



**Gwasanaeth Democraidd**  
**Democratic Service**  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Cyfarfod / Meeting

**PWYLLGOR IAITH**  
**LANGUAGE COMMITTEE**

**10.30AM, DYDD IAU, 17 IONAWR, 2013**

**10.30AM, THURSDAY, 17 JANUARY, 2013**

Lleoliad / Location

**YSTAFELL GLYDER FAWR, SWYDDFA ARFON,**  
**PENRALLT, CAERNARFON,**

Pwynt Cyswllt / Contact Point

**EIRIAN ROBERTS**

**(01286) 679018**

[maireirianroberts@gwynedd.gov.uk](mailto:maireirianroberts@gwynedd.gov.uk)

*(DOSBARTHWYD / DISTRIBUTED 9/01/13)*

# PWYLLGOR IAITH LANGUAGE COMMITTEE

## **AELODAETH/MEMBERSHIP (15)**

### **Plaid Cymru (8)**

Y Cynghorwyr/Councillors

Craig ab Iago

Elwyn Edwards

Alan Jones Evans

Dyfrig Jones

Liz Saville Roberts

Mair Rowlands

Gareth Thomas

Mandy Williams-Davies

### **Annibynnol/Independent (4)**

Y Cynghorwyr/Councillors

Tom Ellis

Eric M.Jones

Eirwyn Williams

Elfed Williams

### **Llais Gwynedd (3)**

Y Cynghorwyr/Councillors

Gweno Glyn

Alwyn Gruffydd

Gruffydd Williams

### **Aelodau Ex-officio/Ex-officio Members**

Cadeirydd ac Is-gadeirydd y Cyngor / Council Chairman and Vice-chairman

# AGENDA

## 1. APOLOGIES

To receive apologies for absence.

## 2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

## 3. URGENT BUSINESS

To note any items that are a matter of urgency in the view of the Chairman for consideration.

## 4. MINUTES

The Chairman shall propose that the minutes of the last meeting of this committee held on 11 October, 2012 be signed as a true record (copy herewith - salmon paper).

## 5. AN INTRODUCTION TO THE WORK OF THE WELSH LANGUAGE COMMISSIONER

To receive a presentation by the Welsh Language Commissioner.

## 6. CENSUS 2011: FIRST RESULTS ON WELSH LANGUAGE

To consider the report of the Equality and Language Officer (copy herewith – blue paper).

## 7. WELSH IN EDUCATION STRATEGIC PLAN

To consider the report of the Head of Education (copy herewith – yellow paper).

## 8. LANGUAGE COMPLAINTS

To consider the report of the Equality and Language Officer (copy herewith – lilac paper).

---

## LANGUAGE COMMITTEE, 11.10.12

---

**Present:** Councillor Liz Saville Roberts (Chair);  
Councillor Gweno Glyn (Vice-chair).

**Councillors:** Craig ab Iago, Tom Ellis, Alan Jones Evans, Alwyn Gruffydd, Eric M. Jones, Elfed Williams, Gruffydd Williams and Mandy Williams-Davies.

**Officers:** Sion Huws (Compliance and Language Manager), Ruth Richards (Equality and Language Officer) and Eirian Roberts (Member Support and Scrutiny Officer).

**Observer:** Councillor Ioan Thomas (Cabinet Member – Customer Care).

**Apologies:** Councillors Elwyn Edwards, Selwyn Griffiths, Mair Rowlands, Gareth Thomas and Eirwyn Williams; Iwan Trefor Jones (Corporate Director).

### 1. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any member present.

### 2. URGENT BUSINESS

#### (1) The Welfare Reform Act

Submitted – a draft letter from Iwan Trefor Jones, Corporate Director, to the Welsh Language Commissioner.

- Expressing concern that the proposed changes to the welfare system would mean fewer opportunities for the residents of Gwynedd to use the Welsh language in relation to the process of claiming benefits.
- Requesting a discussion with her regarding these concerns, and asking for her concerns on the issue.
- Requesting further information on the Department of Work and Pensions' obligations to promote Welsh language services, either by means of an existing Language Scheme or under the proposed Language Standards.
- Calling for collaboration with her to try to influence the Department of Work and Pensions to promote the Welsh Language as much as possible while introducing the new system.

The committee was asked for their observations on contents of the letter.

Concern was expressed that the Welsh Language Commissioner's powers were restricted to devolved matters, and that it should be insisted that the Commissioner called for the reinstatement of the powers formerly held by the Welsh Language Board over every public body operating in Wales.

**RESOLVED to approve the draft letter and send it on behalf of the Language Committee and the Corporate Director.**

#### (2) Welsh Language Promoter in Schools

The committee was asked to support the bid from the Schools Service to the Council for half the funding for the post of Primary School Welsh Language Promoter.

It was explained that funding had been received from the Welsh Government for half the post, and although it was originally envisaged that the schools would meet the remainder of the cost, the Working Group established to produce the Language Charter for Schools was of the opinion that the funding should come from the Council's corporate budgets, as one of Gwynedd Council's main aims and objectives was to promote and safeguard the Welsh Language. Therefore the Head of the Schools Department had submitted a bid to the Council for the remainder of the funding, and the Working Group was eager to secure the support of the Language Committee to this.

**RESOLVED to unanimously support the Schools Service's bid for funding from the Council's corporate budgets for half the Primary School Welsh Language Promoter post.**

### 3. MINUTES

The Chairman signed the minutes of the previous meeting of this committee held on 28 June, 2012 as a true record.

Matter arising from the minutes

Item 6 – 2011/12 Language Plan Monitoring Report

The Chair requested that an item be scheduled on the Language Committee's agenda for a presentation on the work of the Language Champions in the Leisure Centres.

### 4. STANDARD NAMES OF STREETS, HOUSES AND PLACES

Submitted – the report of the Equality and Language Officer presenting background information on this topic, following the request made by this committee at its last meeting.

Referring to the Welsh Language Commissioner's investigation of a case relating to the use of Welsh addresses (paragraph 1.8 of the report), the Equality and Language Officer noted that the Commissioner had now confirmed that she was satisfied that the Council was conforming to its Language Scheme.

She further noted that a letter had been received from Pwllheli Town Council Clerk requesting the Council to inform each Head of Department of the requirement to use Welsh versions of street names, and to contact the Post Office and BT to try to persuade them to use the Welsh versions rather than the English versions.

The officials were asked to enquire about the possibility of using only the Welsh names on street signs in future.

It was noted that it was not currently possible to place a sign on a road that leads from another road, and that many old Welsh names had been lost as a result of this.

### **RESOLVED**

- (a) That members of this committee draw attention to any specific examples of non-Welsh names on geographic features within their areas.**
- (b) To invite a representative from the Welsh Place-name Society to meet the committee to talk about the society's work and to discuss how the Council could assist it.**

- (c) To remind each head of service of the requirement to use the Welsh versions of street names.
- (ch) To contact the Post Office and BT to try to persuade them to use the Welsh versions of street names.
- (d) The officials were asked to enquire about the possibility of using only the Welsh names on street signs in future, by the next meeting.

## 5. THE WELSH LANGUAGE COMMISSIONER'S RESPONSE TO GWYNEDD COUNCIL'S ANNUAL LANGUAGE MONITORING REPORT 2011-12

Submitted – the report of the Equality and Language Officer, presenting the Commissioner's comments on Gwynedd Council's Language Scheme Monitoring Report 2011-12, and the Council's response to the request for further information on some aspects of the report.

Specific attention was given to the following matters:-

(i) D.1 – Language Skills Strategy Action Plan

**RESOLVED to send a message to the Head of Human Resources stating that the committee was eager to see the database for recording staff language skills in place before March 2014, and to report back at the next meeting.**

(ii) 5.A – Number of non-Welsh speaking officers appointed to 'Welsh Essential' posts and the number who attend language training

A question was asked about which department(s) had appointed the two officers that did not meet the linguistic requirements of their posts. The Equality and Language Officer agreed to make enquiries and to report back.

(iii) 5.B – The number of Welsh-speaking staff and the total staff numbers in the departments

It was noticed that the estimated percentage of Welsh speakers in the Social Services, Leisure and Housing Department was far lower than the other departments. It was noted that it was more difficult to attract Welsh speakers to some posts within those fields, and that many of the services provided by the department were being privatised. A question was raised about whether young people starting to think about possible career paths could be encouraged to consider following courses in these fields.

**RESOLVED to look in greater detail at the reasons for the low figures in the Social Services, Housing and Leisure Department.**

(iv) B.2 – Joint provision of some specialist children's services

The view was expressed that the interim 'Language Guidelines' document (Appendix 3 to the report) did not comply with Gwynedd's Language Scheme. It was emphasised that consent should not be given to anything that undermined this Council's Language Plan, and in a situation of conflict between two language plans, priority should be given to the most robust.

**RESOLVED to send the committee's comments to Derwen's Management Board, by first contacting the Service Manager, Integrated Disabled Children's Team, and report back at the next meeting.**

- (v) D.3 – Language awareness sessions for front-line staff that aren't care staff or youth workers

It was noted that people should be persuaded to attend these sessions. The Equality and Language Officer noted that the dates for these sessions had only recently been set, and that she would speak to the Training Unit in due course to find out how many had responded.

**RESOLVED – to accept the Welsh Language Commissioner's response to Gwynedd Council's Language Scheme Monitoring Report 2011-12, and the Council's response to the request for further information on some aspects of the report.**

## 6. LANGUAGE COMPLAINTS

Submitted – the report of the Equality and Language Officer, giving details of the latest language complaints received against the Council, complaints regarding other organisations and various other relevant matters.

Specific attention was given to the following matters:-

- (i) English-only instructions on a new crossing on Porthmadog bypass

The Equality and Language Officer suggested that it would now be timely to refer this matter to the Welsh Language Commissioner as a positive response had not been received from the Welsh Government.

- (ii) The use of the Welsh wording 'dog waste' on Council bins

It was recommended that the wording 'baw cŵn' (dog mess) should be used on the Council's bins, and that the statement by the Highways and Municipal Department that 'gwastraff cŵn' (dog waste) was the standard wording would not be accepted.

**RESOLVED to refer the matter to the attention of the Welsh Government's Translation Unit and the Council's Translation Unit for their views.**

- (iii) English-only Events Licensing Form

**RESOLVED to use the unofficial Welsh version of the form until further guidance is received from the Welsh Language Commissioner.**

- (iv) English-only internal e-mail filtering system

**RESOLVED to report back to this committee on the result of the Customer Care Service's efforts to find a resolution to the problem with the company.**

- (v) Failure to provide an interview through the medium of Welsh

**RESOLVED to send a message to all heads to forewarn them of the consequences if they do not arrange interviews through the medium of Welsh.**

(vi) WC Sign on the A487, Porthmadog

The need to observe this issue was emphasised.

(vii) The need to review national planning policies so that more consideration is given to the need to provide Welsh signage in retail developments

**RESOLVED to send a letter to Leighton Andrews AM, the Minister for Education and Skills, requesting that he confirms the role of the Welsh Language Commissioner in this context, and to press for assurance regarding this power.**

(viii) Padarn Buses

**RESOLVED to ask the Equality and Language Officer to discuss the arrangements of the meeting with the Chair and the Vice-Chair.**

The following matters were raised by members:-

(i) Caernarfon Market

It was noted that English-only signs were displayed in Caernarfon market.

**RESOLVED to ask the Compliance and Language Manager to look at the Council's powers in the context of such cases.**

(ii) English-only CRB Forms

A member noted that he was recently requested to complete an English-only CRB form in his role as a governor of Ysgol Bro Hedd Wyn, Trawsfynydd.

**RESOLVED that the member gives the Equality and Language Officer further details and that she will investigate the matter.**

(iii) English-only Swimming Certificates in Blaenau Ffestiniog Swimming Pool

It was noted that children had been receiving English-only swimming certificates in Blaenau Ffestiniog Swimming Pool.

The Equality and Language Officer replied that she believed that this matter had been resolved, but that she would check this with the Operational Senior Manager, Provider and Leisure Department.

The meeting commenced at 10.30am and concluded at 12.10pm.



<b>MEETING:</b>	<b>LANGUAGE COMMITTEE</b>
<b>DATE:</b>	<b>JANUARY 17 2013</b>
<b>TITLE:</b>	<b>CENSUS 2011: FIRST RESULTS ON WELSH LANGUAGE</b>
<b>AUTHOR:</b>	<b>EQUALITY AND LANGUAGE OFFICER</b>
<b>PURPOSE OF REPORT:</b>	<b>FOR INFORMATION</b>

## **1. Background**

- 1.1. The Census was held on 27 March 2011, and is a key source of information on the Welsh language: Indeed, Census statistics provide us with the most reliable evidence on the situation of the language.
- 1.2. The 2011 Census question asked, “Can you understand, speak, read or write Welsh?”- answered by ticking one or more of five boxes (one for each category and one for “none of these”) in any combination.
- 1.3. The first Census 2011 results on the Welsh language were published on December 11 2012, and below are noted some of the key findings for Wales and for Gwynedd.

## **2. Key Results for Wales.**

- 2.1. Between 2001 and 2011, there was a decrease in the number and proportion of people aged 3 and over able to speak Welsh in Wales. The decrease was due to demographic changes in the population (e.g. fewer children, older adults, the loss of older cohorts with higher levels of Welsh speakers) migration, and changes in skills between the two Censuses.
- 2.2. The proportion of people able to speak Welsh decreased from 20.8% in 2001 to 19.0% in 2011 (a decrease of 1.7 percent). Despite an increase in the size of the population, the number of Welsh speakers decreased from 582,000 in 2001 to 562,000 in 2011. It should however be noted that the number and proportion of Welsh speakers was higher in 2011 than the equivalent figures for 1991 (18.7% and 508,000 people.)
- 2.3. Differences between 2001 and 2011 varied by age group- with considerable increases for younger children (aged 3-4), a slight increase for adults 20-44, and decreases for other age groups.
- 2.4. The proportion of people aged 3 and over able to speak Welsh decreased in nearly all local authorities. The largest decreases were in areas with higher proportions of Welsh speakers. Carmarthenshire saw the largest percentage drop- from 50.3% in 2001 to 43.9% in 2011 (a decrease of 6.4 percent).

### **3. Key Results for Gwynedd**

- 3.1 The number of Welsh speakers in Gwynedd has decreased from 77,846 to 77,000 between 2001 and 2011. This fall of 846 individuals is equivalent to a decrease of 1.1% in the number of Welsh speakers in the county. Between 2001 and 2011, the county's population increased by approximately 5,000- a rise of 4.4%. Given this increase in population, the percentage of Gwynedd residents who speak Welsh has decreased from 69% to 65.4% (a decrease of 3.6 percent).
- 3.2. Although these are worrying figures, it should be borne in mind that the decrease in the number and percentage of Welsh speakers is lower in Gwynedd than some of the other Welsh language strongholds e.g. Carmarthen and Ceredigion (see 2.4. above).
- 3.3. Looking at the tendencies by age group, we see a decrease of 1,430 in the number of children aged 3-15 who can speak Welsh (a decrease of 8.7%). However the percentage of the whole population aged 3-15 who can speak Welsh has increased from 88.6% to 89.1% (an increase of 0.5 percent). This is because the decrease in the number who can speak Welsh represents 83.5% of the overall decrease in the age group (1,712 people). And so, although fewer within this age group can speak Welsh, the percentage of Welsh speakers has increased, as the number within this group has decreased in Gwynedd between 2001 and 2011.
- 3.4. In the 16-64 age group, we see that the number of Welsh speakers has increased by 95 (an increase of 0.2%). In spite of this, the percentage of Welsh speakers has decreased from 65.6% to 62.5% (a decrease of 3.1. percent). The increase in the number of Welsh speakers represents 2.5% of the whole increase in this age group (3,764 people). With this age group, the total number and the number of Welsh speakers have both increased, but the percentage of Welsh speakers has decreased. This would suggest that emigration by Welsh speakers and in-migration by non-Welsh speakers contribute significantly to the statistics.
- 3.5. For the 65+ age group, the pattern noted in 3.4. above is repeated, with an increase of 878 in the number of Welsh speakers (an increase of 3.5%), but a decrease in the percentage of those who can speak Welsh (from 63.5% to 58.0%- a decrease of 5.5 percent). The increase in the number of Welsh speakers represents 16.6% of the total population increase within this age group (2,937 people). This would suggest a tendency for older non-Welsh speakers to move to the area.

- 3.6. Looking at Welsh language skills, the number of people who can speak read and write in Welsh has decreased from 68,395 to 65,921, a decrease of 2,474 people (3.6%). As a percentage of the whole population, there was a decrease from 60.6% to 56.0% (4.7 percent).
- 3.7. The number of people who can speak and read Welsh, but who cannot write it has increased from 2,609 to 3,947, an increase of 1,338 people (or 51.3%). As a percentage of the whole population, there was an increase from 2.3% to 3.4% (or 1.0 percent).
- 3.8. The number of people who can understand spoken Welsh only has increased from 6,663 to 8,125, an increase of 1,462 people (or 21.9%). As a percentage of the whole population, there was an increase from 5.9% to 6.9% (or 1.0 percent).
- 3.9. The number of people with no Welsh language skills has increased from 26,953 to 31,177, an increase of 4,224 people (or 15.7%). As a percentage of the whole population, there was an increase from 23.9% to 26.5% (or 2.6 percent).
- 3.10. With Welsh language skills, there was a small increase in the number of people who can speak and read and who can understand Welsh, but a larger decrease in the number who can write Welsh. It would appear that the language skills suite is narrowing. We can also note a possible link to immigration: While the population of Gwynedd increased by 5,000, there was an increase of 4,224 in the number of people who have no Welsh language skills.

#### **4. Next Steps**

- 4.1. It should be stressed that only preliminary findings are available to us at the moment. We can only analyse the data by age group, county and nationally at the moment.
- 4.2. We can expect language data to ward level by the end of January and as more Census data becomes available over the coming months, we can start comparing different data sets in order to get a better picture of the situation of the Welsh language in Gwynedd. We expect to have enough evidence to start a full analysis by the end of October 2013.

## ITEM

<b>MEETING</b>	COUNCIL LANGUAGE COMMITTEE
<b>DATE</b>	17 January 2013
<b>TITLE</b>	Welsh in Education Strategic Plan
<b>PURPOSE</b>	Consider the contents of the final draft version of the Plan
<b>RECOMMENDATION</b>	For approval
<b>REPORT BY</b>	Dewi R Jones, Head of Education
<b>CABINET MEMBER</b>	CLlr Sian Gwenllian

### **Introduction and context**

In December 1996, Gwynedd Council published a Welsh Language Plan in compliance with the requirements of the 1993 Welsh Language Act. It was approved by the Welsh Language Board, and it states how the Council, in its dealings with the public, gives equal treatment to Welsh and English.

Under Section 1 and Section 2 of the 1993 Welsh Language Act, the LA was required to provide a Welsh Language Plan that specifically deals with Education [Welsh Education Plan]. Gwynedd Council's initial Welsh Education Plan received approval in November 1998. Following a three year implementation phase of the Welsh Education Plan, a second plan was prepared that was approved in August 2004. A review of the plan was held in 2010 and this Welsh Education Plan was approved by the Welsh Language Board on 30 June 2011.

Local authorities are now required to prepare, amend and present **Welsh in Education Strategic Plans**. These plans will outline how local authorities intend to achieve the Welsh Government's objectives and targets that are set out in the Welsh-Medium Education Strategy.

This Strategy is interpreted within the context of Gwynedd Council Language Policy and thus achieve the outcomes. The authority will ensure that the principal elements are reflected and receive due focus in the Strategic Plan.

### **Welsh in Education Strategic Plans**

The Plans will enable the Welsh Government to monitor how LA's respond to the requirement to implement the Strategy's objectives and contribute towards them through:

- ensuring that every stage of the LA's education processes give full consideration to Welsh medium and bilingual education;
- enhance Welsh medium and bilingual education through improved planning;
- gradually shift the support service away from the traditional functions of 'athrawon bro' towards a new training and mentoring service;
- ensure that Welsh medium and bilingual education support services are presented on a consortia basis in the near future (*To be implemented from April 2013*);
- raise standards and enhance the use of Welsh amongst children and young people (*Implement The Language Charter's requirements*); and
- demonstrate progress in meeting the Welsh Medium Education Strategy's specific targets.

The aim of the Strategic Plan is to:

- expect that LA's be accountable to the Welsh Government for planning Welsh medium and bilingual and Welsh Language provision;
- reflect the Strategy's objectives;
- profile the current situation, outline the appropriate activities and demonstrate progress;
- be accessible and useful to LA's; and
- demonstrate clear progress over three years in every local authority and consortium area towards achieving the Strategy's targets.

The targets contained in the Welsh Medium Education Strategy are the focal-point of the Strategic Plan. The Plan will focus on the following aspects and these will serve as clear objectives for our work programme:

- Set a robust foundation for Welsh during nursery and early years education. ( 98.6% of seven year olds are taught through the medium of Welsh.)
- Ensure progression in Welsh as a subject and as a learning medium from KS2 to KS3. (100% of pupils continue to improve their language skills when transferring from primary to secondary school.)
- Strengthen implementation in those areas/establishments/schools where data shows that this is a requirement.
- Strengthen use of the language cohorts as a progression planning tool in secondary schools.
- Introduce Welsh Baccalaureate at levels 1, 2 and 3 at the secondary schools.
- Confirm the implementation of the Language Charter in all of our primary schools, strongly focussing on training the workforce developing the medium and methodology elements.

The authority will be required to report on the progress of the Strategic Plan and that it is measurable progress. The life-span of these schemes will tie in with the targets stipulated in the Welsh Medium Education Strategy, up to 2015.

### **Recommendation**

A copy of the final draft version of the 'Gwynedd Welsh in Education Strategic Plan' is appended for the attention of the Language Committee members.

Members are asked to consider and approve the contents of the final draft version of the Plan.

## Appendix 1: Action Plan – Addressing the national targets at an LEA level

### Section 1: Your vision and objectives for Welsh medium education

The Education Department's Language Policy sets the ambitious objective of ensuring that all pupils in the County possess appropriate Welsh and English language skills, so as to equip them to become well-rounded members of their bilingual community. This is compatible with the principal objective of the Welsh Strategic Plan namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards.

So as to achieve this ambitious agenda, every establishment is expected to address the following matters.


- Set robust foundations in Welsh in the Early Years, ensuring that pupils from an English background have an opportunity to learn Welsh as soon as possible.
- At KS1/FP, build on the foundations established at the nursery and reception phase through continuing to develop pupils grasp of Welsh, and commence the process of developing their skills in English. In practice, this implies that the majority of schools will start to introduce English as a subject in the final term at the end of KS1/FP, focusing on developing reading, oracy and writing skills in that language. Welsh will be the official language of assessment at the school at the end of the key stage.
- At KS2, continue to develop pupils grasp of Welsh focussing on developing their skills in both languages. Pupils progress in Welsh and English is assessed at the end of the key stage.
- At KS3, ensure that every pupil who has attained level 3+ at the end of KS 2, continues to follow Welsh as First Language so as to ensure appropriate progression and follow-up.
- At KS4, ensure that every pupil studies Welsh as a subject up to the end of Y1 and is assessed in Welsh language proficiency at the end of KS4.
- At KS3 and KS4, use information about previous attainment to ensure that every pupil continues to develop skills in Welsh and English through using both languages as a learning medium.
- Ensure that pupils who are Welsh learners at KS2 and KS3 learn Welsh as soon as possible.
- Improve pupils knowledge and understanding of the cultural, economic, environmental, historical and language features of Wales.
- Develop pupils to become responsible citizens so that they make a significant contribution to their bilingual community.

Following a detailed review of the current **Education Plan**, it was agreed that the Welsh Strategic Plan would focus on the following aspects setting them as clear objectives for our three year work programme.

- Establish a robust foundation for Welsh during nursery education and early years. ( **98.6%** of seven year olds are taught through the medium of Welsh.)
- Ensure progression in Welsh as a subject and as a learning medium from KS2 to KS3 ( **100%** of learners continue to improve their language skills when transferring from primary to secondary school.)
- Strengthen implementation in those areas/establishments/schools where data shows there is a need.
- Strengthen use of the language cohorts as a progression planning tool in secondary schools.
- Introduce Welsh Baccalaureate at levels 1, 2 and 3 in secondary schools.
- Confirm implementation of the Language Charter at every one of our primary schools focussing especially on workforce training developing medium and methodology elements.

**Section 2: The Action Plan**

Outcome 1: More seven year olds taught through the medium of Welsh <i>See Appendix 3</i>		TARGET: 98.6%																																																																																																																																													
A. Aim	B. Current performance (Questions to answer)	C. Action	D. Progress																																																																																																																																												
Increase the number of seven year old pupils taught through the medium of Welsh.	<ul style="list-style-type: none"> <li>The County does not define primary schools according to language categories, as the same Language Policy is implemented at every school. The same emphasis is placed on bilingualism, namely provide an opportunity for all pupils in the County to be confidently bilingual.</li> <li>Shown below are the pupil numbers in the KS1 cohort (The Foundation Phase from 2012) and the number assessed in Welsh as First Language.</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>1264/1279</td> <td>1193/1218</td> <td>1124/1145</td> <td>1152/1156</td> <td>1108/1126</td> <td>1182/1203</td> </tr> </tbody> </table> <p>* number assessed / number in the cohort</p> <ul style="list-style-type: none"> <li>The above numbers draw very favourable comparison with the remaining LEAs in Wales.</li> </ul> <table border="1"> <thead> <tr> <th colspan="6">Percentage assessed in Welsh as First Language at the end of KS1</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr><td>1</td><td>98.3</td><td>97.9</td><td>98.2</td><td>99.7</td><td>98.4</td></tr> <tr><td>2</td><td>76.3</td><td>78.9</td><td>76.4</td><td>76.1</td><td>73.1</td></tr> <tr><td>3</td><td>75.6</td><td>74.5</td><td>72.8</td><td>70.2</td><td>68.8</td></tr> <tr><td>4</td><td>52.5</td><td>55.1</td><td>53.7</td><td>55.0</td><td>55.6</td></tr> <tr><td>5</td><td>22.4</td><td>23.0</td><td>23.3</td><td>25.0</td><td>26.1</td></tr> <tr><td>6</td><td>20.5</td><td>21.8</td><td>23.1</td><td>23.2</td><td>25.0</td></tr> <tr><td>7</td><td>20.3</td><td>21.0</td><td>21.0</td><td>21.9</td><td>21.9</td></tr> <tr><td>8</td><td>19.7</td><td>20.6</td><td>20.1</td><td>21.8</td><td>21.2</td></tr> <tr><td>9</td><td>19.6</td><td>20.6</td><td>19.9</td><td>20.3</td><td>20.8</td></tr> <tr><td>10</td><td>13.9</td><td>15.9</td><td>17.6</td><td>16.9</td><td>17.3</td></tr> <tr><td>11</td><td>13.3</td><td>15.5</td><td>15.9</td><td>15.2</td><td>16.8</td></tr> <tr><td>12</td><td>13.3</td><td>13.0</td><td>13.8</td><td>14.9</td><td>15.9</td></tr> <tr><td>13</td><td>12.5</td><td>11.8</td><td>13.8</td><td>13.5</td><td>15.3</td></tr> <tr><td>14</td><td>11.3</td><td>11.6</td><td>11.8</td><td>13.4</td><td>13.7</td></tr> <tr><td>15</td><td>11.1</td><td>11.3</td><td>10.5</td><td>13.1</td><td>12.8</td></tr> <tr><td>16</td><td>11.0</td><td>11.0</td><td>9.8</td><td>11.2</td><td>12.6</td></tr> <tr><td>17</td><td>8.4</td><td>9.1</td><td>8.6</td><td>10.2</td><td>11.7</td></tr> <tr><td>18</td><td>8.2</td><td>8.2</td><td>8.4</td><td>9.4</td><td>9.4</td></tr> <tr><td>19</td><td>6.8</td><td>7.5</td><td>7.1</td><td>9.0</td><td>8.9</td></tr> </tbody> </table>		2007	2008	2009	2010	2011	2012	KS1	1264/1279	1193/1218	1124/1145	1152/1156	1108/1126	1182/1203	Percentage assessed in Welsh as First Language at the end of KS1							2007	2008	2009	2010	2011	1	98.3	97.9	98.2	99.7	98.4	2	76.3	78.9	76.4	76.1	73.1	3	75.6	74.5	72.8	70.2	68.8	4	52.5	55.1	53.7	55.0	55.6	5	22.4	23.0	23.3	25.0	26.1	6	20.5	21.8	23.1	23.2	25.0	7	20.3	21.0	21.0	21.9	21.9	8	19.7	20.6	20.1	21.8	21.2	9	19.6	20.6	19.9	20.3	20.8	10	13.9	15.9	17.6	16.9	17.3	11	13.3	15.5	15.9	15.2	16.8	12	13.3	13.0	13.8	14.9	15.9	13	12.5	11.8	13.8	13.5	15.3	14	11.3	11.6	11.8	13.4	13.7	15	11.1	11.3	10.5	13.1	12.8	16	11.0	11.0	9.8	11.2	12.6	17	8.4	9.1	8.6	10.2	11.7	18	8.2	8.2	8.4	9.4	9.4	19	6.8	7.5	7.1	9.0	8.9	<ul style="list-style-type: none"> <li>Ensure that every pupil is assessed in Welsh as first language at the end of KS1 and KS2.</li> </ul> <p><b>Annually</b></p>	
	2007	2008	2009	2010	2011	2012																																																																																																																																									
KS1	1264/1279	1193/1218	1124/1145	1152/1156	1108/1126	1182/1203																																																																																																																																									
Percentage assessed in Welsh as First Language at the end of KS1																																																																																																																																															
	2007	2008	2009	2010	2011																																																																																																																																										
1	98.3	97.9	98.2	99.7	98.4																																																																																																																																										
2	76.3	78.9	76.4	76.1	73.1																																																																																																																																										
3	75.6	74.5	72.8	70.2	68.8																																																																																																																																										
4	52.5	55.1	53.7	55.0	55.6																																																																																																																																										
5	22.4	23.0	23.3	25.0	26.1																																																																																																																																										
6	20.5	21.8	23.1	23.2	25.0																																																																																																																																										
7	20.3	21.0	21.0	21.9	21.9																																																																																																																																										
8	19.7	20.6	20.1	21.8	21.2																																																																																																																																										
9	19.6	20.6	19.9	20.3	20.8																																																																																																																																										
10	13.9	15.9	17.6	16.9	17.3																																																																																																																																										
11	13.3	15.5	15.9	15.2	16.8																																																																																																																																										
12	13.3	13.0	13.8	14.9	15.9																																																																																																																																										
13	12.5	11.8	13.8	13.5	15.3																																																																																																																																										
14	11.3	11.6	11.8	13.4	13.7																																																																																																																																										
15	11.1	11.3	10.5	13.1	12.8																																																																																																																																										
16	11.0	11.0	9.8	11.2	12.6																																																																																																																																										
17	8.4	9.1	8.6	10.2	11.7																																																																																																																																										
18	8.2	8.2	8.4	9.4	9.4																																																																																																																																										
19	6.8	7.5	7.1	9.0	8.9																																																																																																																																										

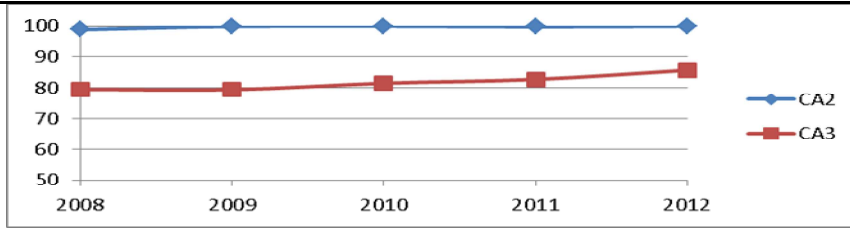
	<table border="1" data-bbox="721 193 1227 320"> <tr> <td>20</td> <td>5.5</td> <td>5.9</td> <td>5.8</td> <td>6.7</td> <td>5.7</td> </tr> <tr> <td>21</td> <td>4.4</td> <td>5.7</td> <td>5.1</td> <td>5.5</td> <td>4.7</td> </tr> <tr> <td>22</td> <td>3.3</td> <td>3.6</td> <td>4.3</td> <td>4.6</td> <td>4.4</td> </tr> <tr> <td>23</td> <td>2.9</td> <td>2.5</td> <td>2.8</td> <td>4.0</td> <td>3.9</td> </tr> </table>  <p data-bbox="436 451 1514 539">                     ○ Schools receive additional support in those areas where further developments are required – through additional visits, specific courses for Developing Welsh in those Areas where further developments are required, and through providing appropriate resources.                 </p>	20	5.5	5.9	5.8	6.7	5.7	21	4.4	5.7	5.1	5.5	4.7	22	3.3	3.6	4.3	4.6	4.4	23	2.9	2.5	2.8	4.0	3.9		
20	5.5	5.9	5.8	6.7	5.7																						
21	4.4	5.7	5.1	5.5	4.7																						
22	3.3	3.6	4.3	4.6	4.4																						
23	2.9	2.5	2.8	4.0	3.9																						
<p>Adopt robust methods of measuring the demand for child care provision and Welsh medium statutory education. Take punctual action on parents review conclusions.</p>	<p>○ Due to the Language Policy’s emphasis on bilingualism and the need to establish robust foundations for Welsh during the early years and develop that during the subsequent key stages, the need to ‘measure the demand’ does not apply at a local level.</p> <p>○ The LEA’s policy (with the exception of two schools) is to offer a part-time nursery place for children at their catchment-area school from the September following their third birthday. The LEA allocates a grant to 73 placements in the unmaintained sector to provide nursery education for 3 year olds before they start at the schools. All the placements are regularly monitored by a team of Foundation Phase Support teachers and Mudiad Meithrin Development Officers and Wales Play Providers Association. Part of this monitoring involves ensuring that they comply with the County’s Language Policy requirements. A series of Welsh training sessions for sector staff are also organized.</p> <p>○ A recent child care adequacy assessment noted that a large proportion of the child care provision in Gwynedd is available in Welsh. As regards statistics for ‘Gwynedd Ni’, it was noted that there are 53 Ti a Fi Circles across the County and two integrated centres which support the early years provision promoting use of Welsh.</p> <p>○ Within the Flying Start Plan and the Language and Play Scheme, there is a multi-disciplinary team that provides a variety of Welsh sessions for parents and children as Language and Play sessions, story sessions, lullaby singing sessions, story sacks, movement, dance and swimming sessions. In addition, a pack of bilingual books is disseminated through the Flying Start Scheme and the ‘Sure Start’ Scheme. Evidence indicates that these multi-disciplinary teams do a considerable amount of work throughout the County to work with parents to underline the importance of the Welsh Language displaying possible methods of transferring the Welsh Language at an early stage in a child’s life.</p>	<p>○ Ensure that every Early Years placement sets a robust foundation for Welsh.</p> <p><b>Annually</b></p> <p>○ Every child receives a skills assessment in Language, Literacy and Communication in Welsh on entry to and at the end of part-time nursery education and at the end of the Foundation Phase.</p> <p><b>September 2013</b></p>																									
<p>Ensure that 21stC Schools proposals fully take</p>	<p>○ As noted above, there is the same expectation as regards Welsh for every school, namely to provide an opportunity for all pupils in the County to be confidently bilingual. Consequently, any</p>																										



account of Welsh medium provision.	new plans introduced, such as proposals for 21stC Schools, are conditional on Language Policy requirements.																
Improve collaborative working through consortia.	<ul style="list-style-type: none"> <li>○ The contents of this Scheme, as well as the Education Language Policy, is a core consideration when establishing any new provision or any established collaborative arrangement.</li> <li>○ In the proposed School Improvement Service Outline Business Plan for North Wales authorities, the following is noted that the key functions of the new entity will be based on the following: ‘The key functions of the new entity will be based on the original principle of providing strategies for the Welsh language both locally and nationally and to increase excellence in pedagogy and Welsh medium/bilingual education in communities throughout North Wales.’</li> <li>○ A cross-authority strategy group will be led by the Head of Education who will focus on Welsh, Welsh medium and capacity building.</li> </ul>																
Increase the ability to utilize Welsh medium provision through immersion plans and latecomers centres.	<ul style="list-style-type: none"> <li>○ The objective of the Language Centres is to provide an intensive course in Welsh for latecomers so as to enable them to integrate into the bilingual community and fully participate in bilingual education experiences. This provision has a core role in assisting primary and secondary schools to implement the current Language Policy.</li> <li>○ There are by now four primary centres and one secondary centre, that are wholly unique in Wales. The primary centres are located at Caernarfon, Dolgellau, Llangybi and Penrhyndeudraeth, and the secondary centre at Porthmadog.</li> <li>○ Between 2005 and October 2012, a total of <b>1056</b> primary pupils and <b>358</b> secondary pupils have benefited from attending the language centres.</li> <li>○ A recent exciting development has been the Project for Parents, through the support of the Welsh Language Board, and the provision was recently evaluated, and hopefully it will be further developed in future.</li> <li>○ So as to ensure appropriate progression at the schools, teachers at the centre will provide after care for all pupils upon their return to their schools.</li> <li>○ An Immersion Plan (with the Welsh Language Board’s support) has been run at Ysgol Tryfan. This provides a taster period for primary school Y5 pupils with progression of intensive attention at the start of secondary school for pupils who have little grasp of Welsh. This is proving to be a success and enables pupils who would not perhaps have selected Welsh medium in the secondary to continue their Welsh-medium/bilingual education.</li> </ul> <p>Number of pupils who attended the course between 2007-2012:</p> <table border="1" data-bbox="459 1249 1509 1315"> <thead> <tr> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>○ 17</td> <td>○ 24</td> <td>○ 20</td> <td>○ 17</td> <td>○ 35</td> <td>○ 39</td> <td>○ 152</td> </tr> </tbody> </table>	2007	2008	2009	2010	2011	2012	Total	○ 17	○ 24	○ 20	○ 17	○ 35	○ 39	○ 152	<ul style="list-style-type: none"> <li>○ Ensure continuity of the current provision and a definite arrangement for monitoring progression at primary and secondary schools.</li> </ul> <p><b>Annually</b></p>	
2007	2008	2009	2010	2011	2012	Total											
○ 17	○ 24	○ 20	○ 17	○ 35	○ 39	○ 152											

<p>Establish a Welsh Medium Education Forum and establish contact with Children and Young People's Plan. Ensure considerations for resources and funding Welsh medium provision within early years.</p>	<ul style="list-style-type: none"> <li>○ As noted above, the entire work of the Council and Education Department is driven by the requirements of the Education Language Policy and the Council's Language Plan. Within that context, all the Council's activities and considerations, and specifically the Children and Young People's Partnership prioritises the requirements of Welsh. This will continue as Gwynedd and Isle of Anglesey partnerships merge.</li> <li>○ A working-group has been established that contains representatives from amongst officers, advisers and headteachers to steer the development of the Education Language Plan and the Strategic Plan. This group also monitors the implementation of the Plan.</li> <li>○ Likewise, the Council's Language Sub-committee had a key role in the process of preparing the original Language Plan. It is also envisaged that the Council's Language Committee will have a key role in the process of progress monitoring against the priorities.</li> </ul>		
<p>Provide information for parents/carers.</p>	<ul style="list-style-type: none"> <li>○ The Authority will provide general bilingual information for parents regarding the county-based provision. It is distributed to the parents of primary pupils in January and to the parents of secondary pupils in November. This will include information about the admissions policy. The schools prepare their own prospectus.</li> <li>○ The services provided by the educational welfare service are available in Welsh and English as ability in use of both languages is essential for these posts.</li> <li>○ An independent SEN mediation service is currently available through an arrangement with SNAP Wales, that again provides a Welsh and English medium service.</li> </ul>		

<b>Outcome 2: More learners continue to improve their language skills when transferring from the primary to the secondary school. Appendices 3 / 4 should also be completed.</b>		<b>TARGET: 90%</b>																													
<b>A. Aim</b>	<b>B. Current Performance</b>	<b>C. Action</b>	<b>D. Progress</b>																												
<p>Increase percentage of Year 9 pupils who are assessed in Welsh (First Language)</p>	<ul style="list-style-type: none"> <li>○ The pupil numbers in KS3 cohort and the number and % assessed in Welsh as First Language are indicated below.</li> </ul> <table border="1" data-bbox="430 1134 1518 1294"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>KS3</td> <td>1159/1386</td> <td>1150/1441</td> <td>1135/1426</td> <td>1054/1290</td> <td>1185/1427</td> <td>1154/1340</td> </tr> <tr> <td>Gwynedd</td> <td>83%</td> <td>80%</td> <td>80%</td> <td>82%</td> <td>83%</td> <td>86%</td> </tr> <tr> <td>Wales</td> <td>5627/36822 (15.3%)</td> <td>5800/36266 (16%)</td> <td>5594/35221 (15.9%)</td> <td>5550/34717 (16%)</td> <td>5862/35903 (16.3%)</td> <td>5787/34520 (16.8%)</td> </tr> </tbody> </table> <p>*number in the cohort/number assessed</p> <ul style="list-style-type: none"> <li>○ Compare % assessed at KS3 against the same cohort at KS2, and the number only.</li> </ul>		2007	2008	2009	2010	2011	2012	KS3	1159/1386	1150/1441	1135/1426	1054/1290	1185/1427	1154/1340	Gwynedd	83%	80%	80%	82%	83%	86%	Wales	5627/36822 (15.3%)	5800/36266 (16%)	5594/35221 (15.9%)	5550/34717 (16%)	5862/35903 (16.3%)	5787/34520 (16.8%)	<ul style="list-style-type: none"> <li>○ Every pupil who has achieved level 3+ at the end of KS2 continues with Welsh as First Language in Y7 and receives assessment in Welsh as First Language at the end of KS3.</li> </ul> <p><b>Annually</b></p>	
	2007	2008	2009	2010	2011	2012																									
KS3	1159/1386	1150/1441	1135/1426	1054/1290	1185/1427	1154/1340																									
Gwynedd	83%	80%	80%	82%	83%	86%																									
Wales	5627/36822 (15.3%)	5800/36266 (16%)	5594/35221 (15.9%)	5550/34717 (16%)	5862/35903 (16.3%)	5787/34520 (16.8%)																									



- The % assessed in Welsh as First Language at the end of KS3, in comparison with other authorities, is good. However, the aim is to increase the % through influencing practices at one school which makes a substantial contribution towards the number of pupils who are not assessed in Welsh as First Language at the end of the key stage.

Percentage assessed in Welsh as First Language at the end of KS3

	2007	2008	2009	2010	2011
1	83.0	79.8	79.6	81.7	83.0
2	71.6	71.4	65.9	66.3	63.3
3	59.4	59.8	63.8	63.8	61.2
4	30.2	33.1	36.9	35.5	35.4
5	19.8	20.5	18.7	20.1	20.7
6	16.7	17.8	18.0	17.0	17.0
7	15.3	16.0	15.9	16.4	16.4
8	14.0	14.1	15.7	16.0	16.3
9	11.5	13.1	12.7	13.7	12.7
10	10.8	11.1	11.9	11.2	12.2
11	10.7	10.6	9.9	10.6	11.5
12	10.2	10.1	9.2	10.6	10.7
13	8.8	9.9	9.2	10.1	9.6
14	8.7	9.5	9.1	9.6	9.4
15	8.6	9.3	9.1	9.1	9.0
16	8.4	9.0	8.1	8.7	8.9
17	7.2	8.8	7.8	8.4	7.5
18	4.9	5.0	5.3	4.6	6.9
19	.	.	.	.	6.0
20	.	.	.	.	.
21	.	.	.	.	.

	<p>23</p> <p>Gwynedd Wales</p>																																																										
<p>Promote more effective transfer between the pre-school phase to statutory provision, between Key Stage 2 and 3 and Key Stages 3 and 4</p>	<p>○ The pupil numbers in cohort KS1 and KS2 and the number assessed in Welsh as First Language are shown below.</p> <table border="1" data-bbox="427 395 1469 523"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>KS1/FP</td> <td>1256/1279</td> <td>1193/1218</td> <td>1124/1145</td> <td>1152/1156</td> <td>1108/1126</td> <td>1182/1203</td> </tr> <tr> <td>KS2</td> <td>1264/1264</td> <td>1384/1387</td> <td>1313/1313</td> <td>1272/1277</td> <td>1264/1269</td> <td>1227/1238</td> </tr> <tr> <td>KS3</td> <td>1159/1386</td> <td>1150/1441</td> <td>1135/1426</td> <td>1054/1290</td> <td>1185/1427</td> <td>1154/1340</td> </tr> </tbody> </table> <p>*number in the cohort/number assessed</p> <p>○ The table below indicates the number of pupils who have sat a Welsh as First Language exam during the last five years and the % who achieved grade A*-C.</p> <table border="1" data-bbox="427 616 1509 839"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Number in the cohort</td> <td>1458</td> <td>1445</td> <td>1355</td> <td>1388</td> <td>1372</td> <td>1266</td> </tr> <tr> <td>Number/% sitting</td> <td>1127 (77.3%)</td> <td>1110 (76.8%)</td> <td>1107 (81.7%)</td> <td>1172 (84.4%)</td> <td>1115 (81.3%)</td> <td>1009 (79.7%)</td> </tr> <tr> <td>% achieving A*-C</td> <td>815 (72.3%)</td> <td>799 (72.0%)</td> <td>778 (70.3%)</td> <td>817 (69.7%)</td> <td>788 (70.7%)</td> <td>749 (74.2%)</td> </tr> </tbody> </table> <p>○ The % sitting an examination in Welsh as First Language has reached 80% since 2009, that is a very positive figure. The % who have achieved grade A*-C is also good. It is however envisaged that improving progression at KS3 will have a positive impact on the % who proceed to sit GCSE exam in Welsh as First Language.</p>		2007	2008	2009	2010	2011	2012	KS1/FP	1256/1279	1193/1218	1124/1145	1152/1156	1108/1126	1182/1203	KS2	1264/1264	1384/1387	1313/1313	1272/1277	1264/1269	1227/1238	KS3	1159/1386	1150/1441	1135/1426	1054/1290	1185/1427	1154/1340		2007	2008	2009	2010	2011	2012	Number in the cohort	1458	1445	1355	1388	1372	1266	Number/% sitting	1127 (77.3%)	1110 (76.8%)	1107 (81.7%)	1172 (84.4%)	1115 (81.3%)	1009 (79.7%)	% achieving A*-C	815 (72.3%)	799 (72.0%)	778 (70.3%)	817 (69.7%)	788 (70.7%)	749 (74.2%)	<p>○ Every pupil achieving level 3+ at the end of KS2 assessed in Welsh as First Language at the end of KS4. The aim is to ensure this progression.</p> <p><b>Annually</b></p> <p>○ Ensure that no pupil leaves any of the schools at 16 years of age without a recognized qualification in Welsh.</p> <p><b>Annually</b></p>	
	2007	2008	2009	2010	2011	2012																																																					
KS1/FP	1256/1279	1193/1218	1124/1145	1152/1156	1108/1126	1182/1203																																																					
KS2	1264/1264	1384/1387	1313/1313	1272/1277	1264/1269	1227/1238																																																					
KS3	1159/1386	1150/1441	1135/1426	1054/1290	1185/1427	1154/1340																																																					
	2007	2008	2009	2010	2011	2012																																																					
Number in the cohort	1458	1445	1355	1388	1372	1266																																																					
Number/% sitting	1127 (77.3%)	1110 (76.8%)	1107 (81.7%)	1172 (84.4%)	1115 (81.3%)	1009 (79.7%)																																																					
% achieving A*-C	815 (72.3%)	799 (72.0%)	778 (70.3%)	817 (69.7%)	788 (70.7%)	749 (74.2%)																																																					
<p>Facilitate a higher proportion of Welsh medium provision within bilingual schools.</p>	<p>○ Neither progression between the non-maintained pre-school sector and provision at the Foundation Phase nor between the Foundation Phase and Key Stage 2 is relevant as there is the same expectation namely develop bilingualism, prioritising setting a robust foundation for Welsh.</p> <p>○ The table below shows the progress made in the number and % of pupils who have attained level 3+ at the end of KS2 over the past 5 years.</p> <table border="1" data-bbox="427 1182 1509 1278"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Level 3+</td> <td>1156/1255 (92.1%)</td> <td>1295/1378 (94%)</td> <td>1255/1309 (95.9%)</td> <td>1208/1278 (95%)</td> <td>1202/1269 (94.7%)</td> <td>1168/1228 (95.1%)</td> </tr> </tbody> </table> <p>○ The county does not define secondary schools according to language categories as there is the same expectation as regards the Language Policy, to provide all pupils in the county with an opportunity to be confident bilingual speakers. There is one exception to this at Bangor as two secondary</p>		2007	2008	2009	2010	2011	2012	Level 3+	1156/1255 (92.1%)	1295/1378 (94%)	1255/1309 (95.9%)	1208/1278 (95%)	1202/1269 (94.7%)	1168/1228 (95.1%)	<p>○ Reinforce implementation in Bangor catchment-area.</p> <p><b>September 2013</b></p> <p>○ Every school to use the language cohorts to plan linguistically for use of Welsh as a learning medium so as to ensure continuity or improvement in language cohort at an individual pupils level.</p> <p><b>September 2013</b></p>																																											
	2007	2008	2009	2010	2011	2012																																																					
Level 3+	1156/1255 (92.1%)	1295/1378 (94%)	1255/1309 (95.9%)	1208/1278 (95%)	1202/1269 (94.7%)	1168/1228 (95.1%)																																																					

	<p>schools, Ysgol Tryfan and Ysgol Friars share the same catchment-area. There is an expectation for both schools to offer progression in Welsh as First Language at KS3 for those pupils who achieved level 3+ [level 3 or above] at the end of KS2. What varies between both schools is the cross-subject provision, all subjects are provided in Welsh at Ysgol Tryfan whilst the long-term expectation for Ysgol Friars is to ensure that aspects of the curriculum are available bilingually.</p> <ul style="list-style-type: none"> <li>○ The following table indicates the % of Y7 pupils who achieved <b>level 3+ or above</b> at KS2 who received a Welsh as First Language assessment at the end of KS3.</li> </ul> <table border="1" data-bbox="427 411 1509 571"> <thead> <tr> <th colspan="7">% of pupils achieving level 3+ or above at KS2 who received a teacher's assessment in Welsh as first language at the end of KS3</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Gwynedd</td> <td></td> <td>1066/1222 (87.2%)</td> <td>1066/1213 (87.9%)</td> <td>985/1111 (88.7%)</td> <td>1114/1239 (89.9%)</td> <td>1104/1205 (91.6%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ The % who continue with Welsh as first language and are assessed at the end of KS3 is good. This is to be commended but the statistics are not as good at one secondary school where the pupils do not follow Welsh as first Language unless they achieve level 4 or above at the end of KS2. Encouraging the school to progressively move towards this target will be one of the Strategic Plan priorities.</li> </ul>	% of pupils achieving level 3+ or above at KS2 who received a teacher's assessment in Welsh as first language at the end of KS3								2007	2008	2009	2010	2011	2012	Gwynedd		1066/1222 (87.2%)	1066/1213 (87.9%)	985/1111 (88.7%)	1114/1239 (89.9%)	1104/1205 (91.6%)	<ul style="list-style-type: none"> <li>○ Every school to use Welsh as a teaching and learning medium so as to increase the % certified in A or B language cohorts.</li> </ul> <p><b>Annually</b></p>	
% of pupils achieving level 3+ or above at KS2 who received a teacher's assessment in Welsh as first language at the end of KS3																								
	2007	2008	2009	2010	2011	2012																		
Gwynedd		1066/1222 (87.2%)	1066/1213 (87.9%)	985/1111 (88.7%)	1114/1239 (89.9%)	1104/1205 (91.6%)																		
	<ul style="list-style-type: none"> <li>○ From the perspective of progression in use of Welsh as a medium, the expectation that every school focus on using language cohorts as a basis to track language development during the phase of the current Plan will require confirmation.</li> <li>○ The secondary schools are informed of the language cohorts in which every pupil is placed, by the catchment-area Language Co-ordinator, as they transfer from the primary to the secondary school. This will assist as they decide on the most appropriate provision for them as regards language and subjects medium, and so as to ensure progression and continuity.</li> <li>○ An audit was held in 2010 to discover information about the curriculum medium and examinations in secondary schools. At that time, the situation was as follows.</li> </ul> <p>Curriculum Medium</p> <table border="1" data-bbox="427 1034 1435 1129"> <thead> <tr> <th>Welsh</th> <th>English</th> <th>Formally bilingual</th> <th>Use of both languages</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Examination medium</p> <table border="1" data-bbox="427 1161 1384 1225"> <thead> <tr> <th>Welsh</th> <th>English</th> <th>Use of both languages</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ In the teaching and learning, <b>formally bilingual</b> refers to an annual arrangement where it is ensured that the teaching, the materials, the tasks and the discussion occurs in the language appropriated for the unit, the teacher manages this situation.</li> <li>○ At the schools where <b>use of both languages</b> is mentioned, although not as structured as the above, both languages is used to reinforce the learning, and there is an emphasis on purposeful concurrent</li> </ul>	Welsh	English	Formally bilingual	Use of both languages	6	1	2	5	Welsh	English	Use of both languages	3	2	9									
Welsh	English	Formally bilingual	Use of both languages																					
6	1	2	5																					
Welsh	English	Use of both languages																						
3	2	9																						

	<p>use of language, namely deal with a resource in one language and respond to it in the other language.</p> <ul style="list-style-type: none"><li>○ It should be underlined that it is the contents, medium and the entire arrangement of curriculum presentation that is prioritized and not the exam papers medium.</li><li>○ There is a need to continue to raise awareness of the requirement so as to enhance the provision for subjects through the medium of Welsh and to use both languages in more formal situations. The work of the Catchment-area Language Co-ordinators and the Secondary schools Language Co-ordinators working group who hold regular meetings will focus on this.</li></ul>		
--	--	--	--

<b>Outcome 3: More 14-16 year old pupils study for qualifications through the medium of Welsh/bilingual.</b> <b>Outcome 4: More 16–19 year old pupils study subjects through the medium of Welsh, in schools, colleges and work-based learning.</b> <b>See Appendix 5</b>		<b>TARGET:</b> <b>Outcome 3: 2 subjects: 70%</b> <b>5 subjects: 60%</b> <b>Outcome 4: 40 % Welsh medium</b>																													
A. Aim	B. Current Performance (Questions to address)	C. Targets	D. Progress																												
<p>Increase percentage of 14-16 year old pupils who study for qualifications through the medium of Welsh.</p>	<p>o The table below shows the % of Y11 pupils studying for 2 or more qualifications through the medium of Welsh</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Gwynedd</td> <td>413/774 (53.4%)</td> <td>440/785 (56.1%)</td> <td>417/725 (57.5%)</td> <td>492/732 (67.2%)</td> <td>462/689 (67.1%)</td> <td>431/698 (61.7%)</td> </tr> </tbody> </table> <p>o The table below shows the % of Y11 pupils studying for 5 or more qualifications through the medium of Welsh</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Gwynedd</td> <td>865/1470 (58.8%)</td> <td>870/1454 (59.8%)</td> <td>870/1361 (63.9%)</td> <td>845/1395 (60.6%)</td> <td>812/1375 (59.1%)</td> <td>489/1246 (39.2%)</td> </tr> </tbody> </table>		2007	2008	2009	2010	2011	2012	Gwynedd	413/774 (53.4%)	440/785 (56.1%)	417/725 (57.5%)	492/732 (67.2%)	462/689 (67.1%)	431/698 (61.7%)		2007	2008	2009	2010	2011	2012	Gwynedd	865/1470 (58.8%)	870/1454 (59.8%)	870/1361 (63.9%)	845/1395 (60.6%)	812/1375 (59.1%)	489/1246 (39.2%)		
	2007	2008	2009	2010	2011	2012																									
Gwynedd	413/774 (53.4%)	440/785 (56.1%)	417/725 (57.5%)	492/732 (67.2%)	462/689 (67.1%)	431/698 (61.7%)																									
	2007	2008	2009	2010	2011	2012																									
Gwynedd	865/1470 (58.8%)	870/1454 (59.8%)	870/1361 (63.9%)	845/1395 (60.6%)	812/1375 (59.1%)	489/1246 (39.2%)																									
<p>Ensure that provision for 14-16 year old learners complies with the Learning and Skills Bill (Wales) 2009</p>	<p>o The table below shows the % of 16-19 pupils studying subjects through the medium of Welsh.</p> <table border="1"> <thead> <tr> <th colspan="4">% of 16-19 year old students studying subjects through the medium of Welsh at schools.</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Number 16-19</td> <td>717</td> <td>729</td> <td>748</td> </tr> <tr> <td>C= Welsh</td> <td>254 (35.4%)</td> <td>274 (37.6%)</td> <td>290 (38.8%)</td> </tr> <tr> <td>P= Bilingual</td> <td>374 (52.2%)</td> <td>368 (50.5%)</td> <td>424 (56.7%)</td> </tr> <tr> <td>R= Both languages in the same class</td> <td>275 (38.4%)</td> <td>297 (40.7%)</td> <td>248 (33.2%)</td> </tr> <tr> <td>E= English</td> <td>398 (55.5%)</td> <td>421 (57.8%)</td> <td>408 (54.5%)</td> </tr> </tbody> </table> <p><i>There are some constraints on the data. There are four codes for Welsh Medium Learning Activity, namely [C] (Welsh), [E] (English), [P] (Bilingual) and [R] (different language groups in the same class). [C] and [P] are included in the above analysis but not [R] as differences between the Welsh/English medium cannot be differentiated in the same group. Note that every subject UG/A [including BAC and SHC] are included.</i></p>	% of 16-19 year old students studying subjects through the medium of Welsh at schools.					2010	2011	2012	Number 16-19	717	729	748	C= Welsh	254 (35.4%)	274 (37.6%)	290 (38.8%)	P= Bilingual	374 (52.2%)	368 (50.5%)	424 (56.7%)	R= Both languages in the same class	275 (38.4%)	297 (40.7%)	248 (33.2%)	E= English	398 (55.5%)	421 (57.8%)	408 (54.5%)	<p><b>Annually :</b></p> <ul style="list-style-type: none"> <li>o Collaborate with the main stakeholders to ensure that the provision allows access to bilingual provision across the vocational subjects and Welsh Baccalaureate at KS4 and KS5</li> <li>o Ensure that Partnership Groups and 14-19 Network Quality Sub-group monitor language progression in the courses</li> </ul>	
% of 16-19 year old students studying subjects through the medium of Welsh at schools.																															
	2010	2011	2012																												
Number 16-19	717	729	748																												
C= Welsh	254 (35.4%)	274 (37.6%)	290 (38.8%)																												
P= Bilingual	374 (52.2%)	368 (50.5%)	424 (56.7%)																												
R= Both languages in the same class	275 (38.4%)	297 (40.7%)	248 (33.2%)																												
E= English	398 (55.5%)	421 (57.8%)	408 (54.5%)																												

	<ul style="list-style-type: none"> <li>○ All schools respond to the Learning and Skills Bill and have utilized collaborative partnerships.</li> <li>○ Across the secondary schools, 163 different qualifications are provided through the medium of Welsh/bilingually for 14,296 candidates in the current Y11. 61 of these qualifications are provided through the medium of Welsh only for 2678 candidates.</li> <li>○ Development of bilingual education is still promoted as one of the 14-19 Network strategy principal priorities and appropriate language progression is ensured as a core aspect of the remit of the Network’s implementation groups.</li> <li>○ Every course that is grant funded is expected to be bilingually available [it is a rare exception for consideration to be given to support courses that are only available in one language].</li> <li>○ The work of the regional Welsh Medium Education Forum and Ffora Wales is promoted and contributed towards. The cross-boundary collaboration has been enhanced and several local partners have had a core role in the task of providing support, advice and guidance to an establishment outside the area.</li> <li>○ An annual work programme is still provided with regard to developing bilingual inter-active e-learning resources through the work of the 14-19 Network e-teaching Centre (Y GRe). Use of these resources is promoted through a Users Group that include representatives from every school and through an annual training programme.</li> <li>○ Every school ensures that every KS4 pupil utilises the individualised Learning Pathways Plan that is available bilingually to record his learning (including the courses of study which he is entitled to study and the personal assistance available).</li> </ul>	<p>provided.</p> <ul style="list-style-type: none"> <li>○ Ensure that Learning Pathways grant funded collaborative vocational courses are available in Welsh/bilingually [including any courses provided by the Colleges]</li> </ul>																	
<p>Increase the percentage of 16-19 year old pupils who study subjects through the medium of Welsh in schools.</p>	<ul style="list-style-type: none"> <li>○ The following table shows the % of 16-19 students who study subjects through the medium of Welsh.</li> </ul> <table border="1" data-bbox="427 938 1509 1070"> <thead> <tr> <th colspan="4">% of 16-19 year old students who study subjects through the medium of Welsh in schools.</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Welsh medium</td> <td>35.4</td> <td>37.6</td> <td>38.8</td> </tr> <tr> <td>Bilingual</td> <td>52.2</td> <td>50.5</td> <td>56.7</td> </tr> </tbody> </table> <p><i>There are some constraints on the data. There are four codes for Welsh Medium Learning Activity, namely [C] (Welsh), [E] (English), [P] (Bilingual) and [R] (different language groups in the same class). [C] and [P] are included in the above analysis but not [R] as the Welsh/English medium cannot be differentiated in the same group. Note that every subject UG/A [including BAC and SHC] are included.</i></p> <ul style="list-style-type: none"> <li>○ The 14-19 Network use the 14-19 revenue grant to promote post-16 Welsh/bilingual medium provision. The 16+ Welsh-medium/bilingual medium collaborative vocational provision has been increased (in Construction and Hospitality) and thus ensure language progression for collaborative KS4 vocational provisions [except in Computer Games Creative Media].</li> <li>○ The range of very high quality bilingual inter-active learning e-resources developed through the</li> </ul>	% of 16-19 year old students who study subjects through the medium of Welsh in schools.					2010	2011	2012	Welsh medium	35.4	37.6	38.8	Bilingual	52.2	50.5	56.7	<p><b>Annually :</b></p> <ul style="list-style-type: none"> <li>○ Collaborate with the principal stakeholders to ensure that the 16+ provision provides access to bilingual provision across the subjects.</li> <li>○ Work with the key partners to increase the percentage who opt to follow their courses through the medium of Welsh/bilingually.</li> </ul>	
% of 16-19 year old students who study subjects through the medium of Welsh in schools.																			
	2010	2011	2012																
Welsh medium	35.4	37.6	38.8																
Bilingual	52.2	50.5	56.7																



	<p>work of the 14-19 Network e-teaching Centre (The GRE) are still being added to and the supporting pedagogy is promoted through 'Moodle' developments.</p> <ul style="list-style-type: none"> <li>○ The strategic planning work required with regards to the Transformation agenda requirements is led by the 16+ Learning Partnership. One of the principal working streams will be to identify the likely impact of a collaborative model for Welsh-medium/bilingual provision. Focus will also be placed on identifying the principal factors that impact the choice of 16+ learning medium.</li> <li>○ From January 2013, the 16+ Learning Partnership will identify requirements for Gwynedd and Isle of Anglesey 16-19 learning Consortium Leading Board. Phase 1 of the Learning Consortium Planning and Monitoring Cycle will consider data on language medium when preparing strategy priorities for Phase 2 (Set expectation and direction)</li> </ul> <table border="1" data-bbox="416 564 976 660"> <thead> <tr> <th>Year</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>n2+</td> <td>461</td> <td>439</td> <td>442</td> <td>506</td> </tr> <tr> <td>N</td> <td>722</td> <td>717</td> <td>729</td> <td>748</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ The following require further focus: <ul style="list-style-type: none"> <li>• Percentage of 16-19 year olds studying 2 or more subjects through the medium of Welsh /bilingually e.g. elements of qualifications/modules</li> <li>• Opinion on that percentage and whether any specific action is required in partnership with schools to maintain or increase it</li> </ul> </li> </ul>	Year	2009	2010	2011	2012	n2+	461	439	442	506	N	722	717	729	748		
Year	2009	2010	2011	2012														
n2+	461	439	442	506														
N	722	717	729	748														
<p>Work through 14-19 area networks and 14-19 Forums to maintain and improve upon Welsh medium provision.</p>	<p>See the above comments on the relationship with the 14-19 Network and the regional/national forums.</p>																	
<p>Gather and use data for 14-19 Welsh medium provision Plan for post-16 provision within partnerships.</p>	<ul style="list-style-type: none"> <li>○ The 14-19 Network through its partnership groups plans for Welsh-medium post-16 provision in accordance with agreed protocols.</li> <li>○ The 16+ Learning Partnership focuses when planning on the likely impact of a collaborative model on Welsh medium/bilingual provision and to identify the principal factors that impact the choice of 16+ learning medium.</li> <li>○ As part of the preparations towards establishing Gwynedd and Isle of Anglesey 16-19 Learning Consortium, there is a focus on creating more effective local data gathering systems that will then be able to impact influences on planning post-16 collaborative provisions.</li> <li>○ In the collaborative provision with schools on the Isle of Anglesey, the number who are able to follow courses jointly are limited to a total of 15 learners per course.</li> <li>○ Collaborative provision between schools in Arfon offer access to Welsh medium academic courses. PE (15), Sociology (13), Drama (5), Geography (6), History (18) , Psychology (27). In certain instances, this provision is implemented across the Môn/Menai area.</li> </ul>																	

	<p>○ Ensuring an appropriate language progression is a core role of the remit of the Partnership Group and the 14-19 Network Quality Sub-Group and data on the number of courses/number of learners will be discussed during the year to verify compliance and evaluate progress.</p> <p>The table indicates the number and percentage of students who study the BAC through the medium of Welsh (C), Bilingual (P), in a mixed language class (R) and English (E)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>722</td> <td>717</td> <td>729</td> <td>748</td> </tr> <tr> <td>C</td> <td>38 (5.3%)</td> <td>73 (10.2%)</td> <td>84 (11.5%)</td> <td>91 (12.2%)</td> </tr> <tr> <td>P</td> <td>154 (21.3%)</td> <td>158 (22%)</td> <td>134 (18.4%)</td> <td>205 (27.4%)</td> </tr> <tr> <td>R</td> <td>62 (8.6%)</td> <td>64 (8.9%)</td> <td>86 (11.8%)</td> <td>127 (17%)</td> </tr> <tr> <td>E</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0 (0%)</td> </tr> </tbody> </table>		2009	2010	2011	2012	N	722	717	729	748	C	38 (5.3%)	73 (10.2%)	84 (11.5%)	91 (12.2%)	P	154 (21.3%)	158 (22%)	134 (18.4%)	205 (27.4%)	R	62 (8.6%)	64 (8.9%)	86 (11.8%)	127 (17%)	E	0 (0%)	0 (0%)	0 (0%)	0 (0%)		
	2009	2010	2011	2012																													
N	722	717	729	748																													
C	38 (5.3%)	73 (10.2%)	84 (11.5%)	91 (12.2%)																													
P	154 (21.3%)	158 (22%)	134 (18.4%)	205 (27.4%)																													
R	62 (8.6%)	64 (8.9%)	86 (11.8%)	127 (17%)																													
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)																													

<b>Outcome 5: More students with advanced skills in Welsh.</b> <i>See Appendix 5</i>		<b>TARGET:</b>																															
<b>A. Aim</b>	<b>B. Current Performance (Questions to address)</b>	<b>C. Action</b>	<b>D. Progress</b>																														
<p>Improve Welsh literacy skills work.</p>	<ul style="list-style-type: none"> <li>○ ESTYN’s recent guidance ‘<b>Strategy and guidance for reviewing literacy for pupils between 3 – 18 years</b>’ ( September 2011) and the National Literacy Framework ( 2012) play a prominent role in the Authority’s plans to improve pupils literacy skills in Welsh.</li> <li>○ Schools are supported through focusing on the development of literacy in general as well as skills development in Welsh. This is achieved through promoting learning communities and professional development that will focus on relevant aspects.</li> <li>○ <b>Specific Teachers:</b> In accordance with the national plans, several experienced teachers have been identified and trained to support primary and secondary schools in areas or aspects of literacy that give cause for concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote learning communities Specifically focussing on those elements of literacy requiring most attention. <b>Annually</b></li> </ul>																															
<p>Improve provision and standards of Welsh as First Language.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6">% of Foundation Phase pupils who achieved Outcome 5+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Level 2+/Outcome 5+</td> <td>1076/1222 (88.1%)</td> <td>1046/1148 (91.1%)</td> <td>1044/1155 (90.4%)</td> <td>1023/1129 (90.6%)</td> <td>1035/1182 (87.6%)</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6">% of KS2 pupils who achieved level 4+ for teacher assessments in Welsh.</th> </tr> </thead> <tbody> <tr> <td colspan="6" style="height: 20px;"> </td> </tr> </tbody> </table>	% of Foundation Phase pupils who achieved Outcome 5+ for teacher assessments in Welsh							2008	2009	2010	2011	2012	Level 2+/Outcome 5+	1076/1222 (88.1%)	1046/1148 (91.1%)	1044/1155 (90.4%)	1023/1129 (90.6%)	1035/1182 (87.6%)	% of KS2 pupils who achieved level 4+ for teacher assessments in Welsh.													
% of Foundation Phase pupils who achieved Outcome 5+ for teacher assessments in Welsh																																	
	2008	2009	2010	2011	2012																												
Level 2+/Outcome 5+	1076/1222 (88.1%)	1046/1148 (91.1%)	1044/1155 (90.4%)	1023/1129 (90.6%)	1035/1182 (87.6%)																												
% of KS2 pupils who achieved level 4+ for teacher assessments in Welsh.																																	

	<table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>% level 4+</td> <td>909/1255 (72.4%)</td> <td>1084/1378 (78.7%)</td> <td>1076/1309 (82.2%)</td> <td>1066/1272 (83.8%)</td> <td>1046/1269 (82.4%)</td> <td>1035/1241 (83.4%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">% of KS3 pupils who achieved level 5+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>% level 5+</td> <td>890/1159 (76.8%)</td> <td>857/1150 (74.5%)</td> <td>885/1135 (78.0%)</td> <td>808/1054 (76.7%)</td> <td>984/1185 (83.0%)</td> <td>996/1154 (86.3%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="9">% of KS4 pupils achieving grades A*-C in Welsh GCSE</th> </tr> <tr> <th></th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>% A*-C</td> <td>837/1127 (74.3%)</td> <td>823/1109 (74.2%)</td> <td>798/1107 (72.1%)</td> <td>829/1117 (74.2%)</td> <td>803/1118 (71.8%)</td> <td>777/1099 (70.7%)</td> <td>808/1116 (72.4%)</td> <td>749/1009 (74.2%)</td> </tr> </tbody> </table> <p>o As mentioned above, the % achieving Welsh First Language assessment at the end of the key stages and the % who achieve the expected levels/grades are good. However, there is a need to try and improve and raise standards in Welsh and in that respect, every secondary school will be expected to use the language cohorts to plan linguistically to use Welsh as a learning medium. It is also envisaged that there will be collaboration between primary and secondary schools in ensuring mutual understanding of levels/assessments and prepare profiels for accreditation that will assist in this direction.</p>		2007	2008	2009	2010	2011	2012	% level 4+	909/1255 (72.4%)	1084/1378 (78.7%)	1076/1309 (82.2%)	1066/1272 (83.8%)	1046/1269 (82.4%)	1035/1241 (83.4%)	% of KS3 pupils who achieved level 5+ for teacher assessments in Welsh								2007	2008	2009	2010	2011	2012	% level 5+	890/1159 (76.8%)	857/1150 (74.5%)	885/1135 (78.0%)	808/1054 (76.7%)	984/1185 (83.0%)	996/1154 (86.3%)	% of KS4 pupils achieving grades A*-C in Welsh GCSE										2005	2006	2007	2008	2009	2010	2011	2012	% A*-C	837/1127 (74.3%)	823/1109 (74.2%)	798/1107 (72.1%)	829/1117 (74.2%)	803/1118 (71.8%)	777/1099 (70.7%)	808/1116 (72.4%)	749/1009 (74.2%)		
	2007	2008	2009	2010	2011	2012																																																											
% level 4+	909/1255 (72.4%)	1084/1378 (78.7%)	1076/1309 (82.2%)	1066/1272 (83.8%)	1046/1269 (82.4%)	1035/1241 (83.4%)																																																											
% of KS3 pupils who achieved level 5+ for teacher assessments in Welsh																																																																	
	2007	2008	2009	2010	2011	2012																																																											
% level 5+	890/1159 (76.8%)	857/1150 (74.5%)	885/1135 (78.0%)	808/1054 (76.7%)	984/1185 (83.0%)	996/1154 (86.3%)																																																											
% of KS4 pupils achieving grades A*-C in Welsh GCSE																																																																	
	2005	2006	2007	2008	2009	2010	2011	2012																																																									
% A*-C	837/1127 (74.3%)	823/1109 (74.2%)	798/1107 (72.1%)	829/1117 (74.2%)	803/1118 (71.8%)	777/1099 (70.7%)	808/1116 (72.4%)	749/1009 (74.2%)																																																									
Increase opportunities for learners of all age-groups to practice their Welsh outside the classroom.	<p>o The important work has commenced to promote use of Welsh in schools within a social context.</p> <p>o A working group 'Promoting Welsh in Gwynedd' has been established under the chairmanship of the Head of Education following language impact findings in some primary schools in Gwynedd. This includes representatives from primary schools, the Council, the Education Department and others. Methods to try and promote Welsh outside the classroom have been discussed.</p> <p>A Factor C conference was held in June 2011 and a Language Charter was launched for schools during the conference.</p> <p>Every school is expected to commit themselves to this work but three schools were focussed upon in the various regions during the first year of implementation. Work is now underway at every school.</p> <p>A workforce training course is held for all the teachers and assistants in the catchment-area of the 3 pilot schools ( Y Traeth, Edern, Tregarth) during the Autumn Term 2012 and Spring 2013 and then the impact of the training and the implementation will be evaluated by UCNW Bangor Education Department.</p>	<p>o Collaborate with Hunaniaith and other agencies to reinforce use of Welsh in informal situations.</p> <p><b>From September 2012</b></p>																																																															

<p>Improve Welsh as Second Language provision and standards.</p>	<p>o The following tables indicate the pupil numbers assessed in Welsh as Second Language at the end of KS2 and KS3.</p> <table border="1" data-bbox="331 256 1375 325"> <thead> <tr> <th>KS2</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>L4+</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/4</td> <td>0/3</td> </tr> </tbody> </table> <table border="1" data-bbox="331 355 1375 453"> <thead> <tr> <th>KS3</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>L5+</td> <td>72/213 (33.8%)</td> <td>160/295 (54.2%)</td> <td>187/293 (63.8%)</td> <td>136/238 (57.1%)</td> <td>139/246 (56.5%)</td> <td>127/191 (66.5%)</td> </tr> </tbody> </table> <p>o Second language pilot was not implemented in Gwynedd schools.</p> <p>o The following table indicates the % of end of KS4 pupils achieving grades A*-C in GCSE Welsh as Second Language (full course).</p> <table border="1" data-bbox="331 544 1375 639"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>A*-C</td> <td>163/208 (78.4%)</td> <td>213/268 (79.5%)</td> <td>179/215 (83.3%)</td> <td>200/255 (78.4%)</td> <td>195/237 (82.2%)</td> <td>157/193 (81.3%)</td> </tr> </tbody> </table> <p>o The number is small and % success is good.</p> <p>o Gwynedd schools do not offer the Welsh as Second Language course (short course).</p>	KS2	2007	2008	2009	2010	2011	2012	L4+	0/0	0/0	0/0	0/0	0/4	0/3	KS3	2007	2008	2009	2010	2011	2012	L5+	72/213 (33.8%)	160/295 (54.2%)	187/293 (63.8%)	136/238 (57.1%)	139/246 (56.5%)	127/191 (66.5%)		2007	2008	2009	2010	2011	2012	A*-C	163/208 (78.4%)	213/268 (79.5%)	179/215 (83.3%)	200/255 (78.4%)	195/237 (82.2%)	157/193 (81.3%)		
KS2	2007	2008	2009	2010	2011	2012																																							
L4+	0/0	0/0	0/0	0/0	0/4	0/3																																							
KS3	2007	2008	2009	2010	2011	2012																																							
L5+	72/213 (33.8%)	160/295 (54.2%)	187/293 (63.8%)	136/238 (57.1%)	139/246 (56.5%)	127/191 (66.5%)																																							
	2007	2008	2009	2010	2011	2012																																							
A*-C	163/208 (78.4%)	213/268 (79.5%)	179/215 (83.3%)	200/255 (78.4%)	195/237 (82.2%)	157/193 (81.3%)																																							
<p>Increase opportunities for learners from every age-group to practice their Welsh outside the classroom.</p>	<p>o See the above comment as regards promoting social use of Welsh.</p> <p>o Through offering a subsidy to primary schools in the areas where further developments through the Welsh grant are annually required, extra-curricular activities are offered where pupils use Welsh in informal situations e.g. art, gardening, cokerly clubs etc. Very encouraging evaluations were received.</p>																																												
<p>Increase registrations of A Level Welsh and Welsh as Second Language as a percentage of Welsh and Welsh as Second Language registrations.</p>	<p>o The table below shows the number of Welsh GCSE and Welsh as Second Language candidates who go on to study Higher Levels.</p> <table border="1" data-bbox="658 1015 1223 1169"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>First Language</td> <td>67/259 (25.9%)</td> <td>63/269 (23.4%)</td> <td>52/279 (18.6%)</td> <td>41/265 (15.5%)</td> </tr> <tr> <td>Second Language</td> <td>2/39 (5.1%)</td> <td>6/46 (13%)</td> <td>1/58 (1.7%)</td> <td>3/60 (5%)</td> </tr> </tbody> </table> <p>o Continue to collaborate with Welsh departments to try and encourage pupils to continue with Welsh up to higher level after passing GCSE. Try and emphasise the advantages of Welsh as an Higher Level subject and as a subject for further study, as well as try and make the subject appealing and relevant to pupils – through various learning and teaching methods and effective use of relevant resources.</p>		2009	2010	2011	2012	First Language	67/259 (25.9%)	63/269 (23.4%)	52/279 (18.6%)	41/265 (15.5%)	Second Language	2/39 (5.1%)	6/46 (13%)	1/58 (1.7%)	3/60 (5%)	<p>Contact M-D college</p>																												
	2009	2010	2011	2012																																									
First Language	67/259 (25.9%)	63/269 (23.4%)	52/279 (18.6%)	41/265 (15.5%)																																									
Second Language	2/39 (5.1%)	6/46 (13%)	1/58 (1.7%)	3/60 (5%)																																									

<b>Outcome 6: Welsh medium Additional Learning Needs Provision</b>		<b>TARGET: 100%</b>	
<b>A. Aim</b>	<b>B. Current Performance (Questions to address)</b>	<b>C. Action</b>	<b>D. Progress</b>
Improve Welsh Medium Additional Learning Needs (ALN) provision.	<ul style="list-style-type: none"> <li>○ The County's SEN services are principally provided through the SEN Joint-Committee [SENJC], that is a joint arrangement with Isle of Anglesey County Council. SENJC staff include specialist teachers, educational psychologists, statements co-ordinator and administrative/clerical staff. Consequently, pupils and their parents have access to a wholly bilingual service and the entire process of preparing an SEN Statement, including documentation, is offered to parents/guardians in Welsh or in English.</li> <li>○ There is full compliance with Wales SEN Code of Practice. There is equality of language provision in every service and parents chosen language in every service is identified at an early stage in the process of dealing with an SEN child. Assessments are held in the parents preferred language and steps are taken to ensure that everybody involved in the process are notified of the child's language needs. The needs are also complied with with regard to provision of individualized education plans bilingually and all correspondence and written material is provided either bilingually or in Welsh. Welsh medium or bilingual resources are provided for pupils.</li> <li>○ Welsh medium and bilingual provision is available for the entire range and diversity of SEN. A bilingual education psychology service is provided for Special and mainstream Schools. A difficulty that arises is ensuring an adequate supply of bilingual educational psychologists.</li> <li>○ Learning support assistants are expected to be bilingual. Most of the training that is provided for them is also bilingual.</li> <li>○ The Authority has a service level agreement with SNAP. At liaison meetings held with them, it is ensured that they are aware of the requirements on them as regards the Welsh language.</li> </ul>	<ul style="list-style-type: none"> <li>○ All pupils with additional learning needs have access to welsh medium services.</li> </ul> <p><b>Annually</b></p>	

<b>Outcome 7: Workforce planning and continuing professional development</b>		<b>TARGET:</b>	
<b>A. Aim</b>	<b>B. Current performance (Questions to address)</b>	<b>C. Targets</b>	<b>D. Progress</b>
Provide an adequate supply of practitioners for Welsh medium education.	<ul style="list-style-type: none"> <li>○ Despite the lack of an available specific figure, the Education Department is not aware of any <ul style="list-style-type: none"> <li>- primary school posts where the ability to teach through the medium of Welsh is required.</li> <li>- secondary school posts where the ability to teach through the medium of Welsh is required.</li> <li>- secondary school posts to teach Welsh as a Second Language.</li> <li>- Classroom assistants/teaching posts to work through the medium of Welsh.</li> </ul> that were vacant at the beginning of September 2012. </li> <li>○ Quality bilingual training arrangements through an INSET programme are available for the LEA's staff and the services provided are wholly bilingual.</li> </ul>		

	<ul style="list-style-type: none"> <li>○ When advertising posts, the Authority state that post holders should be able to communicate through the medium of Welsh and English to an appropriate level.</li> <li>○ Staff are encouraged to develop their language skills and are released, if required, to learn or polish up on skills. The Council provide staff training at several levels.</li> <li>○ Education Department Officers provide managerial and personnel advice and support for school governing bodies. A Governors training programme focuses on staffing matters as well as governors general role and responsibilities.</li> </ul>		
<p>Improve practitioners language skills. Improve practitioners methodology skills</p>	<ul style="list-style-type: none"> <li>○ Currently, language training is available for all the teachers/assistants as part of the provision for schools, and the choice of more intensive language courses (5 days HADA) is also offered annually. It is envisaged that in future this will occur in the form of Professional Learning Communities.</li> <li>○ Teachers in schools in the areas where further development is required are targeted through supporting professional learning communities to promote the development of Welsh, focusing on developing teaching/methodology skills, and also focus on aspects of subjects across the curriculum.</li> <li>○ Every effort is also made to encourage more teachers and classroom assistants to utilize opportunities available to polish up on communication skills in Welsh e.g. Sabbatical Scheme : Canolfan Bedwyr and Bangor University Adults Education Centre.</li> <li>○ Work has commenced to establish a comprehensive training programme for the entire primary workforce to assist schools to implement Language Charter requirements. .</li> </ul>		
<p>Integrate Welsh medium considerations in all aspects of the Schools Effectiveness Framework</p>	<ul style="list-style-type: none"> <li>○ Professional Learning Communities are active at the schools and promote use of Welsh.</li> <li>○ The System Leaders and Senior Leaders who will be active in Gwynedd will be expected to discharge their duties bilingually.</li> </ul>		

### **Promote use of Welsh more broadly**

The purpose of this Appendix is to present some proposals to respond to one of the Council's principal priorities, namely promoting the Welsh language. Gwynedd's Language Strategy recognises the influence of education as well as informal opportunities provided for children and young people to use Welsh as a social medium so as to develop confidence in use of Welsh and nurture positive aspects towards the language beyond formal education situations.

The following proposals are presented and it is intended to hold further discussions on them with Hunaniaith and schools in the county with the objective of developing and implementing plans to positively impact aspects and use of Welsh amongst children and young people during the implementation phase of this Education Plan.

#### General

A handout promoting the benefits of Welsh medium/bilingual education.

Draw up a Language Charter for every school in Gwynedd.

#### Foundation Phase

Develop and implement a plan to reward use of Welsh as part of the wider agenda to promote positive behaviour.

Collaborate with the Welsh for Adults Centres to promote Fun for the Family/Welsh for the Family courses that target parents of Foundation Phase children.

#### Primary

Designate responsibility to every School Council to promote use of Welsh.

Establish Champions of Language or a similar scheme to the playground 'buddy'.

Develop a programme of Welsh and Welsh culture guest speakers to visit primary school pupils to boost status, pride in Welsh and the Welsh identity amongst children and young people.

#### Secondary

Designate responsibility to every School Council to promote use of Welsh.

Establish Champions of Language.

Develop a programme of Welsh and Welsh culture guest speakers to visit secondary school pupils so as to boost status, pride in Welsh and the Welsh identity amongst children and young people.

#### Workforce

Language Awareness

Training to improve schools support staff language skills.

Conduct training for the workforce to ensure their grasp of the benefits of acquiring language and appropriate and sensitive methods to promote use of Welsh amongst children and young people.

#### Governors

Encourage Governors to designate a member to be responsible for promoting use of Welsh at the school.

### **Section 3: Commentary and further notes**

## **Appendix 2: Welsh in Education Grant, Developing the Workforce and Continuing Professional Development**

The grant application for Welsh will support and reflect the Authority's vision for Welsh education in Gwynedd and the provision described in this Plan. This is based on the aims and outcomes of the Welsh Medium Education Strategy.

Expenditure priorities for 2012-13 are based on promoting and supporting the following principal strategies :

- Welsh In Education Strategic Plan
- Raise literacy standards in Welsh
- Reduce impact of poverty on educational attainment

With regard to raising standards of literacy and reducing the impact of poverty, the activities set through the grant will add value to that which is funded through the Schools Effectiveness Grant.

The authority will work jointly with the North Wales Consortium to develop regional and sub-regional partnerships. This strategy will be further developed by 2013-14. A mission statement with regard to the collaboration has already been sent for the attention of WG.

During 2012-13, it is intended to support the priorities listed below through the medium of the Welsh Grant [awaiting final confirmation].

### **Outcome 1: More seven year olds taught through the medium of Welsh**

Continue to provide specific provision to develop Welsh in Anglicized areas (including Bangor catchment-area) working jointly with establishments on the Isle of Anglesey :

- Present a day's training on methodology of presenting language/subjects through the medium of Welsh to primary school teachers in Anglicized areas.
- Support up to 15 schools to develop a more enriching provision of extra-curricular activities through the medium of Welsh.
- Establish a Professional Learning Community to collaborate and jointly develop resources to effectively introduce Welsh in Anglicized areas.

### **Outcome 2: More pupils continue to improve their language skills after transferring from primary to secondary school**

Provide guidance, training and support for secondary school teachers to improve levels of learners achievement in Welsh and Welsh as Second Language. It is intended to meet the demand through:

- Presenting 2 days training for CIG and CAI
- Promoting Professional Learning Communities that will focus on improving teaching, learning and assessment in Welsh and Welsh as Second Language lessons

Provide guidance, training and support for secondary school teachers to improve quality of Welsh-medium, bilingual provision across the curriculum at KS3. It is intended to meet the requirement through:

- presenting 2 days training for every teacher and secondary school assistant
- promoting Professional Learning Communities that will focus on improving the teaching and learning through the medium of Welsh/bilingual [including the work of the sub-regional Good Practice Group]
- part-time secondment to ensure appropriate support and guidance to promote the PLC's work.

### **Outcome 3: More 14-16 year old pupils study for qualifications through the medium of Welsh**

Provide guidance, training and support for secondary school teachers to improve quality of Welsh-medium/bilingual provision across the curriculum at KS4. It is intended to meet the requirement through:

- presenting 2 days training
- promoting Professional Learning Communities that will focus on improving Welsh-medium/bilingual teaching and learning [including the work of the sub-regional Good Practice Group]

### **Outcome 4: More post-16 pupils study subjects through the medium of Welsh**

Run a pilot project with a limited number of secondary schools [awaiting confirmation] to increase number of students 16+ who follow STEM subjects through the medium of Welsh. Advisory guidance and support is provided so as to promote a number of strategies and procedures to develop Welsh within the subject.

- Identify elements/aspects that have relevance to the subject that should be focussed upon (Verbal/Reading/Writing) eg language patterns; presentation methods; up-skill staff's language skills;



use of different texts; develop extended writing opportunities and skills; promote verbal work; assess/mark language

- Define the language guidance required to develop the above-mentioned aspects
- Provide guidance and trial a model unit with the Department
- Evaluate implementation/progress over a period and the impact on standards

**Outcome 5: More pupils of every age-group possess improved skills in Welsh**

Continue to run 4 Primary Language Centres : Maesincla, Llanybi, Penrhyndeudraeth and Dolgellau

Continue to run the Secondary Language Centre on the Ysgol Eifionydd site

Continue to promote and support the Catchment-area's Language Co-ordinators work

Provide guidance, training and support for primary school teachers to improve levels of learners achievement in Welsh as a subject and to improve quality of Welsh medium curricular provision. It is intended to meet the requirement through :

- presenting 12 days cluster training specifically on improving learners levels of achievement in Welsh as a subject
- presenting 57 days of cluster training to improve quality of Welsh medium curricular provision (mathematics, science, ITC, DaT, Humanities, music, art, PE and PSE)
- promoting Professional Learning Communities focussing on improving teaching, learning and assessment in Welsh and Welsh as Second Language lessons
- part-time secondment to ensure support and appropriate guidance to promote the PLC's work

*\*\* Any secondments through the grant will be jointly funded at a sub-regional level [Gwynedd/Isle of Anglesey] and training sessions and support materials will be jointly developed.*

*\*\* Tryfan Immersion Project additional to the above*

**Appendix 3: Number and percentage of pupils who attend funded non-maintained Welsh-medium placements that provide the foundation phase that transfers to Welsh-medium and bilingual schools (specify if information is not available)**

Name of funded non-maintained Welsh medium placement (Cylch Meithrin)	Number of available places	Number of children who attend ( the number of children funded i.e. four children funded Term 1 and four during the second term these could be the same children)	Percentage of pupils transferring to Welsh and bilingual schools
Cylch Meithrin Abererch	8	8	100%
Cylch Meithrin Beddgelert	2	2	100%
Cylch Meithrin Bethel	5	13	100%
Cylch Meithrin Blaenau Ffestiniog	13	20	100%
Cylch Meithrin Bontnewydd	14	17	100%
Cylch Meithrin Brynaerau	8	12	100%
Cylch Meithrin Bryn croes	4	9	100%
Cylch Meithrin Bryn crug	2	5	100%
Cylch Meithrin Caban Cegin	9	21	100%
Cylch Meithrin Caernarfon-Gelli	8	18	100%
Cylch Meithrin Carmel	4	5	100%
Cylch Meithrin Cefnfaes Bethesda	15	22	100%
Cylch Meithrin Chwilog	2	8	100%
Cylch Meithrin Coed Mawr	2	7	100%
Cylch Meithrin Corris	3	7	100%
Cylch Meithrin Criccieth	6	9	100%
Cylch Meithrin Deiniolen	9	13	100%
Cylch Meithrin Dinas	3	5	100%
Cylch Meithrin Dolgellau	12	19	100%
Cylch Meithrin Dolybont	1	1	100%
Cylch Meithrin Ffestiniog	5	7	100%
Cylch Meithrin Garndolbenmaen	5	7	100%
Cylch Meithrin Gellilydan	0	2	100%
Cylch Meithrin Gerlan	11	13	100%
Cylch Meithrin Harlech	4	6	100%
Cylch Meithrin Hiracl	1	9	100%
Cylch Meithrin Llanbedr	12	17	100%
Cylch Meithrin Llanbedrog	6	8	100%
Cylch Meithrin Llanberis	14	19	100%
Cylch Meithrin Llanengan	3	3	100%
Cylch Meithrin Llanllechid	5	13	100%
Cylch Meithrin Llanllyfni	1	4	100%
Cylch Meithrin Llanrug	6	14	100%
Cylch Meithrin Llanuwchllyn	11	32	100%
Cylch Meithrin Llanystumdwy	5	8	100%
Cylch Meithrin Maesincla	35	50	100%
Cylch Meithrin Maesywaen	16	37	100%
Cylch Meithrin Morfa Nefyn	7	12	100%

Item 7 - Appendix 1

Cylch Meithrin Mynydd Llandygai	9	13	100%
Cylch Meithrin Nefyn	10	16	100%
Cylch Meithrin Penrhosgarnedd	14	18	100%
Cylch Meithrin Penrhyndeudraeth	8	15	100%
Cylch Meithrin Pentreuchaf	8	10	100%
Cylch Meithrin Penygroes	12	21	100%
Cylch Meithrin Porthmadog	17	28	100%
Cylch Meithrin Pwllheli	14	21	100%
Cylch Meithrin Rhostryfan	6	11	100%
Cylch Meithrin Sarnau A Llandderfel	16	28	100%
Cylch Meithrin Seiont A Pheblig	20	33	100%
Cylch Meithrin Talsarnau	3	6	100%
Cylch Meithrin Talybont	9	14	100%
Cylch Meithrin Talysarn	4	8	100%
Cylch Meithrin Trawsfynydd	4	5	100%
Cylch Meithrin Tregarth	11	16	100%
Cylch Meithrin Tremadog	8	11	100%
Cylch Meithrin Twthill	10	12	100%
Cylch Meithrin Tywyn	20	45	100%
Cylch Meithrin Waunfawr	8	10	100%
Cylch Meithrin Y Bala 1+ 2	23	83	100%
Cylch Meithrin Y Bermo	10	27	100%
Cylch Meithrin Y Felinheli	11	15	100%
Cylch Meithrin Y Ffor	9	13	100%
Cylch Meithrin Y Garnedd	12	24	100%
Cylch Meithrin Y Groeslon	8	16	100%
Cylch Meithrin Y Gromlech	9	27	100%
Cylch Meithrin Yr Eifl	0	1	100%
Margaret Barnard Playgroup	31	97	100%
Penrallt Playgroup	6	8	100%
Meithrinfa Menai	46		100%
Tir Na Nog	50		100%
Fairways Nursery	50		100%
Meithrinfa Seren Fach	34		100%
Pitian Patian	62		100%

**Appendix 4: Number and percentage of pupils attending Welsh-medium and bilingual primary schools transferring to Welsh medium secondary schools**

As noted in the plan, every pupil transfer to bilingual secondary schools.

**Appendix 5: Achievement and performance in Welsh as Second Language  
(This information should be provided at LEA level)**

**Year: 2012**

**Key Stage 2**

	Pupil Numbers	Percentage of pupils	Percentage achieving Level 4
Teacher assessments in Welsh as Second Language at the end of Key Stage 2	1238	3/1238 (0.24%)	0%

**Key Stage 3**

	Pupil numbers	Percentage of pupils	Percentage achieving Level 5
Year 9 Pupil receiving teacher assessment in Welsh as Second Language	1340	191/1340 (14.3%)	127/191 (66.5%)

## Appendix 6

### LANGUAGE POLICY IMPLEMENTATION GUIDELINES

*The purpose of this document is to present a summary of the expectations placed on headteachers and their schools as regards implementing the Language Policy.*

Every Headteacher, in consultation with his/her staff and Governing Body, is expected to hold a regular review of the school's Language Policy.

It is the Headteacher's responsibility to ensure the success of the Language Policy at his/her school; the Headteacher is expected to provide firm guidance so as to establish a detailed understanding of the policy objective and to ensure that the efforts of the classroom teachers are reinforced through ensuring that there is an appropriate Welsh language and Welsh ethos at the school.

The Language Policy defines pupils language development in Welsh and English as they work towards achieving the objective of bilingualism.

COHORT	Definition of the type of pupil according to language ability.
A	Pupils with age-related parallel proficiency in Welsh and English.
B	Pupils with appropriate proficiency in Welsh but who need to strengthen their English-medium language skills.
C1	Pupils with appropriate proficiency in English but who need to strengthen certain aspects of their Welsh-medium language skills.
C2	Pupils with appropriate proficiency in English but who lack the appropriate Welsh-medium age-related skills.
CH	Pupils who lack appropriate age-related skills in either language.

Every school is expected to plan carefully to develop every pupil's bilingualism through purposeful language planning.

#### OVERALL AIMS

The objective of the Language Policy is to ensure that all pupils in the county possess appropriate language skills in Welsh and English. This expectation also applies to each of the schools.

It is imperative that there is appropriate provision to enable every pupil to develop to become bilingually proficient. Within that context, there is a need to continue to nurture the skills of those pupils who are Welsh and who speak Welsh and introduce Welsh to learners.

Every educational establishment in the county is expected to reflect and reinforce the Language Policy in their administration, their social life and pastoral arrangements as well as in their curricular provision.

Although the Policy's overall objective is to achieve bilingualism, the bias is towards Welsh. This is particularly the case in the early years so as to set robust foundations for further development. At the other Key Stages, a firm strategy is required in order to develop the pupil's grasp of Welsh.

#### SPECIFIC AIMS

##### PRIMARY SCHOOLS

During the Early Years, firm foundations need to be established in Welsh so as to ensure that pupils in the Anglicized areas have an opportunity to learn Welsh as soon as possible. In that regard, there is a need to implement the contents of the documents 'Establishing the Foundations of Bilingualism in the Early Years' and 'Planning Language Development in the Anglicized areas'.

At KS1, the foundations laid in the nursery and reception phase should be built upon through continuing to develop pupils grasp of Welsh, and commence the process of developing their skills in English. In practice, this implies that most of the schools will start presenting English formally in the final term at the end of KS1. Welsh will be the official language of assessment at the school at the end of the key stage.

At KS2, pupils grasp of Welsh should continue to be developed, focussing on developing their skills in both languages. Pupils progress in Welsh and English is assessed at the end of the key stage.

Every school should establish a procedure to track and measure the pupils language development in accordance with the Language Cohorts with the objective of ensuring that all move towards Cohort A.

In addition, schools are expected to ensure that pupils who learn Welsh at KS2, do so as soon as possible, either through attending a Language Centre, or through intensive provision at the school, so as to enable them to follow the curriculum through the medium of Welsh/bilingually.

## **SECONDARY SCHOOLS**

There is the same expectation of every secondary school.

Every pupil who achieves level 3+ at the end of KS2 is expected to follow Welsh as First Language so as to ensure appropriate progression and continuity. There is also a need to ensure that every pupil studies Welsh as a subject up to the end of Y11, and is assessed in Welsh at the end of KS3 and sits appropriate external examinations at the end of KS4.

It is imperative that the foundations laid in the primary sector are built upon through ensuring that every pupil continues to develop Welsh and English-medium skills through using both languages as a learning medium to various extents. In that regard, there is a need to use the information communicated about every pupil's language cohorts by the Catchment-area Language Co-ordinators for purposeful language planning. In practice, this will involve taking the following course of action.

With regard to A and B cohort pupils, the vast proportion of their curriculum will be through the medium of Welsh. In practice, at least 70% of their curricular experiences will be through the medium of Welsh.

As regards learners who need to develop and reinforce their skills in Welsh [ C1 cohort], the curriculum is planned in a manner that will allow them to practice and develop Welsh cross-curricularly. In practice, at least 50% of their curricular experiences will be through the medium of Welsh.

As regards the minority of pupils who possess appropriate skills in English, but who lack the appropriate skills in Welsh [cohort C2], an emphasis is placed on planning cross-curricular opportunities to develop their verbal skills cross-curricularly in Welsh. In such instances, at least 30% of their curricular experiences will be in Welsh.

Every school should establish a system to track and measure pupils language development in accordance with the Language Cohorts with the objective of ensuring that all of them move towards Cohort A.

In addition, schools are expected to ensure that pupils who are Welsh learners in the early years of KS3, learn the language as soon as possible, either by attending the Language Centre or through intensive provision at the school, so as to enable them to follow element of the curriculum through the medium of Welsh/bilingually.

<b>MEETING:</b>	<b>LANGUAGE COMMITTEE</b>
<b>DATE:</b>	<b>JANUARY 17 2013</b>
<b>TITLE:</b>	<b>LANGUAGE COMPLAINTS</b>
<b>AUTHOR:</b>	<b>EQUALITY AND LANGUAGE OFFICER</b>
<b>PURPOSE OF REPORT:</b>	<b>PRESENT LATEST COMPLAINTS TO THE COMMITTEE</b>

## 1. COMPLAINTS AGAINST THE COUNCIL

<b>DATE</b>	<b>COMPLAINT</b>	<b>RESPONSE</b>
<b>September 2012</b>	Complaint about an English-only Design and Access Statement for a planning application from the Highways and Municipal Department to Snowdonia National Park	Department confirming that they have sent directions that all such materials are to be produced bilingually, be that an internal application or the work of consultants on behalf of the Department
<b>October 2012</b>	Complaint that Leisure Centres give out English-only swimming certificates. N.B. the Amateur Swimming Association (ASA) is responsible for the certificates, not the Council. The Department has been pressing for bilingual certificates for some time, but to no avail until now	The Department have now received confirmation from the ASA that bilingual certificates will be available from Easter 2013
<b>October 2012</b>	Complaint about English-only Criminal Record Bureau form being sent out	The mistake probably occurred because the forms were about to be changed, and there weren't enough Welsh copies. This has been rectified, and there are sufficient Welsh copies
<b>November 2012</b>	Complaint about the use of "Caernarvon" on a road sign by the A55	Mistake has been rectified
<b>November 2012</b>	Complaint that a new parking machine does not offer electronic instructions through the medium of Welsh	The Service noting that the machines allow a change and choice of language



DATE	COMPLAINT	RESPONSE
November 2012	Complaint about English names appearing on planning maps	Maps produced through GIS system, but an appropriate Welsh language layer will shortly be available

## 2. COMPLAINTS AGAINST OTHER ORGANISATIONS

DATE	COMPLAINT	RESPONSE/ UPDATE
October 2012	2 complaints by members of the public regarding incorrect Welsh signage outside the B&M shop in Bangor	Pass the complaint to the Welsh Language Commissioner
October 2012	Complaint/ enquiry regarding Cartrefi Cymunedol Gwynedd's recruitment and interviewing arrangements	Confirm CCG's Language Scheme requirements: Enquiry not taken further as it was based on another person's reporting
November 2012	Complaint about Beddgelert Community Council's ( Welsh-only) language provision	Explain that Community Councils are independent of the Council, and direct the individual to the Welsh Language Commissioner for further information

## 3. UPDATE

### a) Padarn Buses

The company's Manager was not available for meeting at time of publication.

### b) Message filtering system

IT Unit have found a way of presenting the messages bilingually and this will be put into action as soon as possible.

### c) Markets and the use of the Welsh language

Pwllheli, Caernarfon and Porthmadog markets are managed by the Council under contract. It would appear that there is no reference to the Welsh language in the current conditions (which were drawn up some time ago). The Public Protection Unit has agreed to look at imposing conditions where the Council contributes to any advertising costs.