | <p>The Authority sticks steadfastly to the concept of the language continuum, facing the challenge of ensuring that all the County's schools move positively along the developmental line. This means that all schools have to regularly evaluate the role of Welsh as a subject, the use of Welsh as a medium and the position of Welsh as a context for school activities and organisation. Targets are set and schools are targeted by using data and then monitoring via the Regional Support, Challenge and Intervention Framework by SIOs.</p> <p>The intention is to ensure that the authority's strategic education documents and schemes include reference to the Strategic Improvement Plan for Education by means of co-operation and communication across the authority. The Welsh and Bilingualism SIOs are members of the Members Advisory panel on the Welsh language, and regularly raise awareness of the content of the Strategic Improvement Plan for Education and developments in Welsh medium education across the county.</p> <p>Regular consultations with the main stakeholders will take place as this plan is formulated-</p> <ul style="list-style-type: none"> • Official meetings will be held regularly. • Scrutiny Committees will be held regularly. • The county website will be used to invite parents and the public to offer comments. | <p>Continuing to monitor, challenge and support schools to move along the linguistic continuum.</p> <p>Target 3 Transitional schools to become Welsh medium by 2017.</p> <p>Establish a Welsh Medium Education Forum by September 2014.</p> <p>Arrange annual Welsh Education conferences and training for Welsh teachers (1st and 2nd language) on skills and methodology for classroom based language teaching.</p> | |
| To provide information to parents/carers. | <p>Raising awareness of the Welsh medium provision and providing information to parents as follows-</p> <ul style="list-style-type: none"> • Work collaboratively with County Council staff on creating a booklet on promoting and raising awareness of the benefits of bilingualism. • The bilingual booklet "Carmarthenshire Schools: Information for Parents" is published annually. Copies are distributed to schools, County Council offices and Libraries and are placed on the county | <p>Complete the project of raising awareness and understanding of the benefits of a bilingual education- Autumn 2014.</p> <p>Create a pamphlet for parents and a page on the</p> | |

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| | <p>website. The booklet contains the Authority's language policy, how to apply for registration in a school and a list of all the County's schools, including the language category of all primary and secondary schools.</p> <ul style="list-style-type: none"> • All schools provide a prospectus, which clearly records the school's detailed interpretation of the County's language policy, including the role of Welsh as a subject, and the use made of it, if applicable, as a medium for teaching and learning at the school. • Definite arrangements give primary pupils an opportunity to visit the secondary schools. • Primary and secondary headteachers are the best source of detailed information regarding what individual schools offer. • Work in partnership with Welsh medium pre-school education providers. <p>Information leaflets distributed by the Welsh Language Board, TWF, and Mudiad Meithrin explain the advantages of bilingualism and bilingual education, listing organisations or agencies who can give guidance, explanations and further support.</p> <p>In December, in preparation for the choice the following September, a transfer package is sent to all Y6 pupils, giving them information about their local secondary school and the closest bilingual school. A bilingual transfer form is presented, which they are asked to complete and return to the central office.</p> <p>It explains that parents can express a preference for their children to receive their education in a particular school, but if parents wish their children to attend a school outside the catchment, the application will be allowed only if there is space and sufficient resources in the chosen school. The county transport policy will always be applicable. Information about schools is also available electronically on the County Council website.</p> | <p>county website to raise awareness and understanding of the benefits of a bilingual education. Include a link to other useful websites e.g. Mudiad Meithrin.</p> <p>Create a 'Moodle' website to support the improvement of Ysgol Bro Dinefwr Year 7 and Year 8 pupils' cross curricular language skills.</p> <p>Provide training for Headteachers and Governors about the benefits of bilingual education so they can support the action plan and the Welsh Language in Carmarthenshire recommendations.</p> | |
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Outcome 2: More learners continue to improve their language skills as they move from primary to secondary school

Recommendations from the Census Task and Finish group- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

(Context available on page 10)

11. That the County Council revisits the structure to ensure that Welsh medium primary schools are part of a secondary school family that can provide appropriate linguistic continuum from the primary sector to KS3 and KS4 and hold transition activities that reflect the linguistic nature of the primary schools which feeds it;
12. That the County Council expects secondary schools to build on the linguistic foundation laid by the Welsh medium primary schools by ensuring that all pupils continue to study Welsh as first language and as a learning medium up to KS4;
13. That the County Council adopts a clear continuity protocol with all primary and secondary Welsh schools (or bilingual), with appropriate training where needed, to increase the number of pupils continuing to study through the medium of Welsh at all key stages:
14. That the County Council researches the possibility of establishing a second-chance scheme within the transition period between primary and secondary sector by adopting the Immersion Scheme which has been very successful in a number of secondary schools across Wales;
15. That the County Council agrees a timetable and plan to support 2A, 2B and 3 schools to move along the language continuum over a period of time and to lead to ensure that all other secondary schools move along the language continuum and create an ethos that encourages respect towards the Welsh language;
16. That the County Council plans for growth in Welsh medium education in the secondary sector.
17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;

18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;
19. That the County Council will undertake an assessment of the demand for Welsh medium education in specific areas where further research is required;

AIM: To increase the use of the Welsh language within the workplace and to further increase the bilingual internal administration within the Council with the aim in time of administering mainly through the medium of Welsh

The County Council is one of the largest employers in Carmarthenshire with over 9,000 staff and 74 elected members. The Council has a central role in providing leadership and setting an example for its residents and partners in a number of various areas, and central to all this is providing firm leadership in terms of the future of the Welsh language in the county. In this context it is important to consider the Council's role as a service provider to bilingual communities but also as a significant employer within a bilingual population.

In response to the significant drop in the number of Welsh speakers in the county, the County Council needs to adopt a more proactive approach and set higher expectations for itself as an organisation that can lead the way in raising the status and increasing the use of the Welsh language in the county. Over time this will lead to developing the Council's ethos and culture as a naturally bilingual organisation which will be able to confidently evolve to administering mainly through the medium of Welsh in the future.

Identifying the Welsh language as a key skill in the workplace will also convey a positive message to young people in the county in terms of the benefits of Welsh medium education. Rather than seeing the Welsh language as the language of the classroom and school the Welsh language will be seen at work in the workplace which will reinforce their professional development.

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

| Objective | Current performance | Timescale | Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------|---|------|-----|------|-----|------|-------|------|-------|---------|---------------------|-------------------------|--|--------------------------------|--|---|--|---------|---------------------|--------------------------------------|--|--|--|--------|---------------------|---|--|------------------------------|--|--------|---------------------|---------------------------|--|--------------------------|--|-------------------------------|--|---|--|-------------------------------|--|---|------|-----|------|-----|--|
| <p>To increase the percentage of the Year 9 pupils who are assessed in Welsh (First Language)</p> | <p>The percentage of Y9 pupils who are assessed in Welsh First Language-</p> <table border="1" data-bbox="506 288 1375 483"> <thead> <tr> <th>Year</th> <th>% Year 9 assessed in Welsh First Language</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>36%</td> </tr> <tr> <td>2011</td> <td>36%</td> </tr> <tr> <td>2012</td> <td>36.5%</td> </tr> <tr> <td>2013</td> <td>35.6%</td> </tr> </tbody> </table> <p>An explanation of the Local Authority's secondary schools. The total number of Secondary schools in Carmarthenshire according to the definitions in WAG Information Document 023/2007 are as follows-</p> <table border="1" data-bbox="474 692 1379 842"> <thead> <tr> <th>2A (AB)</th> <th>3 secondary schools</th> </tr> </thead> <tbody> <tr> <td colspan="2"><i>Strade- Llanelli</i></td> </tr> <tr> <td colspan="2"><i>Bro Myrddin- Carmarthen</i></td> </tr> <tr> <td colspan="2"><i>Maes y Gwendraeth- Cefneithin/Gwendraeth</i></td> </tr> </tbody> </table> <table border="1" data-bbox="474 879 1379 995"> <thead> <tr> <th>2C (CB)</th> <th>2 secondary schools</th> </tr> </thead> <tbody> <tr> <td colspan="2"><i>Ysgol Dyffryn Aman- Ammanford</i></td> </tr> <tr> <td colspan="2"><i>Ysgol Bro Dinefwr - Llandovery /Llandeilo</i></td> </tr> </tbody> </table> <table border="1" data-bbox="474 1032 1379 1149"> <thead> <tr> <th>3 (EW)</th> <th>2 secondary schools</th> </tr> </thead> <tbody> <tr> <td colspan="2"><i>Queen Elizabeth High- Carmarthen</i></td> </tr> <tr> <td colspan="2"><i>Dyffryn Taf- Whitland</i></td> </tr> </tbody> </table> <table border="1" data-bbox="474 1185 1379 1409"> <thead> <tr> <th>4 (EM)</th> <th>5 secondary schools</th> </tr> </thead> <tbody> <tr> <td colspan="2"><i>Bryngwyn- Llanelli</i></td> </tr> <tr> <td colspan="2"><i>Coedcae- Llanelli</i></td> </tr> <tr> <td colspan="2"><i>Glan-y-Môr- Burry Port</i></td> </tr> <tr> <td colspan="2"><i>St John Lloyd Catholic- Llanelli</i></td> </tr> <tr> <td colspan="2"><i>Emlyn- Newcastle Emlyn</i></td> </tr> </tbody> </table> | Year | % Year 9 assessed in Welsh First Language | 2010 | 36% | 2011 | 36% | 2012 | 36.5% | 2013 | 35.6% | 2A (AB) | 3 secondary schools | <i>Strade- Llanelli</i> | | <i>Bro Myrddin- Carmarthen</i> | | <i>Maes y Gwendraeth- Cefneithin/Gwendraeth</i> | | 2C (CB) | 2 secondary schools | <i>Ysgol Dyffryn Aman- Ammanford</i> | | <i>Ysgol Bro Dinefwr - Llandovery /Llandeilo</i> | | 3 (EW) | 2 secondary schools | <i>Queen Elizabeth High- Carmarthen</i> | | <i>Dyffryn Taf- Whitland</i> | | 4 (EM) | 5 secondary schools | <i>Bryngwyn- Llanelli</i> | | <i>Coedcae- Llanelli</i> | | <i>Glan-y-Môr- Burry Port</i> | | <i>St John Lloyd Catholic- Llanelli</i> | | <i>Emlyn- Newcastle Emlyn</i> | | <p>Raise the percentage of Y9 pupils who are assessed in Welsh First Language-</p> <table border="1" data-bbox="1411 341 1850 421"> <tbody> <tr> <td>2015</td> <td>40%</td> </tr> <tr> <td>2017</td> <td>42%</td> </tr> </tbody> </table> <p>Support 2A schools that are ready to move along the language continuum to becoming category 1 schools.</p> <p>Set up a language station in the Llanelli area.</p> <p>Sustaining and increasing the number of subjects offered bilingually to pupils in Years 7, 8 and 9 in the EM schools so that they can move along the county language continuum.</p> <p>By Summer 2015 provide language skills and language awareness training for teachers and classroom assistants to enable them to use the Welsh language in their teaching in the Coedcae, Bryngwyn, St. John Lloyd and Glan y Môr family of schools.</p> | 2015 | 40% | 2017 | 42% | |
| Year | % Year 9 assessed in Welsh First Language | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 36.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 35.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2A (AB) | 3 secondary schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Strade- Llanelli</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Bro Myrddin- Carmarthen</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Maes y Gwendraeth- Cefneithin/Gwendraeth</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2C (CB) | 2 secondary schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Ysgol Dyffryn Aman- Ammanford</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Ysgol Bro Dinefwr - Llandovery /Llandeilo</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 (EW) | 2 secondary schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Queen Elizabeth High- Carmarthen</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Dyffryn Taf- Whitland</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 (EM) | 5 secondary schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Bryngwyn- Llanelli</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Coedcae- Llanelli</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Glan-y-Môr- Burry Port</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>St John Lloyd Catholic- Llanelli</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Emlyn- Newcastle Emlyn</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>In Coedcae, Bryngwyn, Glan-y-Môr and St John Lloyd, Welsh is taught as a second language only. Bryngwyn school offers part of the curriculum bilingually to pupils in Y7. This is an interesting increase, and is very laudable progression along the continuum.</p> <p>The percentage of Year 9 pupils who are assessed in Welsh First Language is comparatively low, and should rise as the number of 2B Bilingual Category secondary schools increases as a result of transforming secondary education in Dinefwr.</p> <p>In addition, as a result of the Strategy, other schools will implement schemes to ensure that pupils continue with first language programmes after transferring to KS3.</p> | <p>Promote and facilitate bilingual education by supporting Year 7 and Year 8 learners- Athrawon bro Project.</p> <p>Establish the Beasley Centre in Ysgol y Strade- Summer 2014.</p> <p>Collaborate with two 2A and 2B schools to track progress of primary pupils into Year 7, 8 and 9.</p> <p>Establish two language stations in the Gwendraeth Valley to target 75 pupils to reconcile language transfer to KS3.</p> | |
| <p>Promoting more effective transition between the pre-school phase and statutory provision, between KS2 and 3 and KS3 and 4.</p> | <p>The county tracking system for pupil in non-maintained childcare settings for children under 3 and non-maintained funded Welsh medium settings, that introduce the Foundation Phase, will include the information by the end of the year.</p> <p>The linguistic progression between the Foundation Phase and KS2 in Welsh medium schools is 100%, and is rising in dual stream schools. A number of Dual Stream schools are in discussions with the LA to move along the continuum in the direction of Transitional schools because of the number of pupils who choose Welsh medium education at the end of the Foundation Phase.</p> | <p>Ensuring a robust tracking system for settings -using the data to target areas, starting in January 2012.</p> <p>Continuing to support schools to move along the continuum</p> | |
| <p>To promote a higher proportion</p> | <p>Tracking systems will be used to measure linguistic progression between Welsh medium funded provision in the non-maintained</p> | <p>Improving linguistic progression in all phases of education and</p> | |

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| | <p>As regards increasing the Welsh medium provision in specific schools in the Foundation Phase and KS2, the Athrawon Bro target schools and teachers for various training such as –</p> <ul style="list-style-type: none"> • Modelling good practice in class • Training adults and pupils in class • Targeting for WG Sabbatical courses <p>In KS3 the provision varies from school to school, but it will increase as the number of Category 2B Bilingual Schools increases as a result of transforming secondary education in Dinefwr. Also, as a result of the strategy, other schools will implement schemes to ensure that pupils continue to follow first language programmes after transferring to KS3.</p> | <p>Increasing the Welsh medium provision in specific schools.</p> <p>Raising awareness amongst parents.</p> | |
|--|---|---|--|

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

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

Recommendations from the Census Task and Finish group- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

(Context available on page 10)

12. That the County Council expects secondary schools to build on the linguistic foundation laid by the Welsh medium primary schools by ensuring that all pupils continue to study Welsh as first language and as a learning medium up to KS4;
15. That the County Council agrees a timetable and plan to support 2A, 2B and 3 schools to move along the language continuum over a period of time and to lead to ensure that all other secondary schools move along the language continuum and create an ethos that encourages respect towards the Welsh language;

AIM: To increase the use of the Welsh language within the workplace and to further increase the bilingual internal administration within the Council with the aim in time of administering mainly through the medium of Welsh

(Context available on page 21)

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.
39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

AIM: To mainstream the Welsh language as a core feature in any economic development plans in Carmarthenshire

Providing a robust community infrastructure to enable and support the viability of our communities is essential. As well as building a solid community base and good social opportunities, ensuring a prosperous economy and quality jobs for local people is critical to this. Without these opportunities it will not be possible for our young people to stay in the county. The inter-relationship between language and the economy is also a factor. As previously noted, the education system in Carmarthenshire successfully produces Welsh speakers but statistics show that these are generally temporary Welsh speakers and that the language is not held in the county beyond schooldays.

The 2011 Census also shows that a large number of young people are leaving Carmarthenshire after finishing school. In order to try to address the steady flow of young people leaving the county, there is a need to create work opportunities and local jobs to enable our young people to stay in the area. Enabling young people, who are predominantly Welsh speakers, to remain in their local communities is absolutely critical if there is any chance to build on the vibrant communities we have in Carmarthenshire.

45. That the County Council, through the 14-19 Network, develops Welsh medium work experience opportunities and apprenticeships within the workplace for young people and increasing the demand and the ability for the private, public and voluntary sectors to operate bilingually.

46. That the County Council works with Careers Wales through the 14-19 Network to promote the needs of the private sector regarding bilingual skills.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

The ability to use the Welsh language in all aspects of everyday life is all important to all of Carmarthenshire Welsh speakers but it is critically important to show the young people of the county that it is possible to use the Welsh language outside the formal education setting and that it is a living language in our communities.

The youth service is an area where there should be more Welsh language provision and be able to offer a completely bilingual service to our users.

55. That the County Council coordinates a strategic action group which would include secondary schools, youth organisations of the county, further and higher education sector and the leisure sector to plan and to link the Welsh medium provision to ensure that the best possible use of the resources available within the County, to target the resources as required and identify any gaps.

| Objective | Current performance | Timescale | Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------|------------|-------------|------------|-------------|--------------|-------------|------------|-------------|------------|-------------|------------|-------------|--------------|-------------|--------------|--|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|--|
| <p>To increase the percentage of 14-16 students who study for qualifications through the medium of Welsh</p> | <p>The percentage of students (registered for GCSE Welsh first language) who study for 5 or more qualifications at the end of Year 11 through the medium of Welsh-</p> <table border="1" data-bbox="622 341 1093 496"> <tr><td>2010</td><td>55%</td></tr> <tr><td>2011</td><td>60%</td></tr> <tr><td>2012</td><td>56.1%</td></tr> <tr><td>2013</td><td>60%</td></tr> </table> <p>The percentage of students (registered for GCSE Welsh first language) who studied for 2 or more qualifications at the end of Year 11 through the medium of Welsh was</p> <table border="1" data-bbox="622 668 1093 823"> <tr><td>2010</td><td>68%</td></tr> <tr><td>2011</td><td>70%</td></tr> <tr><td>2012</td><td>83.9%</td></tr> <tr><td>2013</td><td>87.7%</td></tr> </table> <p>This outcome is achieved by the secondary schools teaching first language Welsh and subjects through the medium of Welsh in Key Stage 4.</p> <p>The 5 or more qualifications through the medium of Welsh is ambitious for the pattern of secondary schools in the county at present. The percentage of students studying Welsh first language and who study subjects through the medium of Welsh will increase as the Authority develops the number of Category 2B schools as it implements its plans for the Dinewr region. This will increase the number and percentage following 2 or more qualifications through the medium of Welsh.</p> | 2010 | 55% | 2011 | 60% | 2012 | 56.1% | 2013 | 60% | 2010 | 68% | 2011 | 70% | 2012 | 83.9% | 2013 | 87.7% | <p>Increasing the percentage to-</p> <table border="1" data-bbox="1411 268 1850 344"> <tr><td>2015</td><td>65%</td></tr> <tr><td>2017</td><td>67%</td></tr> </table> <p>Increasing the percentage to-</p> <table border="1" data-bbox="1411 679 1850 756"> <tr><td>2015</td><td>89%</td></tr> <tr><td>2017</td><td>90%</td></tr> </table> <p>Increasing the number of pupils who follow Welsh first language courses in 2B category schools. By 2017 the 2B schools (Bro Dinewr and Dyffryn Aman) will provide at least 80% of the subjects through the medium of Welsh.</p> <p>Target to increase the percentage undertaking Welsh 1st Language GCSE-</p> <table border="1" data-bbox="1411 1313 1850 1390"> <tr><td>2015</td><td>33%</td></tr> <tr><td>2017</td><td>35%</td></tr> </table> | 2015 | 65% | 2017 | 67% | 2015 | 89% | 2017 | 90% | 2015 | 33% | 2017 | 35% | |
| 2010 | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 56.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 83.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 87.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|--|------------|-------------|------------|-------------|--------------|-------------|----------------------|--|-------------|------------|-------------|------------|--|
| <p>To ensure that the provision for 14-16 learners complies with the Learning and Skills (Wales) Measure 2009.</p> | <p>The provision occurs mainly in the three Category 2A schools at present, with very little in the Category 2C and 2Ch schools. A number of vocational courses for 14-16 year olds are provided on Coleg Sir Gâr sites as well. The Welsh medium provision will develop and increase in schools through co-operation. The management structure for 14-19 education in the County, described below, will oversee the progress made and the Welsh medium provision. This will ensure, in co-operation with Careers Wales that schools comply with the requirements of the Learning and Skills Measure.</p> <p>Carmarthenshire's 14-19 networks has provided a prospectus of courses for 14-19 pupils. This markets the courses, which are available, including those, which are in Welsh or bilingual. In addition, specific finance, a portion of the 14-19 grant, is allocated to promote the establishment and development of Welsh medium and bilingual courses. It should be noted that the County provides additional funding for schools through the finance formula according to the proportion of subjects offered through the medium of Welsh across the age range. This has promoted the provision of Welsh medium learning in the schools.</p> | <p>Continuing the provision in category 2A schools.</p> <p>Increasing the provision in 2B and 2C schools.</p> <p>Meet the new requirements in respect of 14-19 education provision- 2014</p> | | | | | | | | | | | | | |
| <p>To increase the percentage of 16-19 students who study subjects through the medium of Welsh in schools.</p> | <p>The percentage of 16-19 students who study 2 or more subjects through the medium of Welsh/bilingually (e.g. elements of qualifications/modules)</p> <table border="1" data-bbox="622 1155 1093 1310"> <tr> <td>2010</td> <td>29%</td> </tr> <tr> <td>2011</td> <td>38%</td> </tr> <tr> <td>2012</td> <td>30.9%</td> </tr> <tr> <td>2013</td> <td><i>Not available</i></td> </tr> </table> <p>Again, as in the case of outcomes specific to KS4, this is a difficult element to develop and increase outside the 3 2A</p> | 2010 | 29% | 2011 | 38% | 2012 | 30.9% | 2013 | <i>Not available</i> | <p>Increasing the percentage of 16-19 students who study subjects through the medium of Welsh in 2A and 2B schools</p> <table border="1" data-bbox="1413 1193 1850 1270"> <tr> <td>2015</td> <td>35%</td> </tr> <tr> <td>2017</td> <td>37%</td> </tr> </table> <p>Continuing to increase the elements of the Welsh</p> | 2015 | 35% | 2017 | 37% | |
| 2010 | 29% | | | | | | | | | | | | | | |
| 2011 | 38% | | | | | | | | | | | | | | |
| 2012 | 30.9% | | | | | | | | | | | | | | |
| 2013 | <i>Not available</i> | | | | | | | | | | | | | | |
| 2015 | 35% | | | | | | | | | | | | | | |
| 2017 | 37% | | | | | | | | | | | | | | |

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| | <p>Category schools in Carmarthenshire. The naturally bilingual schools are encouraged to present elements or all of the Welsh Baccalaureate course through the medium of Welsh to students who do not study their chosen subjects through the medium of Welsh. Progress is expected in this area in future.</p> <p>County officers, via the structure of management meetings, work with schools and managers at Coleg Sir Gâr and other providers, such as the mentrau iaith, to increase the Welsh medium provision, which is available for post-16 students.</p> <p>Schools within the Welsh Education Partnership, namely the three Category 2A schools, have taken pioneering steps by working together to increase the provision of vocational courses and more traditional fare. The Partnership provides courses in the 16-19 age range mainly.</p> <p>An officer from the Authority attends Forum meetings in the south-west. Headteachers of Category 2A schools in Carmarthenshire are loyal members of the Forum and have become pioneers by developing the work of their Partnership with Coleg Sir Gâr and sustaining cross-boundary partnerships to support more traditional and vocational courses through the medium of Welsh. This will contribute to ensuring that the schools carry out the requirements of the Education and Skills Measure and ensure sustainable courses.</p> | <p>Baccalaureate full course through the medium of Welsh for pupils who are not studying their chosen subjects in Welsh.</p> | |
| <p>To work through regional 14-19 networks and 14-19 Forums in order to sustain and improve the Welsh medium provision.</p> | <p>Specific sections of the previous comments and those below are relevant to this question.</p> <p>The network's 14-19 Operational Group includes representatives from the Authority, secondary heads and senior managers from Coleg Sir Gâr. This is the group that supervises the vocational provision, including the Welsh provision across</p> | <p>Continuing to work together through 14-19 Forums in order to sustain and improve the Welsh medium provision.</p> | |

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| | <p>the County. Representatives attend meetings of three area clusters and the Welsh medium partnership cross-cluster, which meets regularly to plan and implement the provision. A governors' joint committee oversees the work of each cluster and partnership. These are the channels that promote and support Welsh medium developments.</p> | | |
| <p>To gather and use data on the 14-19 Welsh medium provision Planning for a post-16 provision within partnerships.</p> | <p>The management structure described for the previous question monitors the Welsh medium provision in the 14-19 age range. Also, the quality assurance group gathers information, including pupils' opinions, and observes lessons, in order to prepare an annual self-evaluation report. The Welsh medium provision is included in these activities.</p> <p>Headteachers and curriculum managers from the schools and the Coleg hold discussions for each meeting described in the structure above. This provides for school pupil requirements as regards the medium of teaching and individual learning pathways. The provision is added to annually.</p> <p>There is very little Welsh medium provision for 14-19 pupils in the workplace, except in the field of children's education and development.</p> <p>A prospectus of the 14-19 courses provided in Carmarthenshire's schools and colleges for 2010-11 has been prepared on paper and electronically. The Authority's officers led and managed this work. The medium of teaching is noted for each course. The prospectus does not include the provision in the workplace.</p> | <p>Continuing to respond to pupils' requirements as regards the medium of teaching and individual learning pathways, monitoring them regularly.</p> <p>Work with Careers Wales on referring young people to job opportunities through the medium of Welsh.</p> | |

Outcome 5- More students who have higher language skills in Welsh

Recommendations from the Census Task and Finish group- The Welsh Language in Carmarthenshire

AIM: To increase the use of the Welsh language within the workplace

(Context available on page 21)

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

AIM: To mainstream the Welsh language as a core feature in any economic development plans in Carmarthenshire

(Context available on page 27)

45. That the County Council, through the 14-19 Network, develops Welsh medium work experience opportunities and apprenticeships within the workplace for young people and increasing the demand and the ability for the private, public and voluntary sectors to operate bilingually.

46. That the County Council works with Careers Wales through the 14-19 Network to promote the needs of the private sector regarding bilingual skills.

AIM: To increase the range of opportunities to use the Welsh language in our communities, specifically opportunities for children and young people in order to strengthen the language outside of school.

(Context available on page 27)

57. That the County Council increases the Welsh medium provision within its youth service and supports staff within the service to develop their skills of working through the medium of Welsh.

58. In accordance with the Youth Clubs Task and Finish Group (January 2014), the Council will prioritise increasing the Welsh medium provision as part of the new strategic approach by commissioning organisations that provide open access services through the medium of Welsh.

| Objective | Current performance | Timescale | Progress |
|--|---|---|----------|
| <p>To improve work on literacy skills in Welsh.</p> | <p>Compliance with Carmarthenshire Literacy Strategy</p> <p>Intention 1- <i>That all Carmarthenshire's schools should continue to raise all pupils' attainments so that they all fulfil their potential</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • support and challenge the standard of teaching and learning in order to improve the quality of individual pupils' work and all the county's schools • develop and support Challenge Advisers in Welsh literacy • promote the sharing of good practice across the LA and within families helping to develop and support PLCs across the LA • focus on developing skills for all learners in line with the 3-19 Skills Framework, giving a lead on developmental education • give a lead and assistance to develop independent learners • organise and support cross-phase meetings within schools and across families to promote continuity and progress • raise awareness and training in the use of IT to improve standards • ensure that effective systems are in place for assessment, tracking, recording, moderation and standards <p>Intention 2 - <i>To help Carmarthenshire schools that are listed on the Support and Challenge Framework matrix, where the need to raise standards in Welsh literacy is greatest.</i></p> | <p>Targeting the schools where the need to raise standards in Welsh literacy is greatest.</p> <p>Continuing to run training for intervention programmes such as Dyfal Donc</p> <p>Developing and cultivating critical self-evaluation</p> <p>Continuing to work with schools and education providers to raise awareness in the family and the wider community in order to deal with socio-economic disadvantages, which act as a barrier to raising standards in Welsh.</p> | |

| | | | |
|--|--|--|--|
| | <p>Our aim is to-</p> <ul style="list-style-type: none"> • provide special training and support for the named schools <p>Intention 3- <i>To ensure that low attainment pupils succeed in moving forward towards a standard of literacy, which will enable them to take advantage of educational opportunities and become responsible members who fulfil their potential.</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • give schools advice on how to support groups which will need help with Welsh literacy and offer advice regarding training and preparing early intervention programmes • offer schools guidance on ways of encouraging parents to support their children <p>Intention 4- <i>To develop and cultivate critical self-evaluation methods</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • support schools in the self-evaluation process in order to ensure that good practice is developed in Welsh literacy • work with schools/families to identify, support and nurture Challenge Advisers • work with schools/families to support and cultivate effective PLCs <p>Intention 5- <i>To work with schools and education providers to raise awareness in the family and the wider community in order to deal with socio-economic disadvantages which act as a barrier to raising standards in Welsh.</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> • work with parents/carers to enable them to help the | | |
|--|--|--|--|

| | <p>development of their children's Welsh literacy at home and in school</p> <ul style="list-style-type: none"> collaborate with the Mentrau to help schools to develop as centres of learning in their communities <p>Intention 6- <i>That all learners enjoy new creative experiences</i></p> <p>Our aim is to-</p> <ul style="list-style-type: none"> encourage all schools/families to continue to work closely with Libraries, Museums, Theatre in Education in the community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------------|--|------------------|---------------|------|-------|-------|--------|------|-------|---|--------|------|-----------------------------|------------------|---------------|------|------|----|----|------|------|----|----|------|------|----|----|------|-------|---|-------|--|-------------|------------|-------------|------------|-------------|------------|-------------|------------|--|
| <p>To improve provision and standards in Welsh first language.</p> | <p>The percentage of pupils at the end of the KS that attain Outcome 5 in Language, Literacy and Communication in Welsh medium settings</p> <table border="1" data-bbox="474 711 1451 951"> <thead> <tr> <th>Year</th> <th>Foundation Phase achieveing L2+ in Welsh</th> <th>Regional average</th> <th>Welsh average</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>85.4%</td> <td>84.5%</td> <td>85.93%</td> </tr> <tr> <td>2013</td> <td>86.2%</td> <td>-</td> <td>86.73%</td> </tr> </tbody> </table> <p>Percentage achieving L4+ at the end of key Stage 2-</p> <table border="1" data-bbox="474 1050 1451 1340"> <thead> <tr> <th>Year</th> <th>KS2 achieveing L4+ in Welsh</th> <th>Regional average</th> <th>Welsh average</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>75.1</td> <td>80</td> <td>81</td> </tr> <tr> <td>2011</td> <td>80.5</td> <td>82</td> <td>82</td> </tr> <tr> <td>2012</td> <td>83.2</td> <td>87</td> <td>84</td> </tr> <tr> <td>2013</td> <td>84.5%</td> <td>-</td> <td>86.7%</td> </tr> </tbody> </table> | Year | Foundation Phase achieveing L2+ in Welsh | Regional average | Welsh average | 2012 | 85.4% | 84.5% | 85.93% | 2013 | 86.2% | - | 86.73% | Year | KS2 achieveing L4+ in Welsh | Regional average | Welsh average | 2010 | 75.1 | 80 | 81 | 2011 | 80.5 | 82 | 82 | 2012 | 83.2 | 87 | 84 | 2013 | 84.5% | - | 86.7% | <p>Target for raising the percentage-</p> <table border="1" data-bbox="1480 668 1852 746"> <tbody> <tr> <td>2015</td> <td>92%</td> </tr> <tr> <td>2017</td> <td>93%</td> </tr> </tbody> </table> <p>Promoting the Letters and Sounds programme in the Foundation Phase as part of Carmarthenshire's raising standards project.</p> <p>Raising the percentage-</p> <table border="1" data-bbox="1480 1118 1852 1197"> <tbody> <tr> <td>2015</td> <td>89%</td> </tr> <tr> <td>2017</td> <td>90%</td> </tr> </tbody> </table> | 2015 | 92% | 2017 | 93% | 2015 | 89% | 2017 | 90% | |
| Year | Foundation Phase achieveing L2+ in Welsh | Regional average | Welsh average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 85.4% | 84.5% | 85.93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 86.2% | - | 86.73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | KS2 achieveing L4+ in Welsh | Regional average | Welsh average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 75.1 | 80 | 81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 80.5 | 82 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 83.2 | 87 | 84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 84.5% | - | 86.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 92% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 89% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Percentage achieving L5+ at the end of key Stage 3-

| Year | KS3 L5+ in Welsh | Regional average | Welsh average |
|------|------------------|------------------|---------------|
| 2010 | 72.7 | 78 | 77 |
| 2011 | 82.3 | 84 | 81 |
| 2012 | 83.2 | 86 | 84.2 |
| 2013 | 83.6% | - | 87.6% |

Percentage of pupils at the end of KS4 who attain grades A*-C in GCSE Welsh-

| Year | KS4 grades A*-C in GCSE Welsh | Regional average | Welsh average |
|------|-------------------------------|------------------|---------------|
| 2011 | 74.1% | 78.4 | 74.1% |
| 2012 | 74.1% | 77.8 | 74.1% |
| 2013 | 71.3% | 75.7 | 71.3% |

In order to try and improve standards of achievement, the intention is to continue to-

- Monitor and target schools by using the Athrawon Bro Service in the primary sector, as well as SIOs and ASIOs
- Carry out an audit of reading levels/ages in KS2
- Monitor intervention projects regularly
- There will be changes in the KS3 and 4 statistics after establishing the Dinefwr 2B school in 2012.
- Carry out Literacy surveys annually
- Follow a regional timetable for standardisation and moderation in literacy
- Target schools that need additional help according to the Regional Framework matrix.

Raising the percentage-

| | |
|------|-----|
| 2015 | 86% |
| 2017 | 88% |

Raising the percentage of grades A* - C in GCSE Welsh

| | |
|------|-----|
| 2015 | 77% |
| 2017 | 80% |

Continue to monitor data and set targets. Respond to the results of the literacy survey.

| | | | | | | | | | | | | | |
|--|---|--|--------------|-------------|--------------|-------------|--------------|--|-------------|------------|-------------|------------|--|
| <p>To increase opportunities for learners of all ages to practise their Welsh outside the classroom. (Welsh-medium and bilingual schools)</p> | <p>A number of projects provided by schools, Youth Services, Mentrau Iaith, the Welsh Language Board, Mudiad Meithrin, Estyn Llaw, Urdd Gobaith Cymru, YFC Youth Committee and Welsh for Adults develop formal and informal teaching and learning opportunities which are inclusive and sustainable. They reinforce and realise the aim of ensuring that pupils are fluently bilingual, as well as cultivating co-operation between key partners in order to ensure continuity and progression in learning opportunities.</p> <p>Urdd residential courses and a wide range of after school clubs are provided in the Foundation Phase/KS2/KS3/KS4</p> | <p>Raising schools' awareness of the opportunities to develop informal use of Welsh on a termly basis.</p> <p>Implement the action from the Youth provision Task and Finish Group- <i>Prioritise increasing the delivery through the medium of Welsh as part of the new strategic approach by commissioning some organisations, such as the Carmarthenshire Federation of Young Farmers' Clubs and the Urdd, providing open access youth work through the medium of Welsh.</i></p> | | | | | | | | | | | |
| <p>To improve the provision and standards in Welsh second language.</p> | <p>The percentage of pupils at the end of KS2 who attain L4 at least in Welsh Second Language-</p> <table border="1" data-bbox="669 1155 1111 1272"> <tr> <td>2011</td> <td>58.4%</td> </tr> <tr> <td>2012</td> <td>51.4%</td> </tr> <tr> <td>2013</td> <td>61.1%</td> </tr> </table> <p>In a Moderation Pilot on raising standards in Welsh second language the following points were noted-</p> | 2011 | 58.4% | 2012 | 51.4% | 2013 | 61.1% | <p>Continuing to raise the percentage of pupils who attain at least L4 in Welsh second language-</p> <table border="1" data-bbox="1480 1224 1850 1299"> <tr> <td>2015</td> <td>64%</td> </tr> <tr> <td>2017</td> <td>68%</td> </tr> </table> | 2015 | 64% | 2017 | 68% | |
| 2011 | 58.4% | | | | | | | | | | | | |
| 2012 | 51.4% | | | | | | | | | | | | |
| 2013 | 61.1% | | | | | | | | | | | | |
| 2015 | 64% | | | | | | | | | | | | |
| 2017 | 68% | | | | | | | | | | | | |

- The second language schemes of work were revisited in order to ensure that the tasks set were challenging enough to provide evidence at levels 4/5
- Continuity and progression throughout the school as regards the language patterns presented
- Teachers need to have high expectations
- Better understanding is needed of the Second Language level descriptors – Speaking, Reading and Writing
- The status of Welsh as a second language was raised in the English medium schools
- The importance of standardisation and moderation across schools/the county and ERW.

The percentage of pupils at the end of KS3 who attain Level 5 in Welsh second language-

| | |
|-------------|--------------|
| 2010 | 52.9% |
| 2011 | 61.8% |
| 2012 | 63.5% |
| 2-13 | 70.6% |

Considerable increase during the course of a year.

The percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Full Course –

| | |
|-------------|--------------|
| 2010 | 67.7% |
| 2011 | 69.7% |
| 2012 | 67% |
| 2013 | 69.8% |

Target-

| | |
|-------------|------------|
| 2015 | 72% |
| 2017 | 75% |

Sustaining the percentages in Welsh second language at the same time as ensuring an increase in the percentages of Welsh first language

| | |
|-------------|------------|
| 2015 | 72% |
| 2017 | 74% |

| | | | | | | | | | | | |
|--|--|---|------------|-------------|------------|-------------|-----------|-------------|-----------|---|--|
| | <p>The percentage of pupils at the end of KS4 who attain grades A*-C in the Welsh Second Language GCSE Short Course –</p> <table border="1" data-bbox="743 280 1182 434"> <tr> <td>2010</td> <td>77%</td> </tr> <tr> <td>2011</td> <td>69%</td> </tr> <tr> <td>2012</td> <td>0%</td> </tr> <tr> <td>2013</td> <td>0%</td> </tr> </table> <p>The number of pupils sitting the Welsh as a Second Language Full and Short Courses is reducing annually.</p> | 2010 | 77% | 2011 | 69% | 2012 | 0% | 2013 | 0% | <p>Continuing to ensure low percentages of pupils sitting the Welsh Second Language Short Course.</p> | |
| 2010 | 77% | | | | | | | | | | |
| 2011 | 69% | | | | | | | | | | |
| 2012 | 0% | | | | | | | | | | |
| 2013 | 0% | | | | | | | | | | |
| <p>To increase the opportunities for learners of all ages to practise their Welsh outside the classroom. (English-medium schools)</p> | <p>Develop the use of Welsh as the language of the classroom and teaching in English Medium schools by doing the following in the primary sector-</p> <ul style="list-style-type: none"> • Using Athrawon Bro to target teachers who have very little Welsh, and training them in the classroom • Follow-up sabbatical courses back at the school by the Athrawon Bro • Training in the use of packages for occasional use of Welsh, including games and the language of the school yard • Courses for adults based on the occasional language of the classroom • Programmes to reward occasional usage in class and around the School • Working with Youth Committees • Joint creation of language posters for occasional usage • Eisteddfodau • Concerts • Clubs • Educational trips <p>Mentrau Iaith and the Welsh Language Board have a number of</p> | <p>Annually increasing the number of teachers who use Welsh as the language of the classroom and teaching</p> <p>Creating a Welsh atmosphere and ethos on a daily basis.</p> <p>Work with schools whilst developing the Language Charter to formulate policies for the development of whole-school opportunities for children and young people to use Welsh in extracurricular activities</p> | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|-----------|-------------|-----------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-----------|-------------|-------------|-------------|-------------|--|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|--|
| | <p>projects in the county's primary and secondary schools, e.g. 'A Taste of Wales' for latecomers and their families.</p> <p>In the case of secondary pupils it is expected that events at cluster or county level that are organised by the Authority and by schools should be held bilingually, providing an opportunity for non Welsh speaking pupils and learners to hear Welsh spoken. This will include events such as the youth forum, health education, drugs, careers, etc. Similarly, visitors to schools are expected to use Welsh at every possible opportunity and to promote the advantages of bilingual education.</p> | outside the classroom | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To increase the Welsh and Welsh Second Language A Level registrations, as a percentage of the Welsh and Welsh Second Language GCSE registrations.</p> | <p>The percentage of Welsh GCSE candidates who go on to study at A Level-</p> <table border="1" data-bbox="741 715 1182 871"> <tr><td>2010</td><td>7%</td></tr> <tr><td>2011</td><td>7%</td></tr> <tr><td>2012</td><td>4.5%</td></tr> <tr><td>2013</td><td>5.4%</td></tr> </table> <p>The percentage of Welsh Second Language GCSE candidates who go on to study at A Level-</p> <table border="1" data-bbox="741 1046 1182 1203"> <tr><td>2010</td><td>4%</td></tr> <tr><td>2011</td><td>3%</td></tr> <tr><td>2012</td><td>3.6%</td></tr> <tr><td>2013</td><td>2.5%</td></tr> </table> <p>It would be very desirable if the authority and individual schools could increase the number of 16+ students who study Welsh first or second language as an examination subject. This is no easy task, but we hope it will happen naturally, as an increase in Welsh is seen as a result of implementing the Welsh Strategy from the Foundation</p> | 2010 | 7% | 2011 | 7% | 2012 | 4.5% | 2013 | 5.4% | 2010 | 4% | 2011 | 3% | 2012 | 3.6% | 2013 | 2.5% | <p>Increase the number of candidates who go on to study Welsh First language at A Level</p> <table border="1" data-bbox="1480 794 1850 874"> <tr><td>2015</td><td>6%</td></tr> <tr><td>2017</td><td>7%</td></tr> </table> <p>Increase the number of candidates who go on to study Welsh Second language at A Level</p> <table border="1" data-bbox="1480 1117 1850 1197"> <tr><td>2015</td><td>3%</td></tr> <tr><td>2017</td><td>4%</td></tr> </table> | 2015 | 6% | 2017 | 7% | 2015 | 3% | 2017 | 4% | |
| 2010 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 4.5% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 5.4% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 3.6% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 2.5% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|--|--|
| | <p>Phase up to 19 years over a period of time. This will be part of the criteria for measuring the success of our Strategy.</p> <p>At the same time, in line with the requirements of the Skills and Learning Measure, today's children receive more of a choice of courses, and the competition to attract 16-19 students has a detrimental effect on the numbers studying Welsh.</p> <p>We should also note that the percentage above does not take into account the number of pupils who have left Carmarthenshire's secondary schools with a GCSE qualification in Welsh first or second language, to continue their post-16 education at a college. Information regarding those who are studying Welsh at A level in the colleges has not been considered here, even though these pupils had been included two years previously.</p> | | |
|--|---|--|--|

Outcome 6: Improving the Provision of Additional Learning Needs through the medium of Welsh

Recommendations from the Census Task and Finish group- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

(Context available on page 10)

17. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;

18. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

| Objective | Current performance | Timescale | Progress |
|--|--|--|----------|
| <p>To improve the provision of Additional Learning Needs (ALN) through the medium of Welsh.</p> | <p>The Inclusion/Children’s Services section has made a commitment to provide a bilingual service to Carmarthenshire learners. The following is our vision for the service -</p> <p><i>We will work with our partners to ensure that all children and young people have the opportunity to fulfil their potential, in a bilingual environment, which respects and values all cultural traditions.</i></p> <p>We will implement this by-</p> <ul style="list-style-type: none"> • Employing staff who are confident to work in Welsh and English • Working to support the development of language skills amongst those who are lacking in confidence to communicate and write in Welsh. | <p>By December 2014, via the review of the School/LA Partnership Agreement all schools to adopt the inclusive principle.</p> <p>By December, 2014, via the LA’s website/school prospectuses, share information with parents</p> <p>For all future appointments, secure staff that have the necessary/ appropriate skills</p> | |

| | | | |
|--|--|---|--|
| | <ul style="list-style-type: none"> • Supporting teachers and ALN Co-ordinators in our Welsh medium schools so that they are confident in supporting children/young people who have additional needs. • Ensuring Welsh or bilingual education is available for all pupils in the specific units for educating children who have profound difficulties and that all pupils have an equal opportunity to receive education and support in their chosen language, whatever their disabilities. • Developing bilingual programmes of support/intervention so that the same resources are available for children who choose to attend Welsh medium schools. <p>Carrying out a survey of the present provision, gauging the demand for ALN in Welsh by-</p> <ul style="list-style-type: none"> • Consulting regularly with Headteachers/ALN Co-ordinators to gauge the demand for Welsh medium provision • Consulting with officers/staff in the department e.g. Education Psychologists, Pupil Progress Officers, School Improvement Officers on areas for development. • Considering data regarding pupils within the system and the demand for specialised Welsh medium provision. • Consulting with parents through the Annual Review/SNAP agency process. • Implementing provision development schemes for ALN in the Dinefwr Area in two Category 2B schools and one Category 2A school. • Continuing work at swamwac level to examine the potential of joint working to provide specialised services locally rather than having to buy places for children in provisions outside the area. • Developing the new system of supporting children who have ALN (Child Centred Planning, Individual | <p>for each setting.</p> <p>Ensuring staff who can work in Welsh or bilingually and the availability of appropriate resources so that the service can be provided.</p> <p>Introducing/creating appropriate bilingual material on every occasion.</p> <p>Summer term 2014- Carry out a detailed self-evaluation of the service and current provision e.g. the bilingual abilities of staff.</p> <p>Autumn term 2014- create an action plan to respond to the findings of the self-evaluation and incorporating any significant service developments into the School Modernisation Programme.</p> <p>Implementing the agreed schemes, extending the current provision and the ability</p> | |
|--|--|---|--|

| | | | |
|--|--|--------------------------------|--|
| | <p>Development Plans, Learners Rights), ensuring that the process is available in Welsh and English.</p> <ul style="list-style-type: none"> • Sharing information with parents. • Working with the various agencies to agree on the principle and provision. • Employing/training providers in the necessary bilingual skills. • Incorporating in the School Modernisation Programme. • Continuing to work with other Authorities on developing specialised services locally. | <p>to operate bilingually.</p> | |
|--|--|--------------------------------|--|

Outcome 7: Planning the workforce and supporting continuous professional development

Recommendations from the Census Task and Finish group- The Welsh Language in Carmarthenshire

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

(Context available on page 10)

20. That the County Council works with every governing body to conduct a language skills audit in order to consider the linguistic needs of the workforce and be able to move the school along the language continuum.

AIM: To increase the use of the Welsh language within the workplace

(Context available on page 21)

33. That the County Council conducts a comprehensive review of the Council's jobs by department to identify posts where the Welsh language should be essential. The focus in the first place should be on jobs that provide direct service to the public.

39. That the County Council ensures appropriate support and continuity to staff, within the workplace, to move along the language ability continuum as required. This will include those who are learning for the first time to those who want to improve their language skills. Managers should encourage and support staff to develop their skills by monitoring and record progress and the use of the Welsh language in the workplace as part of the staff appraisal process.

| Objective | Current performance | Timescale | Progress |
|---|---|---|-----------------|
| To ensure a sufficient supply of practitioners for Welsh medium education. | <p>We work with school governing bodies to try and fulfil the need for practitioners to learn by ensuring awareness and understanding of the following-</p> <ul style="list-style-type: none"> • The LA vision, • Carmarthenshire's Welsh in Education Strategic Plan • The Welsh Medium Education Strategy • Discussions with Challenge Advisers | <p>There are no problems as regards recruiting Welsh-speaking staff, but in order to ensure high standards, language improvement courses are provided.</p> <p>Establishing a database and</p> | |

| | | | |
|---|---|--|--|
| | <ul style="list-style-type: none"> • The headteacher's vision • Training for Governors • Presentations/Briefing Paper on the Bilingualism | <p>updating it annually</p> <p>Ensure that the Education Section works predominantly through the medium of Welsh e.g. departmental meetings, correspondence.</p> | |
| <p>Improving practitioners' language skills.</p> <p>Improving practitioners' methodology skills</p> | <p>The language skills of the workforce have been audited regularly by means of-</p> <ul style="list-style-type: none"> • An annual Language Questionnaire for all members of staff in schools • A survey by the Council to gather information about the language skills of staff – the E-learning electronic questionnaire <i>Welsh Language Awareness</i> which was developed to outline responsibilities under the Language Act 1993 and the Welsh Language Measure 2010. <p>You will also see references to learning needs by medium. The courses are distributed as necessary at an individual level, to schools or to families of schools.</p> <p>The following will be used to identify the training methodology needs of those teaching in the Welsh and bilingual sector</p> <ul style="list-style-type: none"> • SIO visits • The Regional Support, Challenge and Intervention Framework • The Athrawon Bro Service • PLCs • Challenge Advisers • Data • Family CPD plans, using SEG funding | <p>Working together to use one questionnaire to gather information about the workforce's language skills</p> <p>Provide language development training for teachers to increase Welsh medium provision.</p> <p>Increasing the co-operation amongst Welsh co-ordinators in order to develop strategies and consistency across ERW</p> <p>Continue to evaluate the impact of the Sabbatical course on classroom practice.</p> <p>Plan for effective language provision- target Carmarthen and Llanelli areas.</p> | |

| | | | |
|--|--|---|--|
| | <ul style="list-style-type: none"> • The language questionnaire above <p>CPD programmes will be provided in partnership with agencies such as WJEC and the Sabbatical courses, based on the needs and requirements of practitioners, identified via the needs questionnaire, network meetings and family plans for the School Effectiveness grant.</p> <p>The Sabbatical courses will be vital to help schools who are changing category, as well as classroom training and mentoring across schools. Also through PLCs, Challenge Advisers and Athrawon Bro visits. The PLC scheme and Challenge Advisers are vital to ensure sustainability</p> <p>The Education Officers are used strategically for training and mentoring and respond to the requirements and needs of schools/families.</p> <p>The following are used:</p> <ul style="list-style-type: none"> • Data • The Regional Support, Challenge and Intervention Framework • The Welsh Medium Education Strategy • The Welsh in Education Strategic Plan • The Literacy Strategy • The Regional Framework for Inspecting Literacy • Communication and co-operation • A living language: a language for living - Welsh language strategy 2012 to 2017 <p>The training and reports from visits ensure this.</p> <p>The main aim of CPD is to raise standards in literacy and dual</p> | <p>Teachers and DS/WM schools, which are moving along the continuum, will be targeted by the Athrawon Bro.</p> <p>Continuing with the joint working agreement</p> | |
|--|--|---|--|

| | | | |
|---|--|---|--|
| | <p>literacy. Using Improving School Effectiveness, the families give priority to programmes of intervention such as Llythrennau a Synau/Letters and Sounds. See also the aims and objectives of the Literacy Strategy – outcome 5</p> <p>The Authority identifies teachers for the WG Sabbatical Programme and Welsh language courses within the Sabbatical Programme. Welsh courses are provided by Athrawon Bro to refresh skills, support and mentoring. Monitoring will take place when they return to class, and there will be expectations as regards raising standards in Welsh Second Language.</p> <p>Trinity St David University and the Education Department have agreed that one of the Athrawon Bro should be part of the team jointly responsible for the Sabbatical courses.</p> | | |
| <p>To integrate Welsh medium considerations into all aspects of the School Effectiveness Framework</p> | <p>All families across the county are considering improving attainment in Welsh first and second language and in Welsh medium/bilingual methodology in PLCs. Standardisation and moderation training will be provided across the county.</p> <p>Schools will be supported by sharing data, sharing good practice and sharing resources</p> <p>At consortium level work actively supporting the teaching of Welsh and Welsh Second Language is implemented via the following-</p> <ul style="list-style-type: none"> • Literacy Focus Group - x2 SIOs on the Literacy consortium group • Literacy Surveys –Standards and moderation, working with Challenge Advisers and SIOs • Training by SIOs and ASIOs • Programmes of intervention - Dyfal Donc, Llythrennau a Synau/Letters and Sounds, POPAT | <p>Extending joint working and considering exchanging specialist staff and using the Challenge Advisers</p> | |

| | | | |
|--|--|--|--|
| | <p>The following are needed-</p> <ul style="list-style-type: none"> • A culture of high level performance and equality • A reduction in the performance gap within schools and between schools • A reduction in the performance gap between boys and girls • Ensuring resources are used effectively, and Professional Practice Networks <p>Professional Learning Communities will be established in order to deal with the following:-</p> <ul style="list-style-type: none"> • teaching Welsh and Welsh Second Language • improving Welsh literacy/dual literacy; • teaching Welsh as a Second Language; • teaching other subjects through the medium of Welsh/bilingually; • acquiring Welsh language skills in the Foundation Phase; • planning for informal use of Welsh in schools <p>Athrawon Bro will initiate the work, and then, in order to ensure sustainability, the follow up care will be part of the work of Challenge Advisers across the consortium.</p> | | |
|--|--|--|--|

Appendix 1: Welsh in Education Grant- Developing the workforce and Continuous Professional Development

Following agreement at the School Improvement Steering group comprising of headteacher representatives and LA officers it was agreed that WEG funding should be devolved directly to secondary schools. It was also agreed that WEG funding for primary schools would be retained centrally enabling the Athrawon Bro Service to lead on a number of networks of professional practice as well as to provide targeted support for particular schools and PLCs.

Provision for raising standards of bilingualism in Carmarthenshire

| | |
|---|---|
| Cwrs Cloncan | <i>Targeting pupils, teachers and assistants to raise standards through Oral Activities and ideas with stimulating games.</i> |
| Cynllun “Medru Dweud Medru Gwneud” | <i>A series of activities targeting KS2 presented in the Pie Corbett method to raise oracy standards and communication skills - Leading to raising standards in listening, reading and writing</i> |
| Pecyn Drilio iaith drwy Gân | <i>Learning Language through song- a teaching pack containing a number of stimulating ideas for learning Welsh across the curriculum</i> |
| Ideas on how to Build Confidence and a Positive Attitude in the transition from the Foundation Stage and Key Stage 2 | |
| Support teachers and assistants in the Foundation Phase to raise bilingual skills. | |
| Mathemateg drwy gyfrwng Cymraeg | <i>Mathematics through the medium of Welsh_ Combine language work and developing skills across the curriculum by introducing Mathematics on Problem Solving in Welsh medium schools</i> |
| Agweddau ar Wyddoniaeth | <i>Combining language work by developing skills across the curriculum by introducing scientific experiments in Welsh Medium schools.</i> |
| Training | <ul style="list-style-type: none"> • <i>Workshops exemplifying motivational activities and stimulating teaching methodology</i> • <i>Welsh Lessons for adults who are part of a school’s staff</i> |
| Providing opportunities for Welsh Sabbatical Training and Post Sabbatical Training back in the classroom | |
| Setting up Fun Clubs in English medium schools and identifying squads of pupils as leaders. | |
| Y Canolfannau Cymraeg | <ul style="list-style-type: none"> • <i>Latecomers Project</i> • <i>Key Stage 3 transition support</i> • <i>Embed Assessment for Learning opportunities into Language teaching</i> • <i>Discussing and leading the planning of language skills as required by the curriculum.</i> |
| Dechrau Da and Blas ar Gymru | <i>Two schemes targeted to raise parents' awareness of the benefits of bilingual education- one before learners start school and the other at Key Stage 2/3 transition.</i> |
| Language Stations | <i>5 weeks of teaching for pupils to raise levels from 4 to 5, or 3 to 4 as well as maintaining standards More Able and Talented. Targeting specific pupils in responding to the needs of a cluster of schools.</i> |

2013-2015 Developments

English Medium and Dual Stream Schools are clustered into "Families" and the authority encourages collaboration. Within these families, identified the Athrawon Bro identify schools that are far from each other on the linguistic continuum and will these will be specifically targeted to raise standards and move schools- not necessarily in the same family, but with the same language requirements- to achieve further development in bilingualism. This will be the priority, but support will continue to all English medium schools in LA.

Short Term 2 Year Plan- targeting Schools who are lower down on the linguistic continuum

1. Provide a Bilingualism Statement for all schools and encourage them to identify where they are on the language continuum;
2. Discuss how to use leadership to move forward;
3. Recommend the Class Teacher Language Training Plan which is linked to ... The Sabbatical course that ties in ...The training programme for support staff which will lead to... Modelling classroom lessons.

By channeling the energy of the Athrawon Bro on the above these schools can provide Cwrs Cloncan independently. The Delivery, Discussion and Recommendations will happen in groups in one center.

It is intended to organize a Mobile Centre as a dedicated Bilingualism work-room in a target schools at the heart of the target schools and a series of Open Days and Development Evenings earmarked for an extensive period. The work of the Centre will be developmental:

- by working with the Welsh and Bilingual Departments of the Secondary School Families to facilitate the transition from Year 6 to 7;
- through collaboration it is intended to accelerate the development and raise standards consistently.

This group of schools will receive a Developmental Plan on the use of casual language which will provide them with sequential and functional language patterns.

Developments in the Centres

January 2014- Amman and Gwendraeth valley latecomers will be targeted for a term, three days of the week. (by aiming for three days parents will be happy to see their children adapt to their schools and have opportunities like Sports/Swimming, Music /Instruments and reading/writing English and Science in schools). Mathematics is part of the Full time Latecomers plan with Athrawon Bro teachers introducing mathematics through the school's language medium. .

Start to collaborate with Welsh-Bilingual departments to establish-

- immersion groups;
- bridging groups
- Ongoing training of teachers and support staff

Appendix 2: Number of pupils attending funded non-maintained Welsh-medium settings

| <i>Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting</i> | <i>Name of funded non-maintained Welsh medium setting (Cylch Meithrin)</i> | <i>Number of places available provided by the setting</i> | <i>Number of children attending</i> | <i>Percentage of pupils transferring to Welsh-medium or bilingual schools</i> |
|--|--|---|-------------------------------------|---|
| | Camau Tirion | 36 | | Baseline to be established |
| Camau Bach | | 22 | | |
| Pili Pala | | 65 | | |
| | CM Abergwili | 13 | | |
| | CM Bancyfelin | 24 | | |
| | CM Blaenau | 16 | | |
| CM Betws | | 24 | | |
| | CM Bro Elfed | 24 | | |
| | Cm Bancffosfelen | 16 | | |
| | CM Bronwydd | 24 | | |
| CM Bryn | | 24 | | |
| CM Brynaman | | 16 | | |
| | CM Caerfyrddin | 20 | | |
| | Cae'r Ffair | 39 | | |
| | CM Coedmor | 12 | | |
| | CM Cwrt Henri | 20 | | |
| | CM Cefneithin/ Gorslas | 20 | | |
| | CM Carwe | 30 | | |
| | Cam Cynta | 29 | | |
| | CM Drefach Felindre | 17 | | |
| | CM Felinfoel | 24 | | |
| | CM Ffairfach | 23 | | |
| | CM Ffynnonwen | 16 | | |
| CM Ffwrnes | | | | |
| | Gamfa Wen | 52 | | |
| | CM Geler | 20 | | |
| | CM Glanyfferi | 16 | | |
| | CM Gwynfryn (Meinciau) | 16 | | |

| | | | |
|-----------------|------------------------|-----------|----------------------------|
| CM Hen Heol | | 16 | Baseline to be established |
| | CM Hywel Dda | 19 | |
| | Hapus Dyrfa | 58 | |
| | CM Hendy | 24 | |
| | CM Llanerch | 24 | |
| | CM Llangadog | 24 | |
| | CM Llangennech | 24 | |
| | CM Llanybydder | 12 | |
| CM Llangynnwr | | 18 | |
| | CM Llansawel | 20 | |
| CM Llanllwni | | 8 | |
| | CM Llansteffan | 12 | |
| CM Llannon | | 24 | |
| CM Llechyfedach | | 18 | |
| | CM Llanddarog | 22 | |
| | CM Llanyddyfri | 18 | |
| | CM Moriah | 24 | |
| | CM Parcyrhun | 16 | |
| | CM Penbre | 34 | |
| | CM Porth Tywyn | 24 | |
| | CM Pencader | 20 | |
| | CM Penygroes | 17 | |
| | CM Pum Heol | 24 | |
| | CM Pontyberem | 18 | |
| | CM Ponthenri | 16 | |
| | CM Pontients | 17 | |
| | CM Llangyndeyrn | 10 | |
| | CM Saron/ Capel Hendre | 30 | |
| | Y Felin, Betws | 14 | |
| CM Trelech | | 16 | |
| CM Sancler | | 18 | |
| CM Nantgaredig | | 16 | |

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

| Total number of pupils in Welsh-medium and bilingual primary schools | Total number of pupils transferring to Welsh-medium/bilingual secondary schools | Percentage of pupils transferring to Welsh-medium or bilingual secondary schools |
|--|---|--|
| Yr 6 Cohort 2010 = 863 | 789 | 91.4% |
| Yr 6 Cohort 2012 = 1035 | 952 | 92% |
| Yr 6 Cohort 2013 = 1073 | 1005 | 93.7% |

Attainment and performance in Welsh Second Language

| Key Stage 2 <i>Teacher assessment in Welsh Second Language at the end of Key Stage 2.</i> | Number of Pupils | Percentage of Pupils | Percentage achieving Level 4 |
|---|------------------|----------------------|------------------------------|
| 2011 | 1,877 | 49% | 58.9% |
| 2012 | 1,779 | 42% | 51.4% |
| 2013 | 1,862 | 49.2% | 61.1% |

| Key Stage 3 <i>Teacher assessment in Welsh 2nd Language at the end of Key Stage 3</i> | Number of Pupils | Percentage of Pupils | Percentage achieving Level 5 |
|---|-------------------------|----------------------|---|
| 2012 | 1289 out of 2021 | 63.7% | 67% (864 pupils out of the 1289) |
| 2013 | 1257 out of 1983 | 63.3% | 71% (888 pupils out of the 1257) |

Data showing number and percentage of Year 11 learners studying Welsh 1st and 2nd language

| Year | Cohort | Welsh 1 st Language/ Percentage | Welsh 2 nd Language/ Percentage |
|------|--------|--|--|
| 2012 | 2151 | 713 / 33.1% | 1204 / 56% |
| 2013 | 2197 | 717 / 32.6% | 1229 / 55.9% |

Appendix 4: Acronyms

| | |
|--------------|---|
| ALN | Additional Learning Needs |
| ASL | Associate Challenge Adviser |
| Athrawon Bro | Teachers who support the teaching of Welsh/development of bilingualism |
| CPD | Continuous Professional Development |
| ERW | Education through Regional Working |
| FPh | Foundation Phase |
| GyGMA | Welsh in Education Grant |
| IT | Information Technology |
| KS2 | Key Stage 2 |
| KS3 | Key Stage 3 |
| KS4 | Key Stage 4 |
| LA | Local Authority |
| PLC | Professional learning Community |
| SEF | School Effectiveness Framework |
| SEG | School Effectiveness Grant |
| SL | Challenge Adviser |
| TWF | Offers free advice to parents on raising children in 2 languages from day 1 |
| WG | Welsh Government |

Appendix 5: Defining schools according to Welsh medium provision

| Category | Curriculum | Language of School | Outcomes |
|---|--|---|---|
| Welsh medium CC | All subjects (including RE and PSE) apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects | Welsh is the day to day language of the school. Welsh is used as the language of communication with the pupils and for the school's administration. The school communicates with parents in both languages. | For all pupils the normal expectation is that assessment at KS3 and KS4 will be through the medium of Welsh in all subjects apart from English or other languages, and that pupils will be able to progress easily to Welsh medium Post 6 provision. |
| Bilingual 2A 2B 2C | <p>This category has 4 sub-divisions according to the percentage of subjects taught through the medium of Welsh and whether there is parallel provision in English.</p> <p>At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.</p> <p>At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.</p> <p>50 - 79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English</p> | <p>The day to day language or languages of the school will be determined by its linguistic context.</p> <p>Both languages are used to communicate with pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages</p> | <p>For pupils in 2A, 2B and 2C following the maximum number of courses through the medium of Welsh, the normal expectation is that assessment at KS3 and KS4 would be through the medium of Welsh in those subjects and that they would be able to progress easily to post 6 provision through the medium of Welsh in chosen subjects. For pupils in Category 2Ch the normal expectation is that assessment at KS3 and KS4 would be through the medium of Welsh in all subjects except English and that they would normally be able to progress easily to study at post 6 through the medium of Welsh in chosen subjects.</p> |

| Category | Curriculum | Language of School | Outcomes |
|---|--|---|---|
| 2CH | All subjects, except Welsh and English taught to all pupils using both languages. | | |
| Predominantly English medium secondary school with significant use of Welsh SC | Both languages are used in teaching with 20 - 49% of subjects taught through the medium of Welsh. All subjects would normally also be taught through the medium of English. | The day to day language or languages of the school will be determined by its linguistic context. Both languages are used for communication with the pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents either in both languages or in English. | The normal expectation is that pupils choosing Welsh medium options could be assessed through the medium of Welsh in those subjects at all levels and may be capable of progressing to study at post 6 through the medium of Welsh for those subjects. |
| Predominantly English Medium secondary school CS | Pupils are mainly taught through the medium of English. Welsh is taught as a second language up to KS4. One or two subjects (which would include Welsh first language) may be taught as an option through the medium of Welsh or using both languages. | English is the day to day language of the school, but some Welsh is also used as a language of communication with the pupils, with the aim of improving their capacity to use everyday Welsh. The school communicates with parents either in English or in both languages. | The normal expectation is that any pupils choosing Welsh medium options could be assessed through the medium of Welsh in those subjects at all levels and may be capable of progression to study at post 6 through the medium of Welsh for those subjects. Most pupils would be assessed in English in most subjects and would progress to English medium post 6 studies. |

Appendix 6- The Welsh Language in Carmarthenshire
Prepared by- Welsh Language Census Working Group, March 2014

1. The education sector is a key area when considering the future of the Welsh language and is an area that the County Council is able to influence considerably. It must be recognised however, that producing Welsh speakers through the education system does not always lead to the continuation of Welsh as a living language in our communities and that education is part of the broader picture in the context of the language.
2. The education system nonetheless is a key foundation for our young people in terms of the language, from pre-school (through programs such as Twf, Flying Start and Sure Start), and from the nursery stage to the primary, secondary, further and to higher education. The continuity of Welsh medium opportunities between the sectors is key and the Working Group recognises the need to ensure improved continuity through local providers such as Mudiad Meithrin, primary and secondary schools in the county, Coleg Sir Gâr and the University of Wales Trinity Saint David.
3. Data from the 2011 Census (Table 6 below) shows that the 3-14 age group has the highest percentage of Welsh speakers in the county. 60 percent are able to speak Welsh in the 5-9 and 10-14 years old age groups. However, it must be recognised that there is scope to increase this percentage even further by ensuring a fully bilingual education for the young people of our county. Also shown in Table 6 is the decrease in the percentage of Welsh speakers aged 15-24 age group. A decrease which occurs every decade.
4. Unfortunately however, it does not appear that the surge in percentage experienced in the school age group will be held beyond schooldays. There is a striking decline in the number of Welsh speakers moving into the 15-24 age category with only 47.6 percent in this age group able to speak Welsh. This goes hand in hand with a decrease in the population in this age group. According to the 2001 Census, there were 28,000 residents aged 3-15 in the county but by 2011 Census the figure for residents aged 16-24 in the county totalled a little over 19,500, a decline of 9,500 in the population. It is clear therefore, that a significant number of young people are leaving Carmarthenshire after finishing school to either go to university or to look for work, and, given the higher percentage of Welsh speakers in the 3-15 age group, it is likely that a significant percentage of those are Welsh speakers. This decline in the percentage of Welsh speakers aged 15-24 has been a consistent pattern over a number of decades.
5. The location of Welsh speakers of school age across the county is also characteristic. The lowest percentage of children aged 3-15 who spoke Welsh can be seen in the Llanelli area. However, it seems that the Council's education policy is succeeding in many places throughout the county such as Cwm Gwendraeth (Penygroes: 83.6%; Pontyberem: 82.5%; Llanddarog: 81.6%, and Gorslas: 81.5%), the area to the east of Carmarthen town (Llanegwad: 80.9%), Llangelor in the north (80.9%), Trelech in the west (80.2%) and South Dinefwr (Quarter Bach: 85.2% and Llangadog: 83.6%).
6. The need to plan the further development of Welsh medium education (primary and secondary) in our more populated areas e.g. Llanelli, Carmarthen and Ammanford is key if we aspire to increase the number of Welsh speakers within the county.

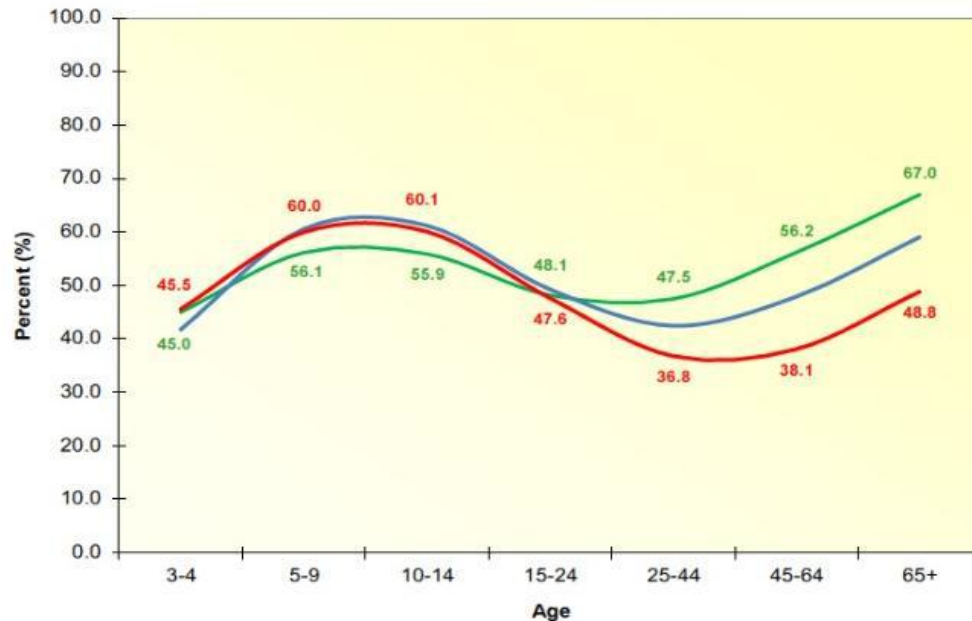


Table 6: Welsh speakers according to age, 1991-2011 (2011 Census)

2011 Census: The Welsh Language in Carmarthenshire by *Dr Dylan Phillips*

7. The County Council is responsible for preparing a 'Welsh in Education Strategic Plan' which sets targets for the county against seven national outcomes to increase Welsh medium education as outlined in the Welsh Government's 'Welsh Medium Education Strategy'.
8. All primary and secondary schools in Carmarthenshire have been placed in categories according to language definitions set out in the Welsh Government's guidance document, 'Defining schools according to Welsh medium provision' (WG, 2007)⁶. The number and percentage of primary and secondary schools in each category are as follows (February 2014):

Primary sector

- Welsh Medium: 58 schools (56%);
- Dual Stream: 13 schools (12.5%);
- Transition (Welsh medium with significant use of English): 3 schools (3%);
- Mainly English but also with significant use of Welsh: 6 (6%);
- Predominantly English medium: 24 (23%).

Secondary Sector

- Bilingual Category 2A - at least 80% of the subjects except Welsh and English are taught through the medium of Welsh to all pupils): 3 schools (25%);
 - Bilingual Category 2B - at least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English - 2 schools (17%);
 - Predominantly English medium with significant use of Welsh - 20-49 % of subjects are taught through the medium of Welsh but are also taught through the medium of English: 2 schools (17%)
 - Predominantly English medium - where learners can possibly choose 1 or 2 subjects through the medium of Welsh: 5 schools (42%).
9. In order to increase the provision of Welsh-medium education within the county it is critical that we move the primary and secondary schools along the continuum as outlined in the national definitions. In addition to the opportunities this will provide in terms of Welsh medium provision, we also recognise that moving schools along the continuum is complex and challenging and the relationship between the County Council and the governing bodies of individual schools is key in this regard.
10. In order to facilitate the movement of schools along the continuum, it will be essential to hold a marketing campaign to raise awareness of the benefits of bilingual education amongst pupils, parents, teachers and school governors in the county.
11. As well as supporting schools to move along the continuum it is absolutely essential to ensure continuity of Welsh medium education from the primary and secondary sectors and especially between the key stages of learning. It appears that 55.6% of the county's primary pupils receive Welsh medium education, however, the figure decreases to 35.4% when moving to the secondary sector. This has been a consistent pattern over a number of years. The County Council has already recognised the need to address this significant decline and has set a clear expectation in its 'Welsh in Education Strategic Plan' to ensure linguistic continuity from primary to secondary. Further work will be undertaken to monitor achievement against this expectation.
12. In order to support the efforts to increase the continuity figures between the primary and secondary sector there is a need to ensure opportunities to study through the medium of Welsh continue to further and higher education sectors. Coleg Sir Gâr and the University of Wales Trinity Saint David are carefully planning to develop this within these sectors in the county. There is an increase in the numbers of those being assessed bilingually within Coleg Sir Gâr's bilingual units across a number of courses including vocational courses. It is a clear target for Coleg Sir Gâr to increase the number of units available to students in Welsh. University of Wales Trinity Saint David has a range of Welsh medium and bilingual provision for undergraduates which include degrees in areas such as Education and Training, Creative Industries, Humanities, Business and Sports and Leisure. The head office of the Coleg Cymraeg Cenedlaethol is based in Carmarthen which has the aim of increasing, developing and extending the opportunities to study through the medium of Welsh in universities across Wales.
13. In addition to ensuring continuity of Welsh medium opportunities within statutory education, it is also important to consider opportunities to learn Welsh in the community. Carmarthenshire County Council as well as the University of Wales Trinity Saint

David and Swansea University provide a range of Welsh for Adults community courses across Carmarthenshire. Courses are available to learn Welsh to use within the family, and courses ranging from beginners level to proficiency.

14. Due to the continuous development and growth of population in Carmarthenshire, latecomers to the primary education sector have been a key factor and a challenge in recent years. The County Council has already taken steps to restructure its provision for supporting latecomers within the education sector. Nevertheless, it is clear that we can learn from the experiences of Gwynedd and Ceredigion County Councils. Specifically in terms of setting up centres to support latecomers by establishing a system where pupils spend their whole first term (up to 10 weeks) at a central language centre to attain adequate Welsh skills to enable them to integrate naturally into the local Welsh-medium school.
15. The education recommendations are based on the principle that every child in Carmarthenshire should have the opportunity to leave school fluent in both Welsh and English. For children who come from non-Welsh speaking families, the only methodology which is recognised worldwide as the most successful method is to ensure complete immersion in bilingualism. As reports by Estyn and the Welsh Government on teaching Welsh as a second language indicate that there are significant shortcomings in the field, the immersion method is recommended in this report for the Foundation Phase in all our primary schools. The provision at Key Stage 2 and in the secondary sector will build on this foundation.

AIM: Increase the provision of Welsh medium education in Carmarthenshire and ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

RECOMMENDATIONS:

Pre-school education

16. That the County Council works closely with the Mudiad Meithrin and private providers to ensure that Welsh medium pre-school education is readily available in all parts of Carmarthenshire.

Primary Sector

17. That the County Council prepares a definite work plan and timetable, in collaboration with school governing bodies, in order to move each primary school along the language continuum. There will be a need to develop strategies for the various categories and geographical areas;
18. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's transitional schools (which are Welsh medium schools but with significant use of English) in order for them to become Welsh schools;
19. That the County Council works closely with the staff and Governing Bodies of Carmarthenshire's dual stream schools in order for them to become Welsh schools;

20. That the County Council agrees on the principle that all English medium primary schools over a period of time, will deliver the curriculum in the Foundation Phase mainly through the medium of Welsh as a starting point and consider different options for Key Stage 2 (KS2);
21. That the County Council will begin the process of identifying English medium schools which would be ready to deliver the Foundation Phase through the medium of Welsh fairly soon with the aim of offering a choice between Welsh stream or bilingual stream (25-50% Welsh medium) in KS2;
22. That the County Council gives full consideration to the present model for language/latecomers centres in the primary sector in Carmarthenshire and develops the provision on the basis of the Gwynedd and Ceredigion Councils model;
23. That the County Council adopts Gwynedd Council's Welsh Language Charter (which encourages children to speak Welsh at school and in the community) and adapts it to the requirements of Carmarthenshire;
24. That the County Council revisits the structure to ensure that Welsh medium primary schools are part of a secondary school family that can provide appropriate linguistic continuum from the primary sector to KS3 and KS4 and hold transition activities that reflect the linguistic nature of the primary schools which feeds it;
25. That the County Council includes the expectations regarding the Welsh language medium provision as part of the agreement with schools, alongside areas such as discipline, attainment and attendance;
26. That the County Council, if the above recommendations are achieved, is aware of the need to plan for growth in Welsh medium education in the secondary sector.

Secondary Schools

27. That the County Council expects secondary schools to build on the linguistic foundation laid by the Welsh medium primary schools by ensuring that all pupils continue to study Welsh as first language and as a learning medium up to KS4;
28. That the County Council adopts a clear continuity protocol with all primary and secondary Welsh schools (or bilingual), with appropriate training where needed, to increase the number of pupils continuing to study through the medium of Welsh at all key stages;
29. That the County Council researches the possibility of establishing a second-chance scheme within the transition period between primary and secondary sector by adopting the Immersion Scheme which has been very successful in a number of secondary schools across Wales;
30. That the County Council agrees a timetable and plan to support 2A, 2B and 3 schools to move along the language continuum over a period of time and to lead to ensure that all other secondary schools move along the language continuum and create an ethos that encourages respect towards the Welsh language;
31. That the County Council plans for growth in Welsh medium education in the secondary sector.

Marketing Welsh medium education

32. That the County Council maintains an ongoing marketing campaign to promote Welsh medium education by explaining the advantages of being bilingual to parents and pupils;
33. That the Council provides training for primary and secondary school governors on the advantages of Welsh medium education and the educational, economical and community reasons why the provision should be extended across the county;

General

34. That the County Council will undertake an assessment of the demand for Welsh medium education in specific areas where further research is required;
35. That the County Council works with every governing body to conduct a language skills audit in order to consider the linguistic needs of the workforce and be able to move the school along the language continuum.
36. That the County Council allocates sufficient support and resources to develop and lead on the strategy to promote and extend Welsh medium education in Carmarthenshire.

Appendix 7 - Draft paper for the remit and membership of Carmarthenshire's Welsh in Education Forum

Background

Local authorities are required to prepare, submit, amend and publish *Welsh in Education Strategic Plans* (WESP). These Plans will outline how local authorities plan to achieve the goals and targets set out in the *Welsh Government's Welsh Medium Education Strategy* (the "Strategy").

Policy context

The Strategy outlines the Government's vision for an education system that is responsive, in a planned way, to the growing demand for Welsh medium education. The aim is to increase the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace. The plans will be the main tool for creating a better planning system for Welsh-medium education.

The Plans are the Welsh Government's way to be able to monitor how local authorities respond to and contribute to the implementation of the Strategy's aims by:

- ensure that every step of the local authority's education process will give full consideration to Welsh-medium education;
- expand Welsh medium education, where necessary, on the basis of better planning;
- ensure that Welsh-medium education support services will be introduced on a consortia basis;
- improved standards and increased use of Welsh among children and young people; and
- demonstrate progress against specific targets of the Welsh Medium Education Strategy.

The Wales School Standards and Organisation Act (2013) became law on 4 March 2013. The Act places a statutory duty on local authorities to prepare and submit the Welsh in Education Strategic Plan. The first schemes under these statutory arrangements will be implemented from 1 April 2014 for a period of 3 years up to March 2017. The Act enables the Government to approve the plan submitted, to approve the Plan with modifications, or reject the Plan and prepare another plan

Welsh in Education Strategic Plan

The Plan aims to:

- expect local authorities to be accountable to the Welsh Government for the planning and provision of Welsh-medium education and the Welsh language;
- reflect the aims of the Strategy;
- illustrate the current situation, outline appropriate activities and progress;
- be accessible and useful to you as a local authority; and
- show a clear increase **over three years** in each local authority area and a consortium towards achieving the Strategy's targets.

The role and remit of the Language Forum

- To lead on the agreed targets in terms of Carmarthenshire's Welsh in Education Strategic Plan
- To develop and implement Action Plans and to lead on the plan's interventions.
- To identify and develop performance measures to ensure that the objectives and targets are completed.
- Monitor the implementation of the Welsh in Education Strategic Plan Carmarthenshire
- Ensure cross-reference to other relevant strategies and plans e.g. Integrated Community Strategy.
- To advise on undertaking Meeting the Demand surveys
- Consider achievement and performance data e.g. Welsh, Welsh second language, the number and percentage of pupils transferring to Welsh secondary schools Welsh.
- Request and receive reports on specific aspects of the Plan.
- Consider Welsh Government monitoring reports.
- Provide feedback to the County Council's Welsh Language Working Group.
- To take evidence from interested parties.
- To consider ways the Council and the wider community can address the decline in the number of Welsh speakers.
- Monitor the use of the Welsh in Education Grant
- To work with officers to develop a language policy for schools and support for the implementation of WESP
- To consider and share data relating to the implementation of the Plan.
- To provide reports to Scrutiny/other Committees as necessary.
- To challenge the Authority/School on progress.

Arrangements

- The Working Group will elect a Chair from amongst the members.
- The group will report its findings within six months of its establishment to the Scrutiny Committee for Education and Children.
- The Group is supported by the Chief Education Officer (Education and Children's Services) and Leader System for Welsh/Bilingualism.

Membership of the Forum for the CSYGA

- 3 Primary Headteachers (1 from each area)
- 2 Secondary Headteacher (on behalf of CASH)
- Chief Education Officer
- School Improvement Officer with responsibility for Welsh
- Senior Athrawes Fro
- Members x 6
- Voluntary Sector x 2
- Governor (to represent Forum)

WORK PROGRAMME

1. Meetings-termly or more often if necessary.
2. Organiser-Leader System with responsibility for Welsh
3. Administration-Support from the Business Unit
4. Location-St David's Park, Carmarthen
5. Agenda
 - Minutes of Last Meeting
 - Progress against each outcome
 - Sharing Good Practice