



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

LANGUAGE COMMITTEE

Date and Time

10.30 am, THURSDAY, 22ND OCTOBER, 2015

Location

Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd. LL55 1SH

Contact Point

Eirian Roberts

01286 679018

maireirianroberts@gwynedd.gov.uk

(DISTRIBUTED 15/10/15)

LANGUAGE COMMITTEE

MEMBERSHIP (15)

Plaid Cymru (8)

Councillors

Craig ab Iago
Alan Jones Evans
Sian Gwenllian
R. Hefin Williams

Elwyn Edwards
Gweno Glyn
Charles Wyn Jones
John Wyn Williams

Independent (4)

Councillors

Thomas G. Ellis
Eirwyn Williams

Eric M. Jones
Elfed Williams

Llais Gwynedd (2)

Councillors

Alwyn Gruffydd

[Vacant Seat]

Labour (1)

Councillor Sion W. Jones

Aelodau Ex-officio / Ex-officio Members

Chairman and Vice-Chairman of the Council

Other Invited Member

Councillor Dyfrig Siencyn – Cabinet Member – The Welsh Language

A G E N D A

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

1 - 7

The Chairman shall propose that the minutes of the previous meeting of this committee held on the undermentioned dates be signed as a true records:-

- a) 18 June, 2015 (attached)
- b) 8 July, 2015 (special meeting) (attached)

5. LANGUAGE INVESTIGATION REPORT - THE USE OF THE WELSH LANGUAGE AT MEETINGS 8 - 37

- (a) To submit the report of the Investigation (*attached*).
- (b) To consider a field for the next language investigation.

6. REPORT OF THE CABINET MEMBER - THE WELSH LANGUAGE

To submit the verbal report of the Cabinet Member – The Welsh Language.

7. UPDATE ON THE WELSH LANGUAGE STANDARDS

38 - 70

To submit the report of the Language Development Officer (*attached*).

8. LANGUAGE COMMISSIONER'S RESPONSE TO THE ANNUAL REPORT ON THE LANGUAGE SCHEME 71 - 75

To submit the report of the Language Development Officer (*attached*).

9. SCRUTINY INVESTIGATION REPORT - WELSH-MEDIUM EDUCATION 76 - 254

To submit the final report of the Investigation (*attached*).

10. LANGUAGE COMPLAINTS

255

To submit the report of the Language Development Officer (*attached*).

LANGUAGE COMMITTEE, 18.06.15

Present: Councillor Gweno Glyn (Chair);
Councillor Eirwyn Williams (Vice-chair).

Councillors: Craig ab Iago, Tom Ellis, Alan Jones Evans, Charles Wyn Jones, Eric Merfyn Jones and Hefin Williams.

Also in attendance: Councillor Ioan Thomas (Cabinet Member for the Welsh Language).

Officers: Iwan Evans (Monitoring Officer), Arwel Ellis Jones (Senior Manager – Democracy and Delivery), Debbie Williams Jones (Democratic (and Language) Service Manager), Gwenllian Williams (Gwynedd Welsh Language Development Officer (Workforce)), and Eirian Roberts (Member Support and Scrutiny Officer).

Apologies: Councillors Elwyn Edwards, Alwyn Gruffydd, Siân Gwenllian and Elfed Williams.

1. ELECTION OF CHAIR

RESOLVED to elect Councillor Gweno Glyn as Chair of this committee for 2015/16.

2. ELECTION OF VICE-CHAIR

RESOLVED to elect Councillor Eirwyn Williams as vice-chair of this committee for 2015/16.

3. DECLARATION OF PERSONAL INTEREST

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

4. URGENT ITEM

The Chair referred to a matter raised by a member of this committee at the previous meeting of the Planning Committee, namely that language impact assessments should be distributed with the agendas of the Planning Committee.

The Senior Manager – Democracy and Delivery explained the background to this and he noted:-

- The Chairman of the Planning Committee had explained that the issue of which papers would be included or not was not a matter for the committee and it was agreed that it would be possible to discuss the distribution process at the appropriate scrutiny committee meeting or the Language Committee.
- The Communities Scrutiny Committee was about to commence a scrutiny investigation on the planning procedure and this matter would be addressed at the Preparatory Meeting of the committee in July.
- Should the matter not be addressed by the Communities Scrutiny Committee, then it could be addressed by this committee.

RESOLVED to note the matter and to request that the Communities Scrutiny Committee informs this committee if it intends to address this matter or not.

5. MINUTES

The Chairman signed the minutes of the previous meeting of this committee, held on 23 April, 2015, as a true record.

6. REPORT OF THE CABINET MEMBER FOR THE WELSH LANGUAGE

Submitted – the verbal report of the Cabinet Member for the Welsh Language, providing details on the recent developments in the field, including the input of the departments to the Strategic Plan, discussions of the Local Services Board, the success of the Language Charter, commencing the process of consultation with organisations on the Compliance Notice on Welsh Language Standards and the success of the application for capital funding for the Bangor Language Centre.

RESOLVED to note the content of the report.

7. STANDARDS OF THE WELSH LANGUAGE – CONSULTATION ON THE COMPLICANE NOTICE

Submitted – the report of the Democratic (and Language) Service Manager, requesting members to discuss and agree on a way to secure the input of the Language Committee on the consultation on Language Standards – Compliance Notice.

RESOLVED to call a special meeting of this committee to discuss the matter on a date that is convenient to the Cabinet Member for the Welsh Language.

8. ANNUAL REPORT ON THE LANGUAGE SCHEME FOR 2014/15

Submitted – the report of the Democratic (and Language) Service Manager, requesting members to accept and approve the Annual Report on the Language Scheme 2014/15 which was to be sent to the Welsh Language Commissioner by 30 June 2015.

An amended table was distributed, providing details of the Regulatory Department staff's language skills.

During the ensuing discussion it was noted:-

- On the whole, the language skill levels of the staff were very heartening but care had to be taken that the cuts did not lead to deterioration in these figures.
- The cause of the greatest concern in terms of language compliance were the third party agreements in the field of Social Services and it was suggested that it would be valuable to receive a report later on in the year from the Task Group that had been established in response to the requirements of 'More Than Just Words'.
- The number of non-Welsh speaking traffic wardens in the Transportation and Street Care Unit was high. It was emphasised that there was a need to encourage managers to influence their staff to take advantage of the training available and that it was important that non-Welsh speaking staff received every support to achieve the necessary standard. It was suggested that the Learning and Development Team could be requested to provide a presentation to the next Language Committee on issues such as how they identified people who needed training, how much pressure could be placed on them, how they developed staff etc.

- There was a need to return to the departments to ask for clarity regarding some of the figures and also to look behind the data that had been submitted to ascertain whether a work programme for the committee could be formulated from it.

RESOLVED

- (a) To accept and approve the Annual Report to be sent to the Welsh Language Commissioner by 30 April, 2015.**
- (b) To request a report for this committee later on in the year from the Task Group that was established in response to the requirements of 'More Than Just Words'.**
- (c) To request the Learning and Development Team to provide a presentation at the next meeting on the process of developing non-Welsh speaking staff.**

9. RESEARCH WORK BY TRYWYDD INTO THE INFORMAL USE OF THE WELSH LANGUAGE IN THE COUNTY'S SECONDARY SCHOOLS

Submitted – the Trywydd Executive Summary and the Democratic (and Language) Services Manager provided a presentation on the findings of the research work.

She elaborated upon the requirements of the brief, size of the sample/the methodology and the main findings and she provided details on the individual fields per theme and recommendation, namely:-

- Defining the linguistic nature of the schools
- The way in which schools promote and facilitate the use of the Welsh language
- Language use and the Curriculum
- Pupils' use of the language outside the classroom
- The factors which influence the children's language use
- Attitudes towards the Welsh language
- The Welsh language outside the school

An overview of the findings of the research was provided along with the recommendations responding to those findings and outlining what the Council would be undertaking over the next year in response to the recommendation in terms of:-

- Language Practices Project
- *Hunaniaith* Project
- Strategic Plan 2015/16

During the ensuing discussion it was noted:-

- The good work achieved in the primary schools disappeared as the children moved up to the secondary sector even in the strongholds of the Welsh language.
- It was important that the Council provided guidance in this respect and it would be desirable to see the response of the Education Department to the Trywydd report.
- There was a need for children and young people to see that bilingualism offered better opportunities to them and this needed to be driven by the county and the Education Department.
- The members should not be satisfied that everything was in place.
- Ideally, children should attend the language centres prior to commencing their time in the local schools so that they were not labelled from the beginning as not being Welsh speakers. However, it acknowledged that this was not always possible as the programme of the centres were run on a per term basis.

- It was important that after-school sports coaches used the Welsh language and it would worthwhile looking into the idea of nominating a Welsh Language Coaching Champion within the Council.
- It had been a good idea to commission a company from outside the area to undertake the survey as it had been possible to look at the situation more objectively.
- The ethos of a school depended on the head teacher and the senior management team and if they saw no value in the social use of Welsh for children, then it would be a difficult task.
- The Council had to act where it had influence and although the Education Department was trying to push this forward, ensuring success within a short period of time would be more challenging in the secondary sector.

The Democratic (and Language) Service Manager was thanked for the presentation.

10. STANDARDS COMMITTEE APPOINTMENTS

Submitted - the report of the Monitoring Officer, reporting on the appointment procedure to the Standards Committee as a result of the concern expressed at the last meeting that the Council had appointed two independent non-Welsh speaking members on the committee.

The Monitoring Officer noted further:-

- The response level to the advertisement had been low and only one of the seven applicants who had been interviewed was a fluent Welsh speaker.
- The work was based on the criteria established by the full Council in 2012 and the only national guidance in existence on the matter was in draft form and noted that it was a requirement to have one Welsh speaking member on the Standards Committee.
- It could not be insisted that the Welsh language was essential for the post because of the nature and cross-section of the committee.

During the discussion, it was noted:-

- A requirement for Welsh to be essential would mean that there would be different criteria for elected members and independent members serving on the Standards Committee.
- The current balance of the Standards Committee (i.e. 5 non-Welsh speakers and 4 Welsh speakers) was not a reflection of the linguistic balance of the county.
- It was a disappointment that so few Welsh speakers had applied because it tied the hands of the Appointments Panel and more work needed to be done to promote awareness of the function, e.g. by advertising the opportunity in the local papers.
- Members of the Council could be informed when the opportunity arose so that they could draw this to the attention of Welsh speakers within their wards who could have an interest in applying for the post.

RESOLVED to accept the information and to emphasise the importance of working to try to ensure that the membership of the Committee reflects the nature of the county's communities.

11. LANGUAGE COMPLAINTS

Submitted – the report of the Gwynedd Welsh Language Development Officer (Workforce), detailing the latest language complaints to hand.

A member noted that the Performing Rights Society had refused a cheque written in Welsh by him and it was suggested that the member should send the full details to the officers.

RESOLVED to note the content of the report.

The meeting commenced at 10.30am and concluded at 12.45pm.

SPECIAL LANGUAGE COMMITTEE, 08.07.15

Present: Councillor Eirwyn Williams (Vice-chair in the chair).

Councillors: Tom Ellis, Alwyn Gruffydd, Siân Gwenllian, Elfed Williams and Hefin Williams.

Also in attendance: Councillor Ioan Thomas (Cabinet Member for the Welsh Language).

Officers: Arwel Ellis Jones (Senior Manager – Democracy and Delivery), Debbie Williams Jones (Democratic (and Language) Service Manager), Gwenllian Williams (Gwynedd Welsh Language Development Officer (Workforce)), Garem Jackson (Education Quality Improvement Officer) and Eirian Roberts (Member Support and Scrutiny Officer).

Apologies: Councillors Craig ab Iago, Elwyn Edwards, Alan Jones Evans, Charles Jones, Eric Merfyn Jones and Sion Jones.

1. DECLARATION OF PERSONAL INTEREST

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

2. CONSULTATION ON THE COMPLIANCE NOTICE ON WELSH LANGUAGE STANDARDS

Submitted – the report of the Democratic (and Language) Service Manager, providing a summary of the Compliance Notice and the main points that were requested to be discussed and responded to by the committee.

It was noted that there would be consultation with the Management Group and the Corporate Management Team prior to the Cabinet Member's formal response to the consultation on behalf of the Council.

During the discussion the following observations were noted by members on the contents of the standards:-

1. Delivering Services (1-87)

- Standards 2, 3, 21, 28, 32, 72 – The principle of delivering standards as needed rather than according to choice was a basic principle and it should be a principle throughout the whole of Wales. If a choice was given, people tended to state that they had no preference and this could result in a reduction in the use of the Welsh language.
- Standard Number 12 – It was suggested that Welsh should be placed first when advertising telephone numbers, helplines or call centre services.
- Standard 30 - The Council provided simultaneous translation at every public meeting that was held and the Welsh language has been normalised to such a degree that the public were completely aware that it was possible for them to speak Welsh at public meetings held by the Council.
- Standard Number 49 – It was not usual for this Council to produce a separate Welsh and English version of a document.
- Standards 67-68 - In accordance with the Council's Welsh Language Scheme, all staff members in receptions were completely bilingual.

Consequently, staff did not wear badges to show that a Welsh language service was available and there were no signs stating that people were welcome to use the Welsh language in the reception. Once again, it was arguable that the Council's policy as it stood was more than sufficient for the requirements.

- General -
- The Council's Language Scheme already went beyond the majority of these standards. It had to be ensured that the wording of the standards did not dilute the Language Scheme and that they reflected the situation that had developed naturally in Gwynedd over the years by practice and procedures.
- The reorganisation of Local Authorities arrangements and the possible impact of this on compliance with the Standards had to be borne in mind in due course.

2. Forming a Policy (88-97)

- The fact that the Council formed policies which did not treat the Welsh language less favourably than English as a matter of course was welcomed but it was agreed that formalising the procedure by establishing a structure to prove that full consideration had been given to the Welsh language would be a way of promoting this aspect in a positive manner.
- It was not the wish to create additional paper work but rather a system could be incorporated to evidence this in the current procedure of submitting policies to the Cabinet.

3. Implementation (98-144)

- The standards should allow this Council to operate in accordance with its Language Scheme in terms of internal administration because placing emphasis on the 'chosen' language, could negatively affect the status of the Welsh language rather than strengthening it by resulting in members of staff choosing to receive information in English rather than in Welsh.
- The fact that the Standards could have more power than the Council's Language Scheme could impact negatively on Gwynedd Council's capacity to carry on operating as it did at the moment in light of any challenge.

4. Keeping Records (147 – 154) and Supplementary Standards (155-176)

- Although keeping records to comply with the standards would create more work for this Council, the Council would be willing to shoulder the responsibility as it would be of assistance from the perspective of forcing other councils to act in a similar way. It would also be a means of confirming this Council's position should any issue arise.

5. Promotion (173-174)

- The Council (under *Hunaniaith*) had a Language Strategy for the County which was published in 2014 for a period of three years. Formulating a new Strategy within a year to comply with Standards 145-174 would serve no purpose. There was also doubt about the Council's capacity to measure the effect of achieving the ambition of any strategy every five years, as the Census was the only data source for measuring the number and percentage of Welsh speakers.

General

- The proposed standards did not take into consideration the innovative steps this Council had already taken and this had to be included in some way within the standards.

It was emphasised that there was a need to provide wider publicity to the consultation and the observations and there was also a need to lobby so that the standards could be extended to all central government bodies that operated in Wales.

RESOLVED to ask Officers to:-

- (a) Summarise the points raised and to circulate the response of the Cabinet Member to members of the committee in draft form if time permits.**
- (b) Give wider publicity to the consultation and the observations via the Communications Unit and Rhaeadr.**
- (c) Lobby and extend the standards to all central government bodies that are operational in Wales.**

The meeting commenced at 3.00pm and concluded at 4.00pm.

Agenda Item 5

Language Investigation – The Use of the Welsh Language at Meetings - Final

Language Investigation Report – The Use of the Welsh Language at Meetings

Members of the Investigation

Councillor Craig ab Iago

Councillor Alwyn Gruffydd

Councillor Charles Jones

Councillor Elfed Williams

Councillor Gweno Glyn

Councillor Liz Saville Roberts (until May, 2015)

Officers

Arwel E Jones (Lead Officer)

Eirian Roberts (Support Officer)

Cyngor Gwynedd

Stryd y Jêl,

Caernarfon,

Gwynedd

LL55 1SH

October 2015

Content

Report	Page
1. Context	3
2. Purpose of the Investigation	3
3. Main Activities of the Investigation	4
4. Main Findings and Recommendations of the Investigation	5
Appendices	
Appendix 1 – Summary of the results of the Questionnaires for Managers and Council Members	
Appendix 2 – Summary of the results of the Questionnaires for External Bodies	
Appendix 3 – A list of those interviewed by the Investigation	
Appendix 4 – Analysis of results of questionnaires for staff working for Gwynedd Council on what they value in terms of working for the Council	
Appendix 5 – “Chairing Bilingual Meetings” Guidelines (published by Hunaniaith and the Welsh Language Board)	

1. Background

1.1 At its meeting on 23 October 2014, the Language Committee considered the need for a structure to look in more detail at specific elements which it was unable to address at the committee meetings.

1.2 The Committee resolved:-

- To undertake one investigation only at a time, with a maximum of two investigations within a calendar year (in accordance with the scrutiny investigation procedures).
- That the investigations should consider the Council's policies and procedures initially.

1.3 It was also resolved to establish the first investigation and to ask it to look at the use of the Welsh language and language awareness among Council staff and members, with a particular focus on the use of the Welsh language at external meetings.

2. Purpose of the Investigation

2.1 The Investigation agreed to the following brief for the Investigation:-

One of the Fundamental Objectives of the Council's Language Scheme is to promote the use of the Welsh language by other public bodies involved with the Council and support and promote the use of the Welsh language by bodies and businesses which provide services to the public in the Council's areas.

The purpose of the Investigation was:-

- a) to look at the use of the Welsh language at meetings as one method of doing so, and
- b) to ensure and facilitate compliance with clause 3.3.5 of the Language Scheme: "We will instruct staff to contribute through the medium of Welsh at externally-arranged public meetings, committees and conferences, and to request simultaneous translation."

- The fields in question could include:
 - Putting pressure on external bodies and organisations to provide simultaneous translation
 - Chairing bilingual meetings and how to encourage from the Chair
 - Contributing to meetings through the medium of Welsh
 - How to communicate the needs effectively and memorably

NB – It was noted that the Investigation would create a series of recommendations to be shared with the Language Committee before being implemented.

3. Main Activities of the Investigation

3.1 A work programme which attempted to address the brief was agreed upon. There were several different steps to the work programme:

3.2 Step 1

- A questionnaire was created for external bodies (in consultation with the Research Unit and members of the investigation) asking about their provisions for Welsh at meetings and notifying them that their responses would be shared with Council representatives on the various bodies in order to check based on their experiences.
- A questionnaire was created for managers within the Council (in consultation with the Research Unit and members of the investigation) asking (anonymously) about their use of the Welsh language at external meetings.

3.3 Step 2

- Investigation meeting:-
 - (a) The Council Leader, the Cabinet Member for the Welsh Language and the Chief Executive were interviewed.
 - (b) Dr Enlli Thomas, Bangor University was interviewed about the psychology of language use.

3.4 Step 3

- A further meeting was held to question individual officers further about their experience of the use of the Welsh language at meetings outside the Council and about translation arrangements at such meetings and what the Council does to support its staff to develop their confidence in terms of using the Welsh language.

3.5 Step 4

- A report was prepared, which was discussed with the Council Leader, the Cabinet Member for the Welsh Language and the Chief Executive and recommendations are submitted to the Language Committee.

NB It should be noted that the Investigation focused on organisational meetings, or as the Language Scheme noted “externally-arranged public meetings, committees and conferences”. The Investigation did not look into small informal meetings of two or three people where it is accepted that the “one to one” language patterns of individuals are different and that it needs to be made clear that there is a difference in terms of expectations in organisational meetings which are larger and more formal.

4. Main Findings of the Investigation

- 4.1 The Investigation benefitted greatly from the input of managers across the Council through the questionnaire and individual meetings and is very much encouraged by officers’ eagerness to implement the Council’s Language Policy. It is also clear that a great number of staff appreciate the opportunity to work through the medium of Welsh in their everyday work and appreciate working for an establishment which encourages and promotes the use of the language.
- 4.2 Staff questionnaires regularly show that the “ability to use the Welsh language in my work” is the third highest reason every time why staff feel that Gwynedd Council is an excellent place to work (after terms and conditions of employment and the other people with whom they work). (See appendix 4). This is not the case in other public bodies within and outside the county and, clearly, the experiences of officers and members who attend external meetings vary somewhat.
- 4.3 The information gathered from the questionnaires also revealed a situation where Council managers and members face the following situations when attending meetings outside the Council.
- Occasionally, meetings are held without any translation facilities
 - When translation equipment is available, those who are non-Welsh-speakers are sometimes unfamiliar with using the equipment and are unwilling to use it as a result
 - When translation equipment is provided, those who are able to speak Welsh at meetings are in the minority and even fewer of those people use the Welsh language
- 4.4 As a result of the above, the Investigation has identified a number of recommendations for situations where it is considered that there is room for improvement.

1. Information for External Bodies
Findings – The culture and practices of other bodies and establishments are completely different in terms of the expectation to be able to speak Welsh at meetings.
Evidence – The experience of managers and members when attending external meetings.
Recommendation to the Cabinet Member – It is recommended that the Council contacts every external body for which it nominates managers and members to draw attention to the fact that the Council:- <ul style="list-style-type: none"> • Expects Council representatives to contribute to those meetings through the medium of Welsh.

- Expects simultaneous translation provision at such organisational meetings.
- Expects that papers for the meetings are prepared bilingually.
- Expects encouragement for Council representatives, and others, to contribute through the medium of Welsh.

<p>2. Representing the Council at external meetings</p> <p>Findings –</p> <p>There is a perception that managers and members are not aware of the Council’s current policy to “instruct staff to contribute through the medium of Welsh at externally-arranged public meetings, committees and conferences, and to request simultaneous translation.”</p> <p>Evidence –</p> <p>Responses to the questionnaires and individual conversations with managers suggest that there is eagerness to use the Welsh language at meetings but that some feel hidden pressure not to do so in case they appear as troublesome to fellow members and colleagues.</p> <p>Recommendation to the Cabinet Member –</p> <p>It is recommended that the Council, when nominating representatives to external meetings (whether that be managers or members) reminds them that:-</p> <ul style="list-style-type: none"> • The Council wishes to support them in their use of the Welsh language at such meetings. • They are implementing the Council’s policy in doing so and not acting on a personal whim. • External bodies should be contacted prior to attending meetings to enquire as to whether simultaneous translation provision will be available. • They should report back to the Council about any situations where it is obvious that an external body or other establishment has not given opportunity or encouragement to use the Welsh language. • Techniques can be used to make it easier to use the Welsh language at meetings (e.g. giving non-Welsh-speaking individuals time to wear their headphones if they aren’t already wearing them by giving a short preamble).
--

<p>3. Chairing Meetings</p> <p>Findings –</p> <p>The Chairman’s role at meetings is crucial in terms of setting the tone for a meeting including the linguistic pattern.</p> <p>Evidence –</p> <p>The guidelines on “Chairing Welsh and Bilingual Meetings” (see Appendix 5) offer clear and effective guidance for doing so but there is very little evidence of chairs setting a positive context for the use of the Welsh language at external meetings.</p> <p>Recommendation to the Cabinet Member –</p>

It is recommended that the Council draws the attention of external bodies and agencies to the guidelines on chairing Welsh and bilingual meetings and encourages them to share the guidelines with their chairs in order to equip them to encourage the use of the Welsh language at meetings.

4. Influencing Public Partners in the County

Findings –

The Council has a key lead role to seek to have a positive influence and gain support for the Welsh language.

The level of provision of Welsh-medium service across the public sector in Gwynedd varies and residents cannot be certain of the level of service which they can expect.

Evidence –

The Local Services Board is commissioning work to create a definition of a bilingual workplace that the Council and its partners would adopt as a standard definition in order to seek to “ensure clarity and a consistent standard of bilingual public services for residents” over time.

The Welsh Language Standards, as drafted, offer a minimum standard but one which is not adequate for residents in a county such as Gwynedd which has such a large percentage of Welsh-speaking residents.

Recommendation to the Cabinet Member –

It is recommended that a report be submitted to the Council’s Language Committee on the progress of the Local Services Board’s project.

5. Influencing Other Councils

Findings –

The Council has a key lead role to seek to have a positive influence and gain support for the Welsh language.

More needs to be done to seek to influence other councils regarding the importance of promoting and allowing the use of the Welsh language.

Evidence –

The pattern of Welsh-language provision across Welsh councils varies greatly. There is no structure in place in order to seek to influence and support councils to improve their provision.

Recommendation to the Cabinet Member –

It is recommended that the Cabinet Member seeks to convene a group of Cabinet Members responsible for the Welsh Language Portfolio within other councils as a starting point in persuading those councils to promote the use of the Welsh language.

6. An Audit of the Welsh Language within the Council

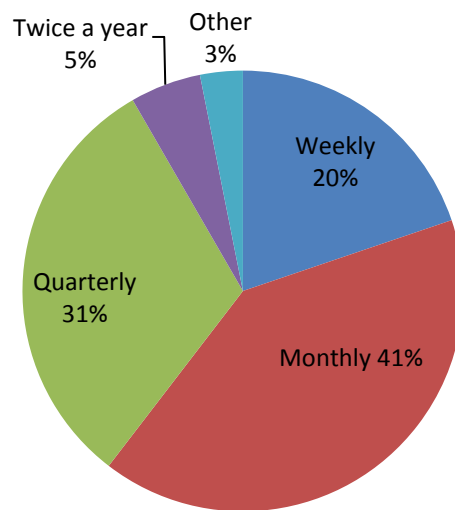
<p>Findings –</p> <p>The Council needs to satisfy itself regarding the confidence and willingness to use the Welsh language across its services and work to promote and develop skills among staff needs to be targeted.</p>
<p>Evidence –</p> <p>In its Strategic Plan, the Council has committed to establishing an understanding “of the way in which the Council promote the Welsh language currently, and the additional opportunities available to the Council to promote the Welsh language with the county’s residents”.</p> <p>Currently, work to promote and develop Welsh language skills is a response to requests rather than having been targeted based on assessment.</p>
<p>Recommendation to the Cabinet Member –</p> <p>It is recommended that the Cabinet Member reports back to the Language Committee on the results of the Audit early in 2016/17 and reports on the proposed action arising from the Audit.</p>
<p>7. Language Clarity and Simplicity</p>
<p>Findings –</p> <p>There is a perception that the Council’s official Welsh can be complicated and difficult to understand and can be a reason for those who aren’t as confident in using their Welsh not to venture.</p>
<p>Evidence –</p> <p>Evidence submitted to the Investigation and the perceptions of the members of the Investigation.</p>
<p>Recommendation to the Cabinet Member –</p> <p>It is recommended that a clear message be sent out to Council staff that the Council is eager for its staff to use simple and clear Welsh in order to develop their confidence and skills further.</p>

THE USE OF THE WELSH LANGUAGE AT MEETINGS – GWYNEDD OFFICERS AND MEMBERS

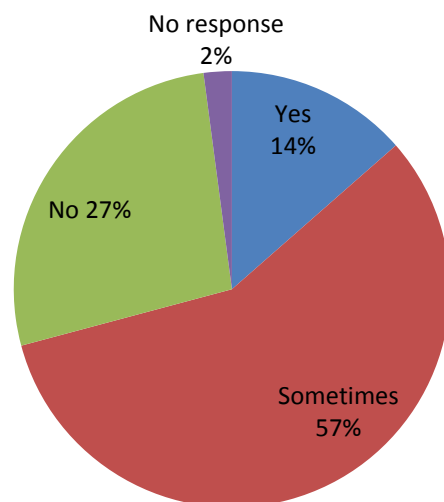
QUESTIONNAIRE RESULTS

96 questionnaires were completed by Gwynedd managers and members.

1. How frequently to do you attend meetings outside the Council?

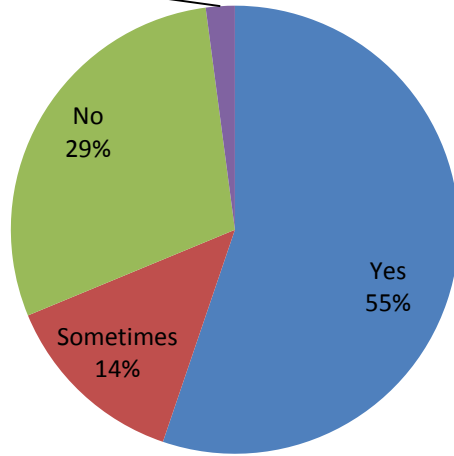


2. Is there provision for bilingual papers (Welsh / English) at those meetings?



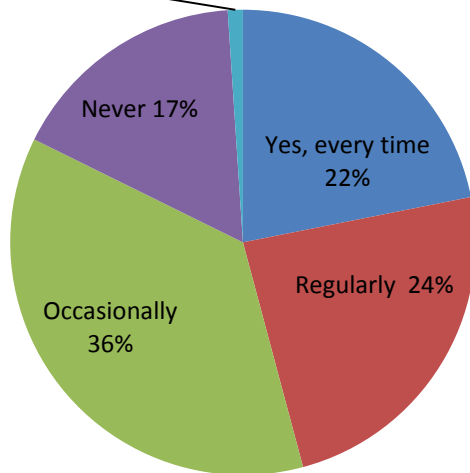
No response
2%

3. Is there provision for simultaneous translation at those meetings?

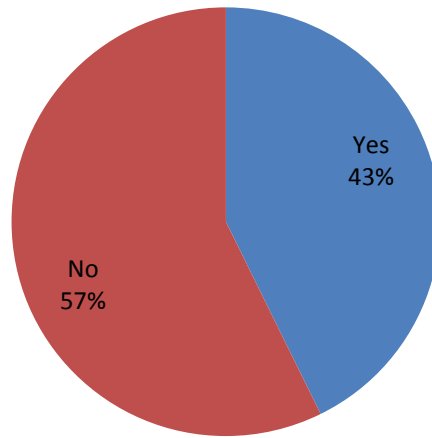


No response
1%

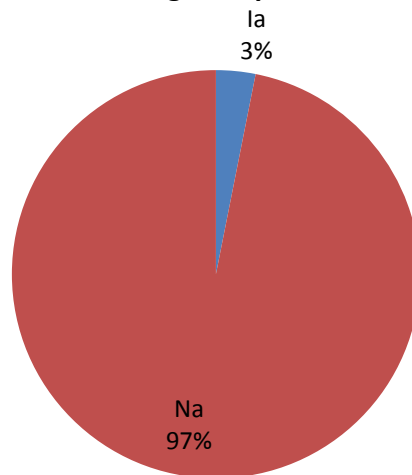
4. Do you use the Welsh Language at those meetings?



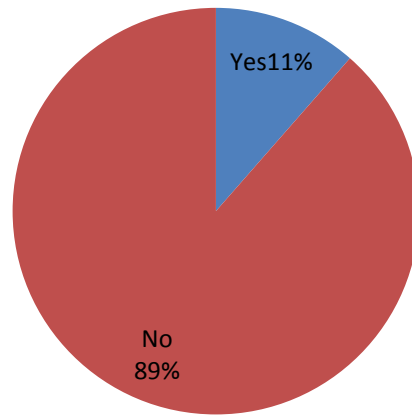
5. If you do not use Welsh every time, what is the reason you don't do so? - I am in a small minority who can speak Welsh



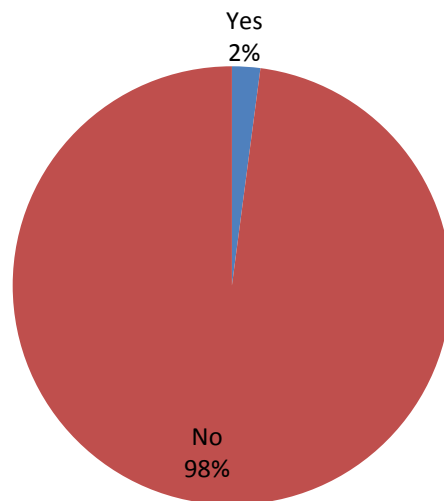
5. If you don't use Welsh every time, what is the reason you don't do so? - I am not confident enough to speak Welsh at those meetings



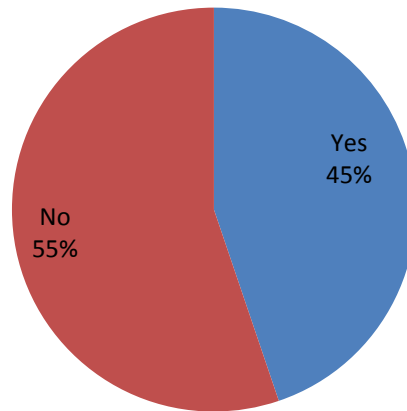
5. If you do not speak Welsh every time, what is the reason you don't do so? - There is no translation provision



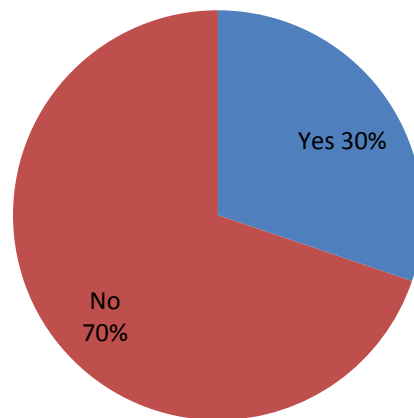
5. . If you do not speak Welsh every time, what is the reason you don't do so? - The use of Welsh is not welcomed



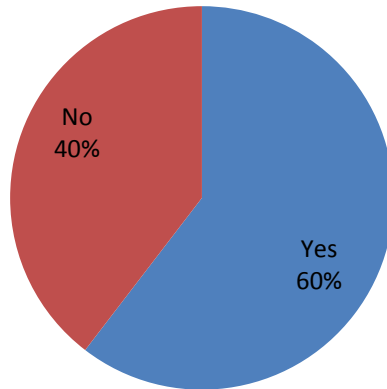
6. What would encourage you to make more use of the Welsh Language at external meetings? - A Chairman that can speak Welsh



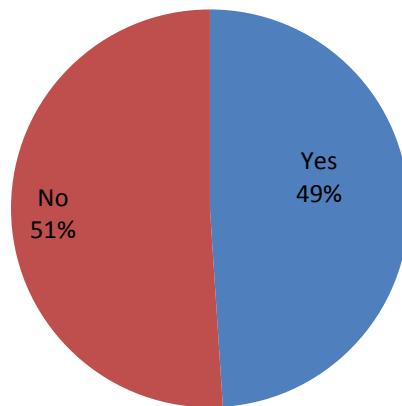
6. What would encourage you to make more use of the Welsh Language at external meetings? - Papers available in Welsh



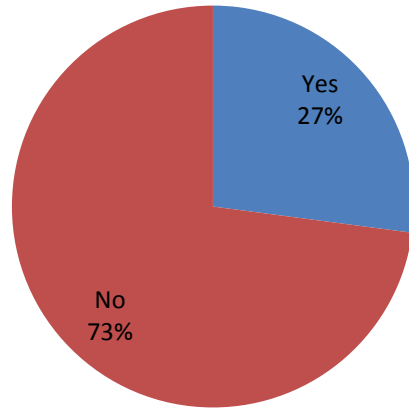
6. . What would encourage you to make more use of the Welsh Language at external meetings? - Translation equipment available



6. . What would encourage you to make more use of the Welsh Language at external meetings? - Encouragement for people to speak Welsh if they can



6. . What would encourage you to make more use of the Welsh Language at external meetings? - Badges for people to say that they can speak Welsh



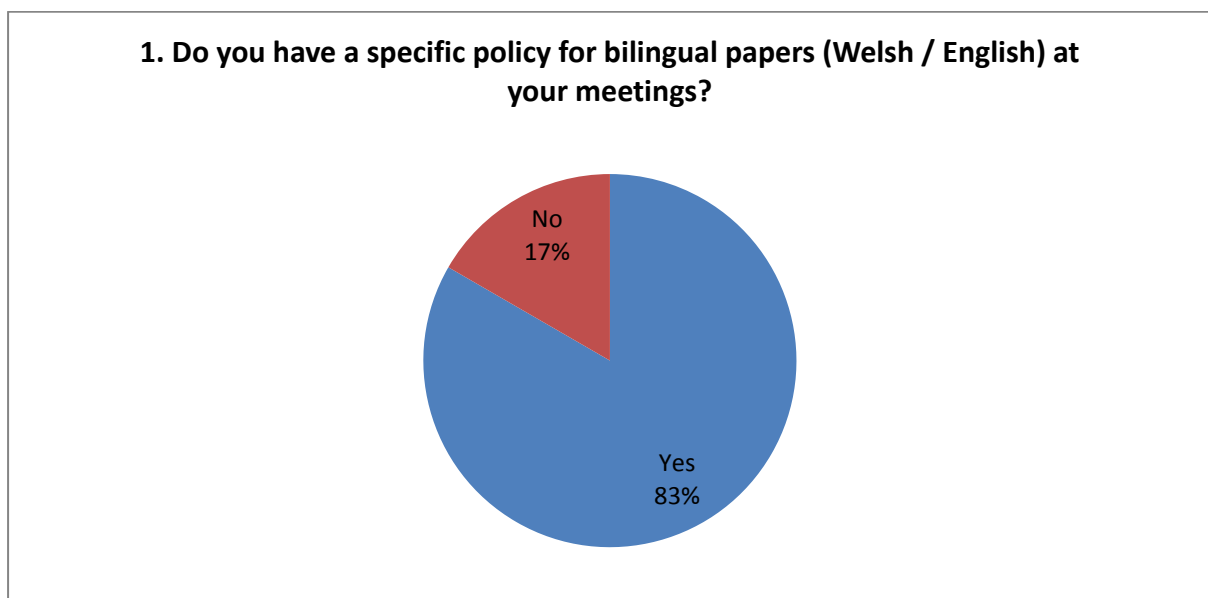
THE USE OF THE WELSH LANGUAGE AT MEETINGS – OUTSIDE BODIES

SURVEY RESULTS

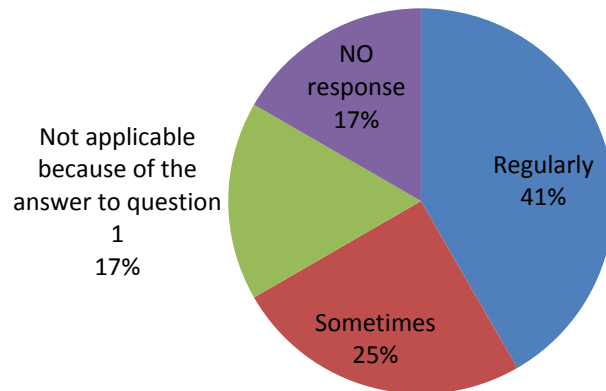
Only 12 questionnaires were completed by outside bodies:-

- Cambrian Coast Railway
- WLGA Employment Team
- Flintshire County Council North Wales Shared Minerals and Waste Planning Service
- Welsh Books Council
- Gwynedd Rural Development Plan (part of Gwynedd’s Economy Department)
- New Chapel Trust, Nanhoron (charity)
- Wales Council for Deaf People
- Canolfan Noddfa Society
- Flintshire County Council
- GISDA
- Theatr Harlech Ltd
- Conway County Borough Council

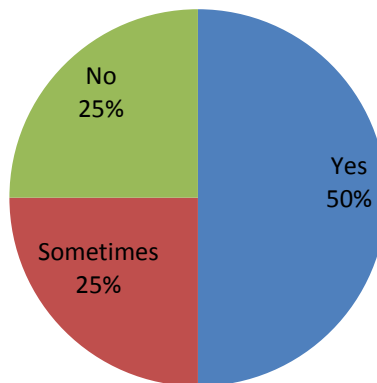
See the results of the responses below:-



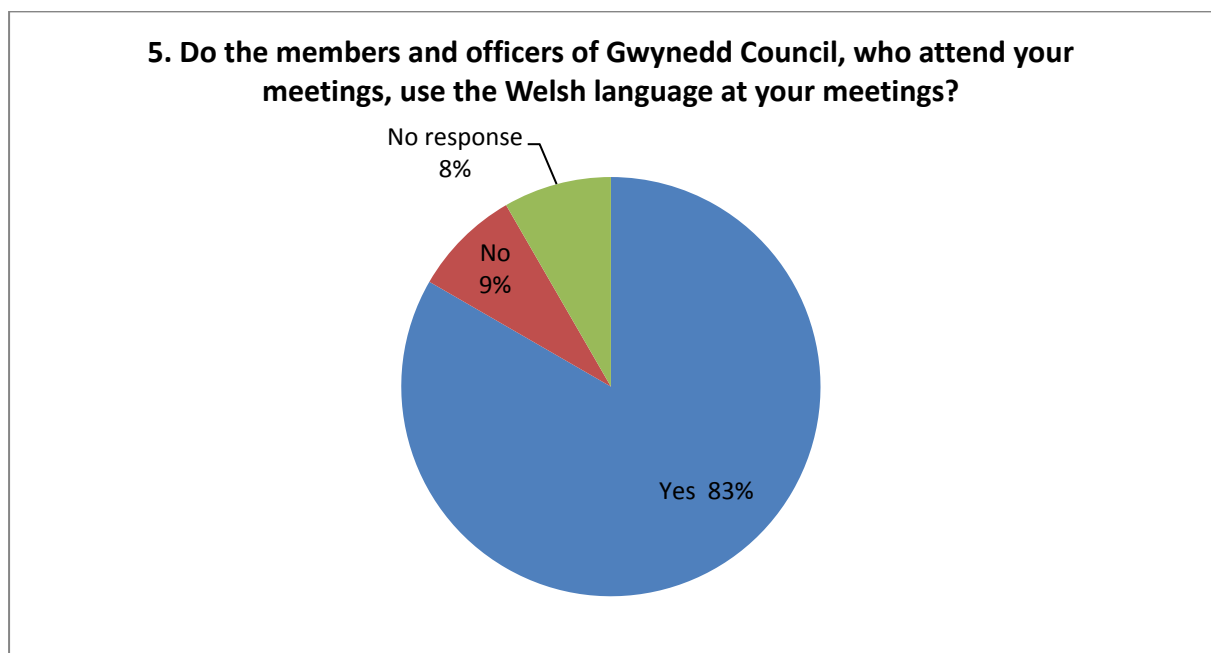
2. To what extent do you refer to or make use of that policy or arrangements?



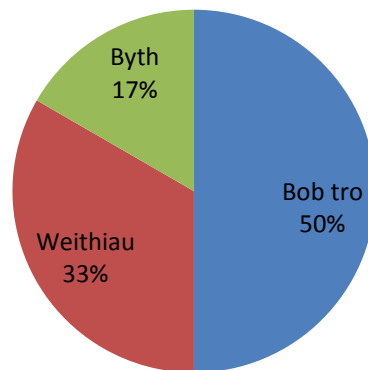
3. Do you have arrangements for providing simultaneous translation at your institutional meetings?



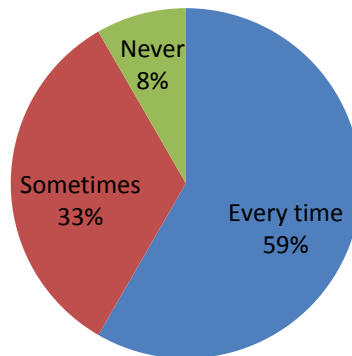
4. How many members on your outside body use the Welsh Language at your institutional meetings?	
Cambrian Coast Railway	20 – One or two officers representing other bodies present or report in English e.g. Network Rail, British Transport Police. But on the whole, matters are conducted in Welsh.
WLGA Employment Team	No response
Flintshire County Council North Wales Shared Minerals and Waste Planning Service	3 - This only relates to the North Wales Shared Minerals & Waste Planning Service, and not the entire Flintshire County Council.
Welsh Books Council	6
Gwynedd Rural Development Plan (part of Gwynedd's Economy Department)	Almost all the external meetings are with Welsh first language speakers -- about 90%
New Chapel Trust, Nanhoron (charity)	The Trust meets infrequently; all who act on it speak Welsh
Wales Council for Deaf People	To my knowledge all our meetings are conducted in English.
Canolfan Noddfa Society	All meetings are held through the medium of Welsh
Flintshire County Council	This is difficult to ascertain and would depend on the language skills of members. One elected member is a fluent Welsh speaker but other elected members have been supported to learn Welsh.
GISDA	Two councillors
Theatr Harlech Ltd	No observations
Conway County Borough Council	It depends on the outside bodies to which you refer



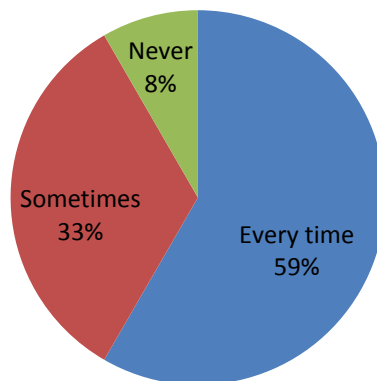
6. In terms of encouraging or facilitating the use of Welsh, to what extent do you do the following? - A Chariman who can speak Welsh



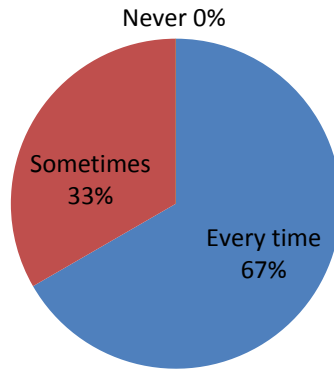
6. In terms of encouraging or facilitating the use of Welsh, to what extent do you do the following? - Papers available in Welsh



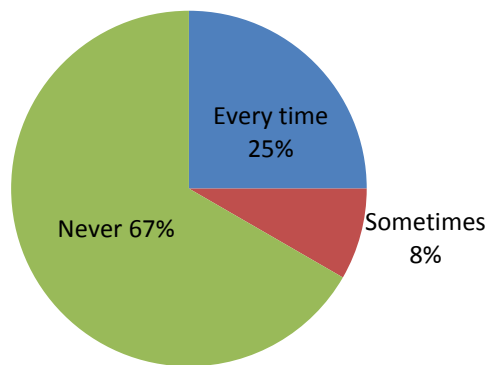
6. In terms of encouraging or facilitating the use of Welsh, to what extent do you do the following? - Translation equipment available



6. In terms of encouraging or facilitating the use of Welsh, to what extent do you do the following? - Encouraging people who can speak Welsh to do so



6. In terms of encouraging or facilitating the use of Welsh, to what extent do you do the following? - Badges to say that they can speak Welsh



APPENDIX 3

<u>Meeting</u>	<u>Invitees</u>
27 April	Dr Enlli Thomas, Bangor University Council Leader Cabinet – Welsh Language Chief Executive
16 July	Bethan Evans (Translation Team Leader) Nia Gruffydd (User Service Manager) Bryn Hughes (Crematorium Manager) Gareth James (Manager – Member Support and Scrutiny)
10 September	Council Leader Cabinet – Welsh Language Chief Executive Catrin Parri (Workforce Development Officer / Welsh Language Co-ordinator)

NOTE ON THE RESULTS OF STAFF QUESTIONNAIRES

The ability to use the Welsh language at work is one of the main answers to the open question “What makes Gwynedd Council a great place to work” in staff questionnaires over the years. It is important to note that this is an open question without a list of options.

In 2013 8% of the replies stated “being able to work through the medium of Welsh” (NB “other team members” was in the lead with 40% of responses). The percentage of respondents about the Welsh language was at the same level as “My manager”, “providing services of value”, “work terms and conditions” and also “the ability to work flexibly.”

In 2011, although the percentage was smaller (around 5.5%) it was part of the same group of replies. The variety in the replies explains the reduction in the percentage generally (eg “other team members” was still the top response but with a percentage of only 28%).

In 2009 4.5% gave “the use of Welsh” as a response but again it was part of the same group of responses as the other two surveys.

Because this was an open question with the number of responses varying from survey to survey, care must be taken in using the percentages (i.e. the increase in the percentage from 2009 to 2013 does not necessarily mean a greater adherence to the language).

However, it is certain that it is one of the most important factors for staff when they consider “What makes Gwynedd Council a great place to work” and is one of the second group of most popular answers every time – after the answers dealing with the “team”, alongside other fundamental matters to staff life such “working terms and conditions”

A guide to

Chairing Bilingual Meetings



The aim of this guide...

Is to provide you as the chair of your group or committee:

- with the necessary information to enable you to discuss the advantages of using simultaneous translation facilities in your meetings, in order to allow all members to contribute in their chosen language.

with the necessary advice on what you should do to encourage and facilitate its use should you decide to take advantage of such a service.

The Chairman's role

As Chair, the success of your group or committee falls largely on your shoulders!

You are mainly responsible for getting everyone contributing and working together.

Whether your group is informal or formal, your aim as chair is to make everyone feel that his/her contribution counts.

Therefore, it is important from the outset that you are familiar with the group's language capabilities and attitudes. The fact that someone appears to be bilingual does not necessarily mean that he is comfortable speaking both languages in every circle and sphere of life.





Attitudes towards language

As Chair, it is important for you to understand that people's attitudes towards language can be very complex.

Bear in mind...

There are many fluent Welsh learners who don't feel confident enough to speak in Welsh at public meetings.

Similarly, there are Welsh speakers who don't feel confident enough to participate at meetings where the discussion is mainly in English.

Other secondary factors have a bearing on their perceptions:

They don't feel that their public speaking English is of the same standard as that of their Welsh speaking standard

In fact, there are numerous forms of bilingualism. You may have asked a Welsh speaker to translate an official letter and have been rather surprised to hear him/ her saying that "my Welsh is not good enough."

It might feel very uncomfortable speaking English when Welsh has traditionally been the language of communication at public meetings and community activities within their community.

Changing your language to speak to a lifetime neighbour in English in this context, can be a very strange experience and can leave you feeling bereft and bewildered.

Linguistic background

"Languages are the dress of thought," Samuel Johnson once said.

Around 6,000 languages are spoken all over the world. Every year the world loses about 25 mother tongues, that is equivalent to 250 languages over a decade.

By comparison, the prospect for the future of the Welsh language is promising due to the influence of Welsh medium education and other successful language planning initiatives.

But as David Crystal, a local world expert in this field, has pointed out, the future of a language is decided by its use at local level.

"A great deal of language awareness as well as social solidarity results from the various forms of extra curricular activity which a community can arrange."

"It has been noted that a community has not seen the need for action until it is too late to save the language."

You as Chair of a community group are in a key position to contribute to the well being of the Welsh language in your community.

In fact as a non Welsh speaking person you may be able to make a unique constructive contribution towards changing attitudes to the language.

In 2001 69% of people in Gwynedd could speak Welsh, but centuries of linguistic oppression, such as the use of the Welsh Not, a sign hung as punishment around the necks of pupils caught speaking Welsh, has meant that many Welsh people still have an inferiority complex when they are in an English/Welsh language groups.

This is particularly true in circles which are outside the traditional domain of the Welsh language – the Chapel and the Eisteddfod.

Encouraging everyone to speak Welsh, although you are not Welsh speaking yourself would be a positive step to promoting the use of Welsh at community level.

Simultaneous translation

In the case of a non Welsh speaking chairperson it will almost be impossible to hold a meeting in Welsh without the use of a translation service.

Fortunately, here in Gwynedd people have become quite accustomed to using translation facilities and have seen the benefits of doing so, e.g.

- opportunity of taking part in general community activity
- confidence in taking part in public meetings
- a means of getting an initial insight into the workings of their community

The translator is present to allow the use of Welsh during the meeting. Both the Welsh speakers and the non Welsh speakers are as dependent on the translator as each other in terms of their ability to communicate in their chosen language.

In a number of cases, this has been the first step on their journey to learn the language and appreciate the local culture. In time they will not be so dependent on translation facilities.

It may be an additional expense but an investment well made to promote increased community activity and language and social cohesion

What you as **Chair** should do ...



Beforehand

DOCUMENTATION

Either you or the secretary should ensure that all documentation, including the minutes of the previous meeting, the agenda, any reports, powerpoint presentations etc, are sent to the simultaneous translator a few days beforehand.

Ideally, the documentation should be sent to the translator bilingually, after all, if you are going to great lengths to offer simultaneous translation facilities, you should also provide the documentation bilingually.

LOCATING THE EQUIPMENT

The translator has to place his equipment in the best location to see everyone and for ease of listening, but it is also important that the equipment does not interfere with your meeting.

As Chair, you should arrive early to discuss this with the translator before the meeting.

As the meeting starts

ENCOURAGE THE USE OF WELSH

Try to learn a Welsh sentence, such as

“Noswaith dda a chroeso i chi gyd”
– “Good evening and welcome”

so that you yourself can open the meeting bilingually.

Announce that everyone is able to speak in his chosen language, since simultaneous translation service is in use so that you and any other non-Welsh speaking members can follow the discussions if anyone wishes to contribute in Welsh.

This would be a good opportunity for you to emphasise your support for the language and encourage speakers of all levels to speak Welsh.

Ask all non-Welsh speaking members to wear their headsets

ENSURE EVERYONE CAN HEAR

Ensure that the equipment is working properly and that the non-Welsh speaking listener understands and can operate the headset.

Ask the Welsh speakers if the voice level of the translator is quiet enough not to disrupt the meeting.

By doing so you will have made sure that the translator, the Welsh speakers and the non-Welsh speakers can hear.

ENCOURAGE WELSH LEARNERS

Ask whether anyone at the meeting is learning the language and encourage them to try out their Welsh whenever they feel confident to do so.

At the same time it might also be useful to ask the Welsh speakers to be patient and give the learners this opportunity to practice their Welsh.

During the meeting

ONE AT A TIME!

As is the case in all meetings, it might well be useful to explain that everybody should speak in turn.

This is especially true when you have a translation service – a translator may be able to hear two speakers at the same time but he can never translate both of them at the same time!!

LISTENING AND SPEAKING MODES

In order to follow the translation, you may feel that you would like some time to adjust your headset as you change from a listening mode wearing a headset to your speaking mode, which is usually without the headset.

Ask the members to bear with you as you do this.

EYE CONTACT

Eye contact between yourself and the translator is vital but at the same time you need to make sure that the Welsh speaker feels that he is communicating with you.

Maybe a sentence reiterating the point just made would confirm that a point has been made successfully through translation.

INSTIL A SENSE OF CONFIDENCE

The way in which you make effective and positive use of the translation service will instil confidence in others to use the service.

In the case of Welsh speakers and Welsh learners this means that they are encouraged to speak in Welsh.



Should a translator not turn up

To allow members to contribute in their chosen language, the chair should either be handed over to a Welsh speaker or a Welsh speaker should be asked to translate the proceedings.

This could be done;

either on a one to one basis, with a Welsh speaker sitting next to you and any other non Welsh speakers, with a basic commentary of the proceedings being whispered. This method is also called chuchotage

or as consecutive translation, which would mean waiting until the end of a Welsh contribution and delivering a translated recap of the last contribution.

This method of translation will extend the length of the meeting somewhat and may even place the chair at a disadvantage, since he/she will not have instant translation and therefore instant understanding of what is happening at a meeting.

Remember that neither method will be easy for an untrained Welsh speaker, and that by acting as translator, the Welsh speaker is also giving up their ability to contribute to the meeting.



To find a translator, contact
www.welshtranslators.org.uk

01248 371839

Agenda Item 7

MEETING	LANGUAGE COMMITTEE
DATE	22 October 2015
TITLE	Update on the Welsh Language Standards
AUTHOR	Gwenllian Williams Language Development Officer
PURPOSE OF REPORT	Present the Language Standards and a summary of the action points for the member's information.

1 BACKGROUND

- 1.1 Pursuant to Section 44 of the Welsh Language Measure (Wales) 2011, the Compliance Notice on the Language Standards was received on 30th September 2015.
- 1.2 There were 165 Standards in the compliance notice received for consultation in July
- 1.3 As part of the consultation process, 55 of the standards were challenged, mainly on the grounds that the Council already goes beyond what is required in the standards.
- 1.4 151 Standards were presented to using the final notice – 14 less than the draft notice.
- 1.5 A time extension was given for the 4 promotion Standards that involved creating a new Language Strategy.

2. COMMENTS ON THE STANDARDS SET

- 2.1 We will need to look at many of the current administrative processes, and establish new processes for recording data.
- 2.2 Clear guidance will need to be given to some departments in relation to specific standards (e.g. Standards 25 and 28 for Social Services)
- 2.3 A discussion will be needed regarding additional training needs – this has already started with the Learning and Development team.

3. IMPLEMENTATION TIMETABLE

- 3.1 The Standards will be enforced from 30 March 2016, apart from the 4 Promotion Standards, that we will need to comply with by 30 March 2017.
- 3.2 It will be possible to appeal against any of the Standards before the date they are set if there is reason to believe that they are unreasonable or disproportionate, but we do not recommend doing so.

- 3.3 The Council's current Language Scheme will come to an end on the day that we are first required to comply with a Standard, which will be 30 March 2016.

APPENDIX

SUMMARY OF THE STANDARDS

A summary is given here of the Standards where there will be a need for action before they are implemented at the end of March 2016 in order to ensure compliance.

The actions vary from the need to look at current arrangements to ensure that we are collating and recording the information needed to prove compliance, and setting up new procedures for recording to identifying which services or departments will need some guidance to ensure compliance.

Need: New templates or one off change	
Standard	Action
7	Need a way of declaring that the public are welcome to correspond in Welsh
14	Need to declare (in Welsh) that the Council welcomes phone calls in Welsh
134	Need to ensure that any email signature templates contain the necessary logos.
135	Need to ensure that "out of office" templates are available.

Need: Change in workers practice (training / guidance)	
Standard	Action
18	Need to ensure that direct phone calls can always be transferred to a member of staff who can deal with enquiries in Welsh if needed.
63	Need to think about offering specific training (e.g. Cymraeg Clir) to ensure that the staff have the proper skills to be able to produce clear and accurate signs.
120	Need to ensure that staff know how to use Welsh interface and software – e.g./Cysill and Cysgair.
129	Need to ensure that training is offered to Managers regarding effective use of the Welsh language in meetings, interviews and complaint procedures (maintaining the use of Welsh in meetings is a crucial element)
153	Need to ensure that complaints relating to language issues are referred to the right place and that staff are aware of how to deal with formal and informal complaints.

Need: New recording systems / Documentation	
Standard	Action
21	Need to ensure that language choice is recorded properly in order to ensure follow up in the same language.
98	Need a policy relating to the internal use of the Welsh language (Guidance or Internal Action Plan.
112A	Need to be able to specify, in the complaints procedure, that a complaint can be done in Welsh.

127	Need to assess the language skills of staff.
151	Need to agree on what linguistic skills will be recorded.
Supplementary Standards	<p>Need to ensure that all documentation and relevant guidance notes have been written and published on the public website. Need to deal with each class of Standards, and include:</p> <ul style="list-style-type: none"> • Compliance Guidance • Complaints procedure • Monitoring and accountability • Reporting on compliance <p>5 year Strategy – to be published 30/03/17, after the current Strategy has come to an end.</p>

Need: Specific Guidance for Departments	
Standard	Action
25 and 28	Need to draw these Standards to the attention of Social Services, that deal with welfare meetings. Need to ensure that they always comply and that Language choice is recorded on the RAISE system. Need clear guidance that note that it is the responsibility of the department to ensure that any welfare meeting, like case conferences for example, are conducted in Welsh if that is the wish of the client/member of public.
67 and 68	Need to ensure that receptions display the proper signage and staffwear the badges etc that denote that they are Welsh speakers.
72	Need to ensure that any departments that deal with grants and tenders follow the proper procedure in giving consideration to the Welsh Language.
87	Need to identify where Public address systems are used and ensure the operators are aware of the need to comply with this Standard.



COMPLIANCE NOTICE – SECTION 44 WELSH LANGUAGE (WALES) MEASURE 2011

Gwynedd Council – Issue Date: 30/09/2015

Standards required to comply with within 6 months.

Standard Number	Class of Standard	Standard	Imposition Date
1	Service Delivery	If you receive correspondence from a person in Welsh you must reply in Welsh (if an answer is required), unless the person has indicated that there is no need to reply in Welsh.	30/03/2016
4	Service Delivery	When you send the same correspondence to several persons, you must send a Welsh language version of the correspondence at the same time as you send any English language version.	30/03/2016
5	Service Delivery	If you don't know whether a person wishes to receive correspondence from you in Welsh, when you correspond with that person you must provide a Welsh language version of the correspondence.	30/03/2016
6	Service Delivery	If you produce a Welsh language version and a corresponding English language version of correspondence, you must not treat the Welsh language version less favourably than the English language version (for example, if the English version is signed, or if contact details are provided on the English version, then the Welsh version must be treated in the same way).	30/03/2016

7	Service Delivery	You must state - (a) in correspondence, and (b) in publications and official notices that invite persons to respond to you or to correspond with you, that you welcome receiving correspondence in Welsh, that you will respond to any correspondence in Welsh, and that corresponding in Welsh will not lead to delay.	30/03/2016
8	Service Delivery	When a person contacts you on your main telephone number (or numbers), or on any helpline numbers or call centre numbers, you must greet the person in Welsh.	30/03/2016
9	Service Delivery	When a person contacts you on your main telephone number (or numbers), or on any helpline numbers or call centre numbers, you must inform the person that a Welsh language service is available.	30/03/2016
10	Service Delivery	When a person contacts you on your main telephone number (or numbers), or on any helpline numbers or call centre numbers, you must deal with the call in Welsh in its entirety if that is the person's wish (where necessary by transferring the call to a member of staff who is able to deal with the call in Welsh).	30/03/2016
12	Service Delivery	When you advertise telephone numbers, helpline numbers or call centre services, you must not treat the Welsh language less favourably than the English language.	30/03/2016
13	Service Delivery	If you offer a Welsh language service on your main telephone number (or numbers), on any helpline numbers or call centre numbers, the telephone number for the Welsh language service must be the same as for the corresponding English language service.	30/03/2016
14	Service Delivery	When you publish your main telephone number, or any helpline numbers or call centre service numbers, you must state (in Welsh) that you welcome calls in Welsh.	30/03/2016

15	Service Delivery	If you have performance indicators for dealing with telephone calls, you must ensure that those performance indicators do not treat telephone calls made in Welsh any less favourably than calls made in English.	30/03/2016
16	Service Delivery	Your main telephone call answering service (or services) must inform persons calling, in Welsh, that they can leave a message in Welsh.	30/03/2016
17	Service Delivery	When there is no Welsh language service available on your main telephone number (or numbers), or any helpline numbers or call centre numbers, you must inform persons calling, in Welsh (by way of an automated message or otherwise), when a Welsh language service will be available.	30/03/2016
18	Service Delivery	If a person contacts one of you departments on a direct line telephone numbers (including on staff members' direct line numbers), and that person wishes to receive a service in Welsh, you must provide that service in Welsh in its entirety (if necessary by transferring the call to a member of staff who is able to deal with the call in Welsh).	30/03/2016
20	Service Delivery	When a person contacts you on a direct line number (whether on a department's direct line number or on the direct line number of a member of staff), you must ensure that, when greeting the person, the Welsh language is not treated less favourably than the English language.	30/03/2016
21	Service Delivery	When you telephone an individual ("A") for the first time you must ask A whether A wishes to receive telephone calls from you in Welsh, and if A responds to say that A wishes to receive telephone calls in Welsh you must keep a record of that wish, and conduct telephone calls made to A from then onwards in Welsh.	30/03/2016

22	Service Delivery	Any automated telephone systems that you have must provide the complete automated service in Welsh.	30/03/2016
23	Service Delivery	If you invite one person only ("P") to a meeting, you must offer to conduct the meeting in Welsh; and if P informs you that P wishes for the meeting to be conducted in Welsh, you must conduct the meeting in Welsh (without the assistance of a simultaneous or consecutive translation service).	30/03/2016
25	Service Delivery	If you invite an individual ("A") to a meeting, and the meeting relates to the well-being of A, you must - (a) ask A whether A wishes for the meeting to be conducted in Welsh, and (b) if A informs you that A wishes for the meeting to be conducted in Welsh, conduct the meeting in Welsh (without the assistance of a simultaneous or consecutive translation service).	30/03/2016
27	Service Delivery	If you invite more than one person to a meeting (which does not relate to the well-being of one or more of the individuals invited), you must ask each person whether they wish to use the Welsh language at the meeting.	30/03/2016
27A	Service Delivery	If you have invited more than one person to a meeting (which does not relate to the well-being of one or more of the individuals invited), and at least 10% (but less than 100%) of the persons invited have informed you that they wish to use the Welsh language at the meeting, you must arrange for a simultaneous translation service from Welsh to English to be available at the meeting.	30/03/2016
27CH	Service Delivery	If you have invited more than one person to a meeting (which does not relate to the well-being of one or more of the individuals invited), and all of the persons invited have informed you that they wish to use the Welsh language at the meeting, you must conduct the meeting in Welsh (without the assistance of a simultaneous or consecutive	30/03/2016

		translation service).	
28	Service Delivery	If you invite more than one person to a meeting, and that meeting relates to the well-being of one or more of the individuals invited, you must - (a) ask that individual or each of those individuals whether he or she wishes for the meeting to be conducted in Welsh, and (b) if that individual, or if each of those individuals, informs you that he or she wishes for the meeting to be conducted in Welsh, conduct the meeting in Welsh (without the assistance of a simultaneous or consecutive translation service).	30/03/2016
30	Service Delivery	If you arrange a meeting that is open to the public you must state on any material advertising it, and on any invitation to it, that anyone attending is welcome to use the Welsh language at the meeting.	30/03/2016
31	Service Delivery	When you send invitations to a meeting that you arrange which is open to the public, you must send the invitations in Welsh.	30/03/2016
32	Service Delivery	If you invite persons to speak at a meeting that you arrange which is open to the public you must - (a) ask each person invited to speak whether he or she wishes to use the Welsh language, and (b) if that person (or at least one of those persons) has informed you that he or she wishes to use the Welsh language at the meeting, provide a simultaneous translation service from Welsh to English for that purpose (unless you conduct the meeting in Welsh without a translation service).	30/03/2016
33	Service Delivery	If you arrange a meeting that is open to the public, you must ensure that a simultaneous translation service from Welsh to English is available at the meeting, and you must orally inform those present in Welsh -	30/03/2016

		(a) that they are welcome to use the Welsh language, and (b) that a simultaneous translation service is available.	
34	Service Delivery	If you display any written material at a meeting that you arrange which is open to the public, you must ensure that that material is displayed in Welsh, and you must not treat any Welsh language text less favourably than the English language text.	30/03/2016
35	Service Delivery	If you organise a public event, or fund at least 50% of a public event, you must ensure that, in promoting the event, the Welsh language is treated no less favourably than the English language (for example, in the way the event is advertised or publicised).	30/03/2016
36	Service Delivery	If you organise a public event, or fund at least 50% of a public event, you must ensure that the Welsh language is treated no less favourably than the English language at the event (for example, in relation to services offered to persons attending the event, in relation to signs displayed at the event and in relation to audio announcements made at the event).	30/03/2016
37	Service Delivery	Any publicity or advertising material that you produce must be produced in Welsh, and if you produce the advertising material in Welsh and in English, you must not treat the Welsh language version less favourably than you treat the English language version.	30/03/2016
38	Service Delivery	Any material that you display in public must be displayed in Welsh, and you must not treat any Welsh language version of the material less favourably than the English language version.	30/03/2016
40	Service Delivery	Any documents that you produce for public use must be produced in Welsh.	30/03/2016
48	Service Delivery	If you produce a document in Welsh and in English (whether separate versions or not), you must not treat any Welsh language version less favourably than you treat the English language version.	30/03/2016

49	Service Delivery	If you produce a Welsh language version and a separate English language version of a document, you must ensure that the English language version clearly states that the document is also available in Welsh.	30/03/2016
50	Service Delivery	Any form that you produce for public use must be produced in Welsh.	30/03/2016
50A	Service Delivery	If you produce a Welsh language version and a separate English language version of a form, you must ensure that the English language version clearly states that the form is also available in Welsh.	30/03/2016
50B	Service Delivery	If you produce a form in Welsh and in English (whether separate versions or not), you must ensure that the Welsh language version is treated no less favourably than the English language version, and you must not differentiate between the Welsh and English versions in relation to any requirements that are relevant to the form (for example in relation to any deadline for submitting the form, or in relation to the time allowed to respond to the content of the form).	30/03/2016
51	Service Delivery	If you pre-enter information on a Welsh language version of a form (for example, before sending it to a member of the public in order for him or her to check the content or to fill in the remainder of the form), you must ensure that the information that you pre-enter is in Welsh.	30/03/2016
52	Service Delivery	You must ensure that - (a) the text of each page of your website is available in Welsh, (b) every Welsh language page on your website is fully functional, and (c) the Welsh language is not treated less favourably than the English language on your website.	30/03/2016
55	Service Delivery	If you have a Welsh language web page that corresponds to an English language web page, you must state clearly on the English	30/03/2016

		language web page that the page is also available in Welsh, and you must provide a direct link to the Welsh page on the corresponding English page.	
56	Service Delivery	You must provide the interface and menus on every page of your website in Welsh.	30/03/2016
57	Service Delivery	All apps that you publish must function fully in Welsh, and the Welsh language must be treated no less favourably than the English language in relation to that app.	30/03/2016
58	Service Delivery	When you use social media you must not treat the Welsh language less favourably than the English language.	30/03/2016
59	Service Delivery	If a person contacts you by social media in Welsh, you must reply in Welsh (if an answer is required).	30/03/2016
60	Service Delivery	You must ensure that any self service machines that you have function fully in Welsh, and the Welsh language must be treated no less favourably than the English language in relation to that machine.	30/03/2016
61	Service Delivery	When you erect a new sign or renew a sign (including temporary signs), any text displayed on the sign must be displayed in Welsh (whether on the same sign as you display corresponding English language text or on a separate sign); and if the same text is displayed in Welsh and in English, you must not treat the Welsh language text less favourably than the English language text.	30/03/2016
62	Service Delivery	When you erect a new sign or renew a sign (including temporary signs) which conveys the same information in Welsh and in English, the Welsh language text must be positioned so that it is likely to be read first.	30/03/2016
63	Service Delivery	You must ensure that the Welsh language text on signs is accurate in terms of meaning and expression.	30/03/2016

64	Service Delivery	Any reception service you make available in English must also be available in Welsh, and any person who requires a Welsh language reception service must not be treated less favourably than a person who requires an English language reception service.	30/03/2016
67	Service Delivery	You must display a sign in your reception which states (in Welsh) that persons are welcome to use the Welsh language at the reception.	30/03/2016
68	Service Delivery	You must ensure that staff at the reception who are able to provide a Welsh language reception service wear a badge to convey that.	30/03/2016
69	Service Delivery	Any official notice that you publish or display must be published or displayed in Welsh, and you must not treat any Welsh language version of a notice less favourably than an English language version.	30/03/2016
70	Service Delivery	When you publish or display an official notice that contains Welsh language text as well as English language text, the Welsh language text must be positioned so that it is likely to be read first.	30/03/2016
71	Service Delivery	Any documents that you publish which relate to applications for a grant, must be published in Welsh, and you must not treat a Welsh language version of such documents less favourably than an English language version.	30/03/2016
72	Service Delivery	When you invite applications for a grant, you must state in the invitation that applications may be submitted in Welsh and that any application submitted in Welsh will be treated no less favourably than an application submitted in English.	30/03/2016
72A	Service Delivery	You must not treat applications for a grant submitted in Welsh less favourably than applications submitted in English (including, amongst other matters, in relation to the closing date for receiving applications and in relation to the time-scale for informing applicants of decisions).	30/03/2016
73	Service Delivery	If you receive an application for a grant in Welsh and it is necessary	30/03/2016

		to interview an applicant as part of your assessment of the application, you must offer to conduct that interview in Welsh and, if the applicant so wishes, you must conduct the interview in Welsh (without the assistance of a simultaneous or consecutive translation service).	
75	Service Delivery	When you inform an applicant of your decision in relation to an application for a grant, you must do so in Welsh if the application was submitted in Welsh.	30/03/2016
76	Service Delivery	Any invitations to tender for a contract that you publish must be published in Welsh, and you must not treat a Welsh language version of any invitation less favourably than an English language version.	30/03/2016
77	Service Delivery	When you publish invitations to tender for a contract, you must state in the invitation that tenders may be submitted in Welsh, and that a tender submitted in Welsh will be treated no less favourably than a tender submitted in English.	30/03/2016
77A	Service Delivery	You must not treat a tender for a contract submitted in Welsh less favourably than a tender submitted in English (including, amongst other matters, in relation to the closing date for receiving tenders, and in relation to the time-scale for informing tenderers of decisions).	30/03/2016
78	Service Delivery	If you receive a tender in Welsh and it is necessary to interview a tenderer as part of your assessment of the tender, you must offer to conduct that interview in Welsh and, if the tenderer so wishes, you must conduct the interview in Welsh (without the assistance of a simultaneous or consecutive translation service).	30/03/2016
80	Service Delivery	When you inform a tenderer of your decision in relation to a tender, you must do so in Welsh if the tender was submitted in Welsh.	30/03/2016
81	Service Delivery	You must promote any Welsh language service that you provide, and advertise that service in Welsh.	30/03/2016

82	Service Delivery	If you provide a service in Welsh that corresponds to a service you provide in English, any publicity or document that you produce, or website that you publish, which refers to the English service must also state that a corresponding service is available in Welsh.	30/03/2016
83	Service Delivery	When you form, revise or present your corporate identity, you must not treat the Welsh language less favourably than the English language.	30/03/2016
84	Service Delivery	If you offer an education course that is open to the public, you must offer it in Welsh.	30/03/2016
87	Service Delivery	When you announce a message over a public address system, you must make that announcement in Welsh and, if the announcement is made in Welsh and in English, the announcement must be made in Welsh first.	30/03/2016
88	Policy Making	When you formulate a new policy, or review or revise an existing policy, you must consider what effects, if any (whether positive or adverse), the policy decision would have on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.	30/03/2016
89	Policy Making	When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would have positive effects, or increased positive effects, on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.	30/03/2016
90	Policy Making	When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how	30/03/2016

		<p>an existing policy could be changed) so that the policy decision would not have adverse effects, or so that it would have decreased adverse effects, on -</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	
91	Policy Making	<p>When you publish a consultation document which relates to a policy decision, the document must consider, and seek views on, the effects (whether positive or adverse) that the policy decision under consideration would have on -</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	30/03/2016
92	Policy Making	<p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would have positive effects, or increased positive effects, on</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	30/03/2016
93	Policy Making	<p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would not have adverse effects, or so that it would have decreased adverse effects, on -</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	30/03/2016

94	Policy Making	<p>You must produce and publish a policy on awarding grants (or, where appropriate, amend an existing policy) which requires you to take the following matters into account when you make decisions in relation to the awarding of a grant -</p> <p>(a) what effects, if any (and whether positive or negative), the awarding of a grant would have on -</p> <p>(i) opportunities for persons to use the Welsh language, and</p> <p>(ii) treating the Welsh language no less favourably than the English language;</p> <p>(b) how the decision could be taken or implemented (for example, by imposing conditions of grant) so that it would have positive effects, or increased positive effects, on -</p> <p>(i) opportunities for persons to use the Welsh language, and</p> <p>(ii) treating the Welsh language no less favourably than the English language;</p> <p>(c) how the decision could be taken or implemented (for example, by imposing conditions of grant) so that it would not have adverse effects, or so that it would have decreased adverse effects on -</p> <p>(i) opportunities for persons to use the Welsh language, and</p> <p>(ii) treating the Welsh language no less favourably than the English language;</p> <p>(ch) whether you need to ask the applicant for any additional information in order to assist you in assessing the effects of awarding a grant on -</p> <p>(i) opportunities for persons to use the Welsh language, and</p> <p>(ii) treating the Welsh language no less favourably than the English language.</p>	30/03/2016
95	Policy Making	When you commission or undertake research that is intended to	30/03/2016

		assist you to make a policy decision, you must ensure that the research considers what effects, if any (and whether positive or adverse), the policy decision under consideration would have on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.	
96	Policy Making	When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would have a positive effects, or so that it would have increased positive effects, on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.	30/03/2016
97	Policy Making	When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would not have adverse effects, or so that it would have decreased adverse effects, on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.	30/03/2016
98	Operational	You must develop a policy on using Welsh internally for the purpose of promoting and facilitating the use of the language, and you must publish that policy on your intranet.	30/03/2016
105	Operational	If you publish a policy relating to behaviour in the workplace, you must publish it in Welsh.	30/03/2016
106	Operational	If you publish a policy relating to health and well-being at work, you	30/03/2016

		must publish it in Welsh.	
107	Operational	If you publish a policy relating to salaries or workplace benefits, you must publish it in Welsh.	30/03/2016
108	Operational	If you publish a policy relating to performance management, you must publish it in Welsh.	30/03/2016
109	Operational	If you publish a policy about absence from work, you must publish it in Welsh.	30/03/2016
110	Operational	If you publish a policy relating to working conditions, you must publish it in Welsh.	30/03/2016
111	Operational	If you publish a policy regarding work patterns, you must publish it in Welsh.	30/03/2016
112	Operational	You must allow each member of staff - (a) to make complaints to you in Welsh, and (b) to respond in Welsh to any complaint made about him or about her.	30/03/2016
112A	Operational	You must state in any document that you have that sets out your procedures for making complaints that each member of staff may - (a) make a complaint to you in Welsh, and (b) respond to a complaint made about him or about her in Welsh; and you must also inform each member of staff of that right.	30/03/2016
113	Operational	If you receive a complaint from a member of staff or a complaint about a member of staff, and a meeting is required with that member of staff, you must - (a) offer to conduct the meeting in Welsh, and (b) if the member of staff wishes for the meeting to be conducted in Welsh, conduct the meeting in Welsh (without the assistance of a simultaneous or consecutive translation service).	30/03/2016

115	Operational	When you inform a member of staff of a decision you have reached in relation to a complaint made by him or by her, or in relation to a complaint made about him or about her, you must do so in Welsh if that member of staff - (a) made the complaint in Welsh, (b) responded in Welsh to a complaint about him or about her, (c) asked for a meeting about the complaint to be conducted in Welsh, or (ch) asked to use the Welsh language at a meeting about the complaint.	30/03/2016
116	Operational	You must allow all members of staff to respond in Welsh to allegations made against them in any internal disciplinary process.	30/03/2016
116A	Operational	You must - (a) state in any document that you have which sets out your arrangements for disciplining staff that any member of staff may respond in Welsh to any allegations made against him or against her, and (b) if you commence a disciplinary procedure in relation to a member of staff, inform that member of staff of that right.	30/03/2016
117	Operational	If you organise a meeting with a member of staff regarding a disciplinary matter that relates to his or to her conduct you must - (a) offer to conduct the meeting in Welsh; and (b) if the member of staff wishes for the meeting to be conducted in Welsh, conduct the meeting in Welsh (without the assistance of a simultaneous or consecutive translation service).	30/03/2016
119	Operational	When you inform a member of staff of a decision you have reached following a disciplinary process, you must do so in Welsh if that member of staff -	30/03/2016

		(a) responded to allegations made against him or her in Welsh, (b) asked for a meeting regarding the disciplinary process to be conducted in Welsh, or (c) asked to use the Welsh language at a meeting regarding the disciplinary process.	
120	Operational	You must provide staff with computer software for checking spelling and grammar in Welsh, and provide Welsh language interfaces for software (where an interface exists).	30/03/2016
121	Operational	You must ensure that - (a) the text of each page of your intranet is available in Welsh, (b) every Welsh language page on your intranet is fully functional, and (c) the Welsh language is treated no less favourably than the English language on your intranet.	30/03/2016
124	Operational	If you have a Welsh language page on your intranet that corresponds to an English language page, you must state clearly on the English language page that the page is also available in Welsh, and must provide a direct link to the Welsh language page on the corresponding English language page.	30/03/2016
126	Operational	You must provide the interface and menus on your intranet pages in Welsh.	30/03/2016
127	Operational	You must assess the Welsh languages skills of your employees.	30/03/2016
128	Operational	You must provide training in Welsh in the following areas, if you provide such training in English - (a) recruitment and interviewing; (b) performance management; (c) complaints and disciplinary procedures; (ch) induction;	30/03/2016

		(d) dealing with the public; and (dd) health and safety.	
129	Operational	You must provide training (in Welsh) on using Welsh effectively in - (a) meetings; (b) interviews; and (c) complaints and disciplinary procedures.	30/03/2016
130	Operational	You must provide opportunities during working hours - (a) for your employees to receive basic Welsh language lessons, and (b) for employees who manage others to receive training on using the Welsh language in their role as managers.	30/03/2016
131	Operational	You must provide opportunities for employees who have completed basic Welsh language training to receive further training free of charge, to develop their language skills.	30/03/2016
132	Operational	You must provide training courses so that your employees can develop - (a) awareness of the Welsh language (including awareness of its history and its role in Welsh culture); (b) an understanding of the duty to operate in accordance with the Welsh language standards; (c) an understanding of how the Welsh language can be used in the workplace.	30/03/2016
133	Operational	When you provide information to new employees (for example by means of an induction process), you must provide information for the purpose of raising their awareness of the Welsh language.	30/03/2016
134	Operational	You must provide text or a logo for your staff to include in e-mail signatures which will enable them to indicate whether they speak Welsh fluently or whether they are learning the language.	30/03/2016
135	Operational	You must provide wording for your employees which will enable them	30/03/2016

		to include a Welsh language version of their contact details in e-mail messages, and to provide a Welsh language version of any message which informs others that they are unavailable to respond to e-mail messages.	
136	Operational	When you assess the requirements for a new or vacant post, you must assess the need for Welsh language skills, and categorise it as a post where one or more of the following apply - (a) Welsh language skills are essential; (b) Welsh language skills need to be learnt when appointed to the post; (c) Welsh language skills are desirable; or (ch) Welsh language skills are not necessary.	30/03/2016
136A	Operational	If you have categorised a post as one where Welsh language skills are essential, desirable or need to be learnt you must - (a) specify that when advertising the post, and (b) advertise the post in Welsh.	30/03/2016
137	Operational	When you advertise a post, you must state that applications may be submitted in Welsh, and that an application submitted in Welsh will not be treated less favourably than an application submitted in English.	30/03/2016
137A	Operational	If you publish - (a) application forms for posts; (b) material that explains your procedure for applying for posts; (c) information about your interview process, or about other assessment methods when applying for posts; (ch) job descriptions; you must publish them in Welsh; and you must ensure that the Welsh language versions of the documents are treated no less favourably	30/03/2016

		than any English language versions of those documents.	
137B	Operational	You must not treat an application for a post made in Welsh less favourably than you treat an application made in English (including, amongst other matters, in relation to the closing date you set for receiving applications and in relation to any time-scale for informing individuals of decisions).	30/03/2016
140	Operational	When you inform an individual of your decision in relation to an application for a post, you must do so in Welsh if the application was made in Welsh.	30/03/2016
141	Operational	When you erect a new sign or renew a sign in your workplace (including temporary signs), any text displayed on the sign must be displayed in Welsh (whether on the same sign as the corresponding English language text or on a separate sign), and if the same text is displayed in Welsh and in English, you must not treat the Welsh language text less favourably than the English language text.	30/03/2016
142	Operational	When you erect a new sign or renew a sign in your workplace (including temporary signs) which conveys the same information in Welsh and in English, the Welsh language text must be positioned so that it is likely to be read first.	30/03/2016
143	Operational	You must ensure that the Welsh language text on signs displayed in your workplace is accurate in terms of meaning and expression.	30/03/2016
144	Operational	When you make announcements in the workplace using audio equipment, that announcement must be made in Welsh, and if the announcement is made in Welsh and in English, the announcement must be made in Welsh first.	30/03/2016
147	Record Keeping	You must keep a record, in relation to each financial year, of the number of complaints you receive relating to your compliance with standards.	30/03/2016

148	Record Keeping	You must keep a copy of any written complaint that you receive that relates to your compliance with the standards with which you are under a duty to comply.	30/03/2016
149	Record Keeping	You must keep a copy of any written complaint that you receive that relates to the Welsh language (whether or not that complaint relates to the standards with which you are under a duty to comply).	30/03/2016
150	Record Keeping	You must keep a record of the steps that you have taken in order to ensure compliance with the policy making standards with which you are under a duty to comply.	30/03/2016
151	Record Keeping	You must keep a record (following assessments of your employees' Welsh language skills made in accordance with standard 127), of the number of employees who have Welsh language skills at the end of each financial year and, where you have that information, you must keep a record of the skill level of those employees.	30/03/2016
152	Record Keeping	You must keep a record, for each financial year of - (a) the number of members of staff who attended training courses offered by you in Welsh (in accordance with standard 128), and (b) if a Welsh version of a course was offered by you in accordance with standard 128, the percentage of the total number of staff attending the course who attended that version.	30/03/2016
153	Record Keeping	You must keep a copy of every assessment that you carry out (in accordance with standard 136) in respect of the Welsh language skills that may be needed in relation to a new or vacant post.	30/03/2016
154	Record Keeping	You must keep a record, in relation to each financial year of the number of new and vacant posts which were categorised (in accordance with standard 136) as posts where - (a) Welsh language skills are essential; (b) Welsh language skills need to be learnt when appointed to the	30/03/2016

		post; (c) Welsh language skills are desirable; or (ch) Welsh language skills are not necessary.	
155	Supplementary - Service Delivery	You must ensure that a document which records the service delivery standards with which you are under a duty to comply, and the extent to which you are under a duty to comply with those standards, is available - (a) on your website, and (b) in each of your offices that are open to the public.	30/03/2016
156	Supplementary - Service Delivery	You must - (a) ensure that you have a complaints procedure that deals with the following matters - (i) how you intend to deal with complaints relating to your compliance with the service delivery standards with which you are under a duty to comply, and (ii) how you will provide training for your staff in relation to dealing with those complaints, (b) publish a document that records that procedure on your website, and (c) ensure that a copy of that document is available in each of your offices that are open to the public.	30/03/2016
157	Supplementary - Service Delivery	You must - (a) ensure that you have arrangements for (i) overseeing the way you comply with the service delivery standards with which you are under a duty to comply, (ii) promoting the services that you offer in accordance with those standards, and (iii) facilitating the use of those services,	30/03/2016

		<p>(b) publish a document that records those arrangements on your website, and</p> <p>(c) ensure that a copy of that document is available in each of your offices that are open to the public.</p>	
158	Supplementary - Service Delivery	<p>(1) You must produce a report (an "annual report"), in Welsh, in relation to each financial year, which deals with the way in which you have complied with the service delivery standards with which you were under a duty to comply during that year.</p> <p>(2) The annual report must include the number of complaints that you received during that year which related to your compliance with the service delivery standards with which you were under a duty to comply.</p> <p>(3) You must publish the annual report no later than 30 June following the financial year to which the report relates.</p> <p>(4) You must publicise the fact that you have published an annual report.</p> <p>(5) You must ensure that a current copy of your annual report is available -</p> <p>(a) on your website, and</p> <p>(b) in each of your offices that are open to the public.</p>	30/03/2016
159	Supplementary - Service Delivery	You must publish a document on your website which explains how you intend to comply with the service delivery standards with which you are under a duty to comply.	30/03/2016
160	Supplementary - Service Delivery	You must provide any information requested by the Welsh Language Commissioner which relates to your compliance with the service delivery standards with which you are under a duty to comply.	30/03/2016
161	Supplementary - Policy Making	You must ensure that a document which records the policy making standards with which you are under a duty to comply, and the extent	30/03/2016

		to which you are under a duty to comply with those standards, is available - (a) on your website, and (b) in each of your offices that are open to the public.	
162	Supplementary - Policy Making	You must - (a) ensure that you have a complaints procedure that deals with the following matters - (i) how you intend to deal with complaints relating to your compliance with the policy making standards with which you are under a duty to comply, and (ii) how you will provide training for your staff in relation to dealing with those complaints, (b) publish a document that records that procedure on your website, and (c) ensure that a copy of that document is available in each of your offices that are open to the public.	30/03/2016
163	Supplementary - Policy Making	You must - (a) ensure that you have arrangements for overseeing the way you comply with the policy making standards with which you are under a duty to comply, (b) publish a document that records those arrangements on your website, and (c) ensure that a copy of that document is available in each of your offices that are open to the public.	30/03/2016
164	Supplementary - Policy Making	(1) You must produce a report (an "annual report"), in Welsh, in relation to each financial year, which deals with the way in which you have complied with the policy making standards with which you were under a duty to comply during that year.	30/03/2016

		<p>(2) The annual report must include the number of complaints you received during the year which related to your compliance with the policy making standards with which you were under a duty to comply.</p> <p>(3) You must publish the annual report no later than 30 June following the financial year to which the report relates.</p> <p>(4) You must publicise the fact that you have published an annual report.</p> <p>(5) You must ensure that a current copy of your annual report is available -</p> <p>(a) on your website, and</p> <p>(b) in each of your offices that are open to the public.</p>	
165	Supplementary - Policy Making	You must publish a document on your website which explains how you intend to comply with the policy making standards with which you are under a duty to comply.	30/03/2016
166	Supplementary - Policy Making	You must provide any information requested by the Welsh Language Commissioner which relates to compliance with the policy making standards with which you are under a duty to comply.	30/03/2016
167	Supplementary - Operational	<p>You must ensure that a document which records the operational standards with which you are under a duty to comply, and the extent to which you are under a duty to comply with those standards, is available -</p> <p>(a) on your website, and</p> <p>(b) in each of your offices that are open to the public.</p>	30/03/2016
168	Supplementary - Operational	<p>You must -</p> <p>(a) ensure that you have a complaints procedure that deals with the following matters -</p> <p>(i) how you intend to deal with complaints relating to your compliance with the operational standards with which you are under a duty to</p>	30/03/2016

		<p>comply, and</p> <p>(ii) how you will provide training for your staff in relation to dealing with those complaints, and</p> <p>(b) publish a document that records that procedure on your intranet.</p>	
169	Supplementary - Operational	<p>You must -</p> <p>(a) ensure that you have arrangements for</p> <p>(i) overseeing the way you comply with the operational standards with which you are under a duty to comply,</p> <p>(ii) promoting the services that you offer in accordance with those standards, and</p> <p>(iii) facilitate the use of those services, and</p> <p>(b) publish document that records that procedure on your intranet.</p>	30/03/2016
170	Supplementary - Operational	<p>(1) You must produce a report (an "annual report"), in Welsh, in relation to each financial year, which deals with the way in which you have complied with the operational standards with which you were under a duty to comply during that year.</p> <p>(2) The annual report must include the following information (where relevant, to the extent you are under a duty to comply with the standards referred to) -</p> <p>(a) the number of employees who have Welsh language skills at the end of the year in question (on the basis of the records you kept in accordance with standard 151);</p> <p>(b) the number of members of staff who attended training courses you offered in Welsh during the year (on the basis of the records you kept in accordance with standard 152);</p> <p>(c) if a Welsh version of a course was offered by you during that year, the percentage of the total number of staff attending the course who attended the Welsh version (on the basis of the records you kept in</p>	30/03/2016

		<p>accordance with standard 152);</p> <p>(ch) the number of new and vacant posts that you advertised during the year which were categorised as posts where -</p> <p>(i) Welsh language skills were essential,</p> <p>(ii) Welsh language skills needed to be learnt when appointed to the post,</p> <p>(iii) Welsh language skills were desirable, or</p> <p>(iv) Welsh language skills were not necessary, (on the basis of the records you kept in accordance with standard 154);</p> <p>(d) the number of complaints that you received during that year which related to your compliance with the operational standards with which you were under a duty to comply.</p> <p>(3) You must publish the annual report no later than 30 June following the financial year to which the report relates.</p> <p>(4) You must publicise the fact that you have published an annual report.</p> <p>(5) You must ensure that a current copy of your annual report is available -</p> <p>(a) on your website, and</p> <p>(b) in each of your offices that are open to the public.</p>	
171	Supplementary - Operational	You must publish a document on your website which explains how you intend to comply with the operational standards with which you are under a duty to comply.	30/03/2016
172	Supplementary - Operational	You must provide any information requested by the Welsh Language Commissioner which relates to compliance with which you are under a duty to comply.	30/03/2016
175	Supplementary - Record Keeping	You must ensure that a document which records the record keeping standards with which you are under a duty to comply, and the extent	30/03/2016

		to which you are under a duty to comply with those standards, is available - (a) on your website, and (b) in each of your offices that are open to the public.	
176	Supplementary - Record Keeping	You must provide any records you kept in accordance with the record keeping standards with which you are under a duty to comply to the Welsh Language Commissioner, if the Commissioner asks for those records.	30/03/2016

Standards required to comply with within a year and 6 months.

Standard Number	Class of Standard	Standard	Imposition Date
145	Promotion	You must produce, and publish on your website, a 5-year strategy that sets out how you propose to promote the Welsh language and to facilitate the use of the Welsh language more widely in your area; and the strategy must include (amongst other matters) - (a) a target (in terms of the percentage of speakers in your area) for increasing or maintaining the number of Welsh speakers in your area by the end of the 5 year period concerned, and (b) a statement setting out how you intend to reach that target; and you must review the strategy and publish a revised version on your website within 5 years of publishing a strategy (or of publishing a revised strategy).	30/03/2017
146	Promotion	Five years after publishing a strategy in accordance with standard 145 you must - (a) assess to what extent you have followed that strategy and have reached the target set by it, and (b) publish that assessment on your website, ensuring that it contains	30/03/2017

		the following information - (i) the number of Welsh speakers in your area, and the age of those speakers; (ii) a list of the activities that you have arranged or funded during the previous 5 years in order to promote the use of the Welsh language.	
173	Supplementary - Promotion	You must ensure that a document which records the promotion standards with which you are under a duty to comply, and the extent to which you are under a duty to comply with those standards, is available - (a) on your website, and (b) in each of your offices that are open to the public.	30/03/2017
174	Supplementary - Promotion	You must provide any information requested by the Welsh Language Commissioner which relates to compliance with the promotion standards with which you are under a duty to comply.	30/03/2017

Meri Huws

Meri Huws
Welsh Language Commissioner

Date: 30/09/2015

Agenda Item 8

MEETING:	LANUGAGE COMMITTEE
DATE:	22 OCTOBER 2015
TITLE:	LANGUAGE COMMISSIONERS RESPONSE TO THE ANNUAL REPORT ON THE LANGUAGE SCHEME
AUTHOR:	Gwenllian Williams Language Development Officer
PURPOSE OF THE REPORT	<ul style="list-style-type: none">• Present the response of the Language Commissioner to the Annual Report, along with the Council's response to further queries• Seek the members response to the matters raised by the report.

1. BACKGROUND

- 1.1 The Annual Report on the Council's Language Scheme was sent to the Commissioner on 30 June 2015
- 1.2 A response was received from the Commissioner on 17 July 2015. This report contained a number of queries that we needed to answer within 20 days.
- 1.3 The Council's response to the queries were sent 14 September 2015 (Appendix 1)
- 1.4 A feedback meeting will be held with one of the Language Commissioner's officers on 27 October 2015.

2. OBSERVATIONS ON THE ANNUAL REPORT

- 2.1 Attention was drawn to two weaknesses while preparing the information for the annual report and the response to the further queries.
- 2.2 Both matters are addressed in the new Language Standards, and so we will need to consider how we will change current practices.

i) Reporting language complaints

The weakness:

The complaints recorded on in the annual report were recorded exactly as they were presented in the complaint reports to the Language Committee. When a query was made about some of the complaints in the response from the Commissioner, it became clear that not all of the cases had been closed satisfactorily. As this is an official record of complaints, there needs to be a set procedure in the future to ensure that complaints are not reported to the Language Committee until any enquiries are completed and a response sent to the complainant if appropriate.

What the Language Standards ask us to do:

Standard 147: You must keep a record, in relation to each financial year, of the number of complaints you receive that pertain to your compliance with the standards.

Standard 148: You must keep a record of any written complaint you receive that pertain to your compliance with the standards that you are obliged to comply with.

Standard 149: You must keep a copy of any written complaints that you receive that pertains to the Welsh language (if the complaint is in relation to your compliance with the standards or not)

ii) Keeping a record of staff language skills

The weakness:

There seemed to be an inconsistency in the information and response received from different departments while collating the data for the annual report. At the moment, we only note if staff speak Welsh or not, and that depends to an extent on the Managers definition, especially when recording the skills of Welsh learners. We will need to consider to what extent and in what way we record the Language ability of staff in the future. Do we continue to report in the same way, or do we need to look at recording skills and fluency?

What the Language Standards ask us to do:

Standard 127: You must assess the Language skills of your staff.

Standard 151: You must keep a record (following an assessment of the Welsh language skills of your workforce that was done in accordance with Standard 127) of the number of staff that have Welsh Language skills at the end of each financial year, and when it is known to you, you must keep a record of the skill levels of your staff,

3. RECOMENDATION

The members are asked to:

3.1 Accept the Language Commissioners response to our Annual Report. And the Council's response to the further queries.

3.2 Accept the recommendation that complaints will not be reported to the Language Committee until cases are closed.

3.3 Consider to what extent the Council should be recording language skills and ability.

Gwynedd Council's response to a request by the Welsh Language Commissioner for further information on Gwynedd Council's Language Scheme Annual Monitoring Report

Required further information	Gwynedd Council's Response
<p>Please explain the arrangements the Council made to re-fill the post of the Language and Equality Officer.</p> <p>Please provide an update on the proposed report in relation to promoting the Welsh language in the business sector.</p> <p>Please provide an update on the development of the e-learning module on Language Awareness.</p> <p>Please provide an update on appointing language champions in the county's residential homes.</p> <p>Please report on the compliance of home care providers during 2014-15.</p>	<p>As part of the Council's re-organisation procedures, the responsibilities of the Language and Equality Officer were shared between the following officers:</p> <ul style="list-style-type: none"> • Corporate Policy Officer • Welsh Language Officer • Language Development Officer (1/2 post) <p>A report was submitted by the Democratic Services and Language Manager and by Dwywnen Hywel from the Welsh Language Commissioner's office at the meeting of the Language Committee on 29 January 2015 on the support available for businesses.</p> <p>The e-learning module was not internally developed, as at the time the All Wales Academy was expected to develop a language awareness module on their e-learning portal, and there was no intention to duplicate work. Unfortunately, this title was not included on the Academy's module list as it was not considered a priority by the member Councils.</p> <p>The idea of appointing Language Champions in residential homes was first discussed in a discussion at the Language Committee (the minutes of the discussion on champions from 2013-04-16 notes the need to "look at other departments within the Council in turn"). Having looked further at the staff of the homes, it was seen that all Managers were fluent in Welsh, and although there were some locations where there were more problems with non-Welsh speaking staff, it was felt that the role of promoting the Welsh language was already an integral part of the Manager's post.</p> <p>In the Annual Report for 2014-15 the compliance of home care providers was reported on under the title Community Care Providers (page 10).</p>

Questions which must be answered	Gwynedd Council's Response
<p>Which departments or units submitted reports to the Language Committee during 2014-15?</p> <p>Did the Council solve the complaints about the Welsh website and the English CCTV sign, the language medium of the swimming lessons and the English P45 form?</p>	<p>Reports were submitted by the following people at Language Committee meetings during 2014-15:</p> <ul style="list-style-type: none"> • 04/04/2014 Gwynedd Leisure Centre Developmental Manager submitting on linguistic skills and the use of Language Champions in some of the county's Leisure centres. • 26/06/2014 Senior Housing Manager submitting on the Common Allocation Policy and the allocation of Social Housing • 29/01/2015 Gwynedd Council's Business Support Department and Dwywnwen Hywel on Commissioner services for businesses. <p>These complaints were all recorded as closed in the Language Committee's complaints reports. An update of the matters in question which were noted in the Annual Report is as follows:</p> <p>The Council's Website: This was a technical matter in terms of access rather than a complaint about a linguistic fault. The system was tested at the time and the IT team did not find any problems.</p> <p>CCTV sign: Having looked in more detail at the complaint, it appears that this was a comment about sub-standard Welsh rather than a complaint about the absence of the Welsh language. The relevant department looked into the matter.</p> <p>Swimming lessons: The Senior Leisure Service Manager confirmed (on 08.09.2015) that a discussion had been held at the time with the trainer of the Swimming Club in question, and the relationship between the service and the Club had been explained. It was confirmed that Pengwins is an independent Club, that the club's deputy trainer could speak Welsh, and that the parents were happy with the language medium of the lessons.</p> <p>P45 Form: The complaint has turned the Council's focus towards difficulties involving HMRC arrangements. We are discussing this at present with a view to overcoming this problem in future so that there is a way to seek to operate a procedure where all forms are available in Welsh. We have apologised to the Complainant.</p>

Is the Council taking specific steps to ensure improvement in the context of complying with social care contracts?

A More than Words Task Group exists internally to look at this matter and to seek to ensure that the Council takes appropriate steps to ensure improvement.

Was language awareness training arranged for elected members?

Language Awareness training was arranged for the Council's non-Welsh members and the session was held on 4 February 2014.

Scrutiny Investigation Report

Welsh-medium Education

Investigation Members

Councillor Alwyn Gruffydd (Chairman)

Councillor Elin Walker Jones

Councillor Bethan Wyn Lawton

Councillor Liz Saville Roberts (up to 7/5/2015)

Councillor Dyfrig Siencyn (up to 1/9/14)

Councillor Eirwyn Williams

Councillor Hefin Williams

Officers

Debbie Anne Williams Jones (Lead Officer)

Ann Roberts (Supporting Officer)

Glynda O'Brien (Members' and Scrutiny Support Officer)

Gwynedd Council

Shirehall Street

Caernarfon

Gwynedd

LL55 1SH



Published:

The Report

- 1. Executive Summary**
- 2. Purpose of the Investigation**
- 3. Background**
- 4. National Legislation and Strategies**
- 5. Gwynedd Education Language Policy and Strategic Plans**
- 6. Performance Comparisons and External Audit Reports**
- 7. The Work of the Investigation**
- 8. Recommendations**
- 9. Reporting back**

Acknowledgement

Appendices

Appendix 1 - Questionnaire – Secondary School Headteachers

Appendix 2 – Questionnaire – Primary School Headteachers

Appendix 3 – Questionnaire - Language Centres

Appendix 4 – Questionnaire - Language Co-ordinators

Appendix 5 – Questionnaire - School of Education, Bangor University

Appendix 6 – Studying Through the Medium of Welsh

Appendix 7 – Language Cohorts

Appendix 8 - Language Web of the Three Catchment Areas

Appendix 9 – Numbers – Primary Language Centres

Appendix 10 – Numbers at Primary Language Centres 2005 - 2015

Appendix 11 – Cefn Coch Language Centre

Appendix 12 – Dolgellau Language Centre

Appendix 13 – Llangybi Language Centre

Appendix 14 – Maesincla Language Centre

Appendix 15 – Numbers – Secondary Language Centre

Appendix 16 – Numbers at Secondary Language Centre 2005 – 2015

Appendix 17 – Summary per School at Secondary Language Centre

Appendix 18 – Tracking Pupils of Primary Language Centres

Appendix 19 – Further Information - Secondary Language Centre

Appendix 20 – Welsh Lessons for Parents

Appendix 21 – Summary of Levels and Language Cohorts

Appendix 22 – Levels and Language Cohorts 2013

Appendix 23 – Levels and Language Cohorts 2014

Appendix 24 – Questionnaire - Governors

Appendix 25 – Results of Parents' Questionnaire

Appendix 26 – Pupil Focus Groups' Evidence Report

Appendix 27 – Secondary Schools Use of Language during Lessons

For more information, contact:

Debbie Anne Williams Jones

Gwynedd Council

Shirehall Street,

Caernarfon,

LL55 1SH

Telephone number: (01286) 679 267

E-mail: DebbieAnneWilliamsJones@gwynedd.gov.uk

[Gwynedd Council Overview and Scrutiny Page](#)

FOREWORD BY THE CHAIRMAN

“It gives me great pleasure to present the outcome of our investigation into the reality and performance of Welsh language education in Gwynedd and its contribution towards the continued use of the language in the community.

The 2011 Census was very much a wake-up call for many. It became apparent that sustainability of the Welsh language could no longer be taken for granted even in its traditional strongholds. A concerted effort was called to which schools would have a key role. Even though Gwynedd has a long-standing school’s language policy it became clear during our investigation that its implementation very much depended on individual teachers’ interpretation. The word bilingualism in itself means something different to different people. There is a dire need for clear definitions, for sharing good practice and for highlighting the positive impact of bilingualism on our children and young people.

As a result we have compiled a report that includes twenty recommendations that we hope will be adopted at the earliest opportunity.

I take this opportunity to thank all those professionals that assisted us with our enquiries. Their input and experience in the field of bilingual education was invaluable. Thanks also to Council Officers that kept us focused on the work at hand and for preparing a full and concise written report based on our deliberations. Lastly I thank my co-members for their enthusiasm and vision in their goal of making bilingualism a way of life that makes the communities of Gwynedd so unique.”

Councillor Alwyn Gruffydd
Chairman of the Scrutiny Investigation Group

1. Executive Summary

1.1 The Welsh-Medium Education Scrutiny Investigation was established by the Services Scrutiny Committee in order to assess:

- how the Authority's Language Policy is being implemented at grass roots level in individual schools;
- the extent to which the provision assists in promoting the social use of Welsh by children and young people.

It was intended to form recommendations to improve the consistency and quality of Welsh-medium language education provision within the catchment area now and for the future.

It was not possible to concentrate on all schools and catchment areas. The investigation concentrated on three catchment areas, namely Ardudwy, Bangor and Botwnnog. It was hoped that these varying catchment areas would be a medium to reflect all Gwynedd catchment areas and that this investigation's recommendations would be relevant to all schools.

It should be borne in mind that the information in this report is a snapshot in time during the period of the scrutiny investigation unless otherwise noted.

The report draws attention to the situation of the Welsh language in Gwynedd and Gwynedd Council main documents which were considered as background to the scrutiny investigation along with national legislation and strategies. Attention is also drawn to the Authority's Language Policy, the Gwynedd Welsh in Education Strategic Plan 2014-2017 and the Gwynedd Primary Schools Welsh Language Charter. Attention is also drawn to the report commissioned by the Trywydd company, namely the Report on Increasing Social Use of the Welsh Language by Gwynedd Secondary Schools' Children and Young People (Trywydd 2014).

In addition, attention is drawn to performance comparisons across Wales and audit reports produced by external bodies on the performance of Local Authorities. Attention is also drawn to statistics regarding progression in Welsh-medium education from the Foundation Phase / Key Stage 2 to Key Stages 3 and 4 and the ESTYN report (November 2014) on 'Linguistic Progression and Standards in ten bilingual schools'.

The scrutiny investigation considered written evidence submitted by headteachers of the Primary and Secondary Schools of the three catchment areas in question as well as verbal evidence submitted in interviews. Verbal evidence of interviews with the headteachers of all Language Centres in Gwynedd and Language Co-ordinators was considered. Verbal evidence from an interview with lecturers from the School of Education, Bangor University was also considered.

Responses to questionnaires provided for parents of primary and secondary school pupils were considered.

The report of Iaith Cyf. which held focus groups with children and young people from a sample of schools in the catchment areas in question was considered.

Data from a number of sources were considered: the Education Department, Language Centres, Language Co-ordinators, language levels and cohorts of the catchment areas and a language web for the catchment areas of Ardudwy, Bangor and Botwnnog was received.

1.2 Following detailed consideration of the background documents, data and all evidence collected, the following recommendations were made:

Measureable Recommendations	Area	Responsibility	The possible measure / Outcome
<p>1. To strengthen and reconcile the Council's (Education) Language Policy, the Council should define what bilingual learning is and collaborate with schools and teacher training institutions to establish a strong bilingual pedagogy which is appropriate for all the Authority's schools and pupils and to nurture translanguaging skills amongst staff.</p>	Policy	Education Department	A) The revised Policy Language in place.
<p>2. In order to strengthen and reconcile the Council's (Education) Language Policy, there is a need to clearly define the linguistic nature of all Gwynedd secondary schools so that it is clear to all stakeholders what is the linguistic nature of schools and by holding the schools and the Governors accountable for its implementation.</p>	Policy	Education Department (Gwynedd Secondary School Headteachers)	<p>A) The Education Department has ensured a standard linguistic definition for every secondary school and made it clear to all stakeholders.</p> <p>B) All school governors have received training to ensure their understanding of the linguistic definition of the schools and the requirements of the language policy.</p> <p>C) The Education Department operates a robust monitoring arrangement to ensure that all</p>

			secondary schools comply with the definition and Language Policy (Education) of the County.
3. To try to increase the number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to amalgamate the policy to develop proficient bilingual skills with the implementation of the National Literacy and Numeracy Framework.	Policy (Implementation)	Education Department	A) Implementation of the National Literacy and Numeracy Framework corresponds with the Language Policy (Education).
4. It should be ensured that English exam results are as good as the Welsh exam results as this in turn will ensure the success of the Language Policy.	Policy (Implementation)		A) The Governors and the Council monitor examination results in detail and regularly.
5. To maintain and develop pupils' Welsh language skills in accordance with the Language Policy, Ysgol Friars should, with Council support, identify opportunities to make further progress in the use of the Welsh language across the curriculum and life of the school.	Policy (Implementation)	Ysgol Friars / Education Department	A) The Council supports Ysgol Friars regularly to make further progress in the use of the Welsh language across the curriculum and life of the school. B) The Council has ensured the understanding of the Governors and have established a robust monitoring procedure. C) The Services Scrutiny Committee has programmed its work to monitor the situation on a regular basis.
6. Ensure that the Governors of every	Training	Education Department	A) Every Governor has received training on

school in Gwynedd receive training on the requirements of the Language Policy.			the requirements of the Language Policy.
7. To strengthen the Welsh language environment of the schools, the Council should ensure support for assistants and ancillary staff to learn Welsh, understand the requirements of the Language Charter, and receive Language Awareness training.	Training	Education Department	A) The Council has established a training programme for assistants and ancillary staff to learn the Welsh language, understand the requirements of the Language Charter and language awareness.
8. To standardize the Council's (Education) Language Policy across the county, there is a need to ensure that all Gwynedd schools adhere to the Policy holding the schools and Governors accountable for its implementation.	Monitoring and accountability	Education Department	A) The Council has set up a regular monitoring procedure. B) The Services Scrutiny Committee has scrutinised relevant data on a regular basis to ensure implementation of the (Education) Language Policy.
9. To try to increase the number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to establish the practice of every subject teacher in the primary and secondary sectors monitoring and reporting on the development of every pupil's Welsh and English skills in progress reports and discussing their development with pupils and their parents during parent evenings.	Monitoring and accountability	Primary / Secondary Schools	A) A monitoring procedure is in place for each subject teacher to prepare progress reports (primary and secondary) on the development of Welsh and English skills of every pupil. B) The progress reports have been discussed with the pupils and parents.
10. Ensure robust linguistic progression between	Monitoring and	Education Department	A) The Council has ensured a robust

<p>KS2, KS3, KS4 and KS5 by implementing consistent and appropriate monitoring methods which would also track language medium across the curriculum.</p> <p>(Recommendation of ESTYN Report November 2014: “track the percentages per school of key stage 4 pupils who follow courses through the medium of Welsh and set targets to increase this according to the objectives of their Welsh-medium education strategy”.</p>	<p>accountability</p>	<p>/ Primary / Secondary Schools</p>	<p>procedure is in place for monitoring the linguistic progression and also for the tracking of language medium across the curriculum by reporting regularly to the Services Scrutiny Committee.</p>
<p>11. Clarity and consistency should be ensured in the schools’ bilingual teaching methods by fostering translanguaging skills among staff and defining clearly what bilingual learning is and providing details on:</p> <ol style="list-style-type: none"> i) how much Welsh and English should be used to teach ii) language used by pupils to write in bilingual lessons iii) what are the expectations in terms of using Welsh/English in classroom conversations and discussions. 	<p>Bilingual teaching</p>	<p>Education Department</p>	<p>A) The Council has established a suitable training programme for teachers</p> <ul style="list-style-type: none"> - bilingual teaching - And build translanguaging skills
<p>12. Ensure that:</p> <ol style="list-style-type: none"> i) the Language Charter is used in every primary school in Gwynedd 	<p>Social use of the Welsh language by children and young people</p>	<p>Gwynedd Council (Education Department/ Hunaniaith)</p>	<p>A) The Council regularly monitors the implementation of the Language Charter in the</p>

<p>ii) good practices are shared between schools on implementing the Language Charter and supporting and encouraging pupils' use of Welsh in a constructive manner</p> <p>iii) there are better opportunities for pupils to use the internet through the medium of Welsh to support one of the Language Charter's objectives. Schools should make more extensive use of Welsh websites and online materials and resources. Schools should be supported to achieve this where appropriate.</p>			<p>County's primary schools, and provides support to the schools.</p> <p>B) The Council and the schools are creating opportunities.</p> <p>C) The Council provides support to schools to enable pupils to make greater use of the Welsh websites and online resources.</p>
<p>13. Some of the Scrutiny Investigation's findings appear in the Trywydd report and it is recommended that the Council and the Schools act on the recommendations in the report.</p>	<p>Social use of the Welsh language by children and young people</p>	<p>Gwynedd Council (Education Department / Leisure / Youth Service / Hunaniaith)</p>	<p>A) The Council has established an action plan to respond to recommendations of the Trywydd report.</p>
<p>14. To ensure that the Welsh language is not pushed on pupils in a forceful manner, schools should include the pupils in discussions on:</p> <p>i) the Language Policy</p> <p>ii) the Language Charter</p> <p>iii) the school's language practices and ensure their ownership of the policy. Every school should ensure that there are opportunities for pupils to understand and discuss the advantages</p>	<p>Involving pupils</p>	<p>Primary / Secondary Schools</p>	<p>A) The pupils are involved in discussions about the Language Policy, the Language Charter and the language practice of the school.</p> <p>B) Processes in place to ensure pupils' ownership of the policy.</p> <p>C) Opportunities have been established for pupils to understand and discuss the benefits of</p>

of bilingualism, multilingualism and to embrace the Welsh language.			bilingualism, multilingualism and embrace the Welsh language.
15. In order to keep students, who are trying for a second degree, in Wales, the Services Scrutiny Committee should lobby the Welsh Government to provide a grant for the second degree as well as is happening in England.	Student Grants		A) The Services Scrutiny Committee has lobbied the Welsh Government to provide a grant for the second degree.
16. The advantages of bilingualism should be promoted and marketed in collaboration with every school across the county, with schools also marketing those advantages on their websites, among parents and pupils.	The benefits of bilingualism		A) The Council has conducted a review to identify opportunities to market the benefits of bilingualism. B) The Council has established a system to monitor that all schools in the County are marketing those benefits on their websites, among parents and pupils.
17. The Council should celebrate the successes of the county's schools and pupils (that test results in Welsh and English are as good as each other) and ensure that all schools raise awareness of those successes on the school website.	The benefits of bilingualism		A) The Council has established a system to celebrate the successes of the schools and pupils of the County via the latest popular methods. B) The schools have posted the successes on the school's website.
18. To support pupils from non-Welsh homes to support the Welsh language, schools and the Council should develop methods (such as Language	The benefits of bilingualism		A) The Council has established a programme of language awareness sessions. B) The schools have a procedure in place

Awareness sessions, chats with prospective pupils/parents, etc.), to establish attitudes which puts a value on the Welsh language and bilingualism. It should be ensured that existing good practices are shared.			to hold conversations with prospective pupils / parents. C) The Council has shared good practice with all the schools across the County.
19. To strengthen the Welsh language environment of the schools, the Council should strengthen the procedure of establishing the language requirements of posts in schools when appointing new staff.	Staff Appointment Procedures	Education Department	A) The Council has established a robust procedure for the appointment of new staff.
20. It should be ensured that every school makes full use of the Language Centres, ensuring every school's accountability for implementing the after-care packages.	Language Centres / Monitoring and accountability	Primary / Secondary Schools	A) The Council monitors the use of Language Centres and the operation of the after-care packages on a regular basis.
21. The Council should consider establishing a specific Language Centre for the Bangor catchment area in order to support the implementation and delivery of the Language Policy.	Language Centres	Gwynedd Council / Welsh Government	A) The Council in conjunction with the Welsh Government has given full consideration to the establishment of a specific Language Centre for the catchment area of Bangor.
22. Ensure that good practices are shared between the Language Centres and the schools.	Language Centres	Language Centres / Primary / Secondary Schools	A) The Council and the Language Centres share good practice with all the schools on a regular basis.
23. The Council should consider establishing a specific provision of immersion education for the Ysgol Ardudwy (and schools located in similar demographic catchment areas) in	Immersion education	Gwynedd Council / Welsh Government	A) The Council in conjunction with the Welsh Government has given full consideration to the establishment of immersion education provision at Ysgol

order to support the implementation and delivery of the Language Policy.			Ardudwy (and others).
24. The Council should discuss with Bangor University the possibility of setting a specific standard to develop skills in Welsh and a standard to develop bilingual skills for prospective teachers as part of the standards for a Qualified Teacher Status (QTS).	Bangor University		A) The Council has discussed and has come to an agreement with Bangor University.

1.3 Members of the scrutiny investigation appreciate that any action will be a matter for the Cabinet Member but they are eager for the Scrutiny Committee to receive a report on its response to the recommendations at its next meeting along with a progress report within 6 months.

1.4 It was agreed to present the report to the Language Committee following the Scrutiny Committee.

2. Purpose of the Scrutiny Investigation

2.1 The Scrutiny Investigation was established by the 13 February 2014 [Services Scrutiny Committee](#) to assess:

- How the Authority's Welsh Language Policy is implemented at grassroots level in individual schools
- The extent to which the provision assists in promoting the social use of the Welsh language by children and young people (the link with the work of the Gwynedd Schools' Welsh Language Charter)

(a) Specifically:-

1. Detailing on the operation of the Authority's [Language Policy](#) at the primary and secondary schools of specific catchment areas.
2. Examining how key elements of the policy are applied to the different schools' policies and especially within the School Development Plan.
3. Examining how the guidance and requirements of "[The Welsh Language in Education Strategic Plan](#)" are implemented at every school.
4. Examining how the guidance and requirements of the "[Gwynedd Primary Schools' Welsh Language Charter](#)" are implemented.

(b) In terms of the order of the work, the aim of the Investigation was to gain a county-wide picture of the way in which the Authority's Language Policy is implemented in each catchment area by establishing an understanding of

- the linguistic pattern within the catchment area based on Census statistics and individual schools
- the educational structure of the catchment area and the perception of parents and others of a school's linguistic nature
- the schools' relationships with each other in terms of the Welsh language
- the use of the Language Centres
- the use of the Welsh language in the classroom, on the corridor, in the cafeteria and on the school yard
- the activities held to celebrate and promote Welsh heritage and culture
- the area's linguistic strategic priorities (in the context of the development of the Gwynedd Language Strategy)
- the local context in terms of community linguistic work
- linguistic achievement of the children of the catchment area
- good practice

(c) Form recommendations to improve the consistency and quality of Welsh-medium language education provision within the catchment area now and for the future.

2.2 Main Activity of the Investigation

The Investigation commenced by holding a discussion with the members on the catchment area(s) that the investigation should focus

upon. The members acknowledged that it was not possible for the investigation to focus on all schools and catchment areas, and therefore it was sought to identify various catchment areas to focus on as part of the investigation, in the hope that they would reflect all Gwynedd catchment areas, and therefore; the recommendations of this investigation would be relevant to every school.

Following the advice and guidance of Mr Dewi Jones, Head of Education (at the time), it was agreed that the investigation would focus on three catchment areas, namely:

- Ardudwy
- Bangor
- Botwnnog

The investigation's work programme was agreed upon to address the brief, and an understanding of the background of the field was established through presentations by the following:

Dewi Jones, Head of Education (at the time)

- Welsh Government's Welsh-medium Education Strategy
- Welsh in Education Strategic Plan 2013-2017

Debbie Anne Williams Jones, who was responsible for commissioning:

- [Gwynedd Schools Organisation Plan Linguistic Impact Assessment 2008](#)
- [Report on Gwynedd Primary Children's Social Use of the Welsh Language \(2009\)](#)
- [Gwynedd Primary Schools' Welsh Language Charter 2014](#)
- 'Living in Wales' Plan, Gwynedd Language Centres
- Report on Increasing the Social Use of the Welsh Language by Children and Young People at Gwynedd's Secondary Schools 2014 (Trywydd) ¹

Garem Jackson, Education Quality Improvement Officer on

- Welsh in Education Strategic Plan 2014/15

2.3 The following were consulted with through questionnaires, interviews and catchment area meetings in order to gain an understanding of the way in which the county's Education Language Policy is implemented:

- Headteachers of Ardudwy, Botwnnog, Friars and Tryfan Secondary Schools. **Appendix 1.**
- Headteachers of Nefyn, Tan y Castell, Dyffryn Ardudwy a Thalsarnau, Cae Top, and Hiracl Primary Schools. **Appendix 2.**
- Primary Headteachers from the Bangor Catchment Area **Appendix 2.**

¹ Contact us for a copy.

- Primary Headteachers from the Botwnnog Catchment Area **Appendix 2.**
 - Headteachers of Primary and Secondary Sector Language Centres **Appendix 3.**
 - Primary School Language Co-ordinators **Appendix 4.**
 - Secondary School Language Co-ordinators **Appendix 4.**
 - Lecturers from the School of Education, Bangor University **Appendix 5.**
- 2.4 At the request of members of the Scrutiny Investigation, the Chairman and Arfon members of the investigation were invited to meet Primary Headteachers from the Bangor Catchment Area. The intention was to secure an opportunity to have a discussion with all the catchment area's schools, as there was a feeling that every school in Bangor was different in the context of the Language Policy.
- 2.5 Interviews were held with the Headteachers of Dyffryn Ardudwy a Thalsarnau, Tanycastell, Hirael, Cae Top and Nefyn Primary Schools; and the Headteachers of Ardudwy, Botwnnog, and Tryfan Secondary Schools as well as the Headteacher and Deputy Headteacher of Ysgol Friars.
- 2.6 At the request of members of the Scrutiny Investigation, an invitation was received to interview the headteachers of primary schools in the Botwnnog catchment area at one of the catchment area's regular meetings.
- 2.7 Interviews were held with the workforce of the Language Centres (primary and secondary), the Primary Co-ordinators, and the Secondary Language Co-ordinators in three different groups. Data was provided to members of the scrutiny investigation about the numbers that had attended the Language Centres, language levels and cohorts, together with the initial tracking work.
- 2.8 The parents of pupils were consulted with through an online questionnaire on the Gwynedd Council and Gwynedd Ni websites. A message was sent to the schools' headteachers with a link to the questionnaires, and hard copies were sent to the schools that asked for them. Also, the consultation was advertised on the Council's website and in the press.
- 2.9 [laith Cyf.](#) was commissioned to hold focus groups with children and young people with a sample of the schools from the catchment areas in question.
- 2.10 Consultation occurred with the Governors of the schools in the catchment areas in question. The Education Department co-operated in circulating the questionnaires to the Clerks of the Governing Bodies of each of the schools in the three catchment areas in question.

3. Background

3.1 The Welsh Language in Gwynedd

According to the 2011 Census, 65.4% of Gwynedd residents speak Welsh, which is the highest percentage of Welsh speakers of all of Wales' counties, and the language is an integral part of daily life here. However, the 2011 Census shows that the percentages of people who are able to speak Welsh across the county vary significantly, with the highest percentages seen in the Llanrug ward (87.8%) and Peblig ward (87.4%) in Caernarfon. The percentages are lower towards the Bangor area (36.4%) and the coastal areas of Meirionnydd, such as Aberdyfi (35.5%). Despite this, the proportion of Welsh-speakers represents at least 30% of the permanent population in all wards apart from two, namely Menai ward (18.6%) and Deiniol ward (22.8%) in Bangor.

The 2011 Census showed an increase in the percentages of those who are able to speak Welsh in the 3-4 years old and the 5-15 years old age groups in Gwynedd, namely:

CENSUS	2001		2011		CHANGE	
3-4 years old	1,997	70.9%	1,997	73.0%	0	+2.1%
5-15 years old	14,468	91.8%	13,038	92.3%	-1,430	+0.5%

2011 Census data from the Office for National Statistics provides information regarding Welsh language skills and age. In 2011, the information for the catchment areas of the scrutiny investigation was as follows:

Area	Number of those who speak Welsh (3 to 15 years old)	Percentage of the population 3 – 15 years old
Gwynedd	15,035	89.1
Arduwy Catchment Area	1,128	90.5
Bangor Catchment Area	1,876	73.3
Botwnnog Catchment Area	1,170	92.6

Source: Table KS208 Census 2011, Office for National Statistics

3.2 Gwynedd Council's Welsh Language Plan

In December 1996, Gwynedd Council published a Welsh Language Plan in accordance with the Welsh Language Act 1993. It was approved by the Welsh Language Board, and it notes how the Council, when dealing with the public, treat both Welsh and English languages on an equal footing.

The Council's basic objectives regarding the Welsh language are:

- to enable everyone who receives or uses the Council's services, or contributes to the democratic process, to do so through the medium of Welsh or English according to personal choice

- to promote the use of the Welsh language in the life of the area and to be an anchor for the language in its resurgence throughout Wales
- to promote the use of the Welsh language by other public bodies which have dealings with the Council, and to support and promote the use of Welsh by organisations and businesses which provide services for the public in the area of the Council
- to establish Welsh as the official internal administrative language of the Council by providing facilities for in-post training to enable staff to develop their linguistic skills in Welsh and English
- to develop the ability of pupils and students to be confidently bilingual in order that they can be full members of the bilingual society of which they are a part of.

3.3 [The Council's Strategic Plan 2015 - 2017](#)

The Welsh language is one of the main priorities in the Council's Strategic Plan. Through the Strategic Plan, the Council is eager to see a situation where Gwynedd remains a stronghold for the Welsh language, and that Welsh is an everyday language that is heard and spoken naturally by children, young people and adults across the county.

3.4 [Gwynedd Language Strategy 2014-2017](#)

This Strategy's Vision is: "To see the Welsh language thriving in Gwynedd". To coincide with the vision, a long-term quantitative target was set in the previous language strategy which is reiterated in this Strategy, namely: "Ensure an increase of 5% in the percentage of the Welsh-speaking population in Gwynedd by 2021".

This Strategy is based on six strategic areas

- Strategic Area 1: The Family
- Strategic Area 2: Children and Young People
- Strategic Area 3: Communities
- Strategic Area 4: Welsh-language Services
- Strategic Area 5: The Workplace
- Strategic Area 6: The Infrastructure

The vision for Strategic Area 2: Children and Young People is "Increase the use of the Welsh language amongst children and young people, improve their awareness of the value of Welsh, and ensure better access to Welsh-medium social events and services. The outcome for this Strategic Area is "Children and young people speaking Welsh on a daily basis and realizing the value of the language".

4. Legislation and National Strategies

4.1 [Welsh Government Welsh Medium Education Strategy 2010](#)

This strategy builds on [Iaith Pawb – A National Action Plan for a Bilingual Wales](#), by focusing on developing Welsh medium education and training for the future. The strategy's vision is to "To have an education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace."

The document includes 6 strategic aims:

1. To improve the planning of Welsh-medium provision in the pre-statutory and statutory phases of education, on the basis of proactive response to informed parental demand.
2. To improve the planning of Welsh-medium provision in the post-14 phases of education and training, to take account of linguistic progression and continued development of skills.
3. To ensure that all learners develop their Welsh-language skills to their full potential and encourage sound linguistic progression from one phase of education and training to the next.
4. To ensure a planned Welsh-medium education workforce that provides sufficient numbers of practitioners for all phases of education and training, with high-quality Welsh language skills and competence in teaching methodologies
5. To improve the central support mechanisms for Welsh-medium education and training
6. To contribute to the acquisition and reinforcement of Welsh-language skills in families and in the community.

The document also includes 5 specific outcomes:

1. More 7 year old children being taught through the medium of Welsh.
2. More learners continuing to improve their language skills when transferring from primary school to secondary school.
3. More learners studying for qualifications through the medium of Welsh.
4. More learners aged 16-19 studying subjects through the medium of Welsh in schools and colleges and work-based learning.
5. More students with higher-level Welsh language skills.

Gwynedd Council has agreed upon progress targets and has submitted them as part of the Welsh in Education Strategic Plans to the Education Department, and Skills are annually monitored.

4.2 School Standards and Organisation Act (Wales) 2013

This Act became law in Wales on 4 March 2013. The Act makes Local Authorities accountable for planning Welsh medium provision by giving Welsh in Education Strategic Plans a statutory foundation. The first plans under these statutory arrangements are active from 1 April 2014 up to March 2017 (a period of 3 years). These plans outline how local authorities intend to achieve the Welsh Government objectives and targets, which have been outlined in the Welsh-medium Education Strategy.

Local Authorities are required to review their Welsh in Education Strategic Plans annually, together with reporting on the progress of the Strategic Plan to the Welsh Government. The authority reports on progress against studying through the medium of Welsh and the information on the numbers and percentages that study through the medium of Welsh can be seen in **Appendix 6**.

5. Gwynedd's Education Language Policy and Local Strategic Plans

5.1 Gwynedd Schools Education Language Policy

The aim of the Language Policy [1996] is to ensure that all the County's pupils grasp balanced age-relative bilingualism to enable them to be well-rounded members of the bilingual community that they are part of. What is meant by age-relative bilingualism is that pupils grasp adequate linguistic skills in both Welsh and English.

As well as developing pupils' proficiency in both languages, all the county's education establishments are expected to reflect and reinforce the Language Policy in their administration, their social lives and their pastoral arrangements as well as in their curricular provision.

Although the Policy's overall objective is bilingualism, the balance is in favour of the Welsh language during the early years so as to establish firm foundations for further development. At the other key stages, schools are expected to plan purposefully so as to develop pupils' grasp of the Welsh language.

The Language Policy's objective is the same across all of the county's primary schools, namely to develop the ability of each pupil to be confident in both languages by the end of KS2. Welsh is the official language of assessment at schools at the end of the Foundation Phase. However, most schools will commence formally introducing English in the last term at the end of KS1. In the more Anglicized areas, schools are expected to provide an opportunity for pupils to learn Welsh as soon as possible, acting on the following documents:

'Setting the Foundations of Bilingualism in the Early Years' and 'Planning Linguistic Development in the Anglicized areas'.

At secondary school, every pupil who has reached the necessary level (3+) at the end of KS2 will be expected to take Welsh as a First Language in KS3 to ensure appropriate progression and continuation. The hope is that these pupils can study Welsh and English as subjects up to the end of Year 11, receiving a formal Welsh assessment at the end of KS3, and sitting a suitable external exam at the end of KS4. The secondary schools are expected to build on the foundation that was created at primary level by ensuring that every pupil continues to develop skills in Welsh and English, using both languages as a teaching medium to varying degrees.

Every Headteacher, in consultation with the staff and the Governing Body, is expected to review the school's Language Policy regularly. It is the duty of the Headteacher to ensure the success of the Language Policy in the school, every Headteacher is expected to provide firm leadership in order to establish a thorough understanding of the aim of the Policy and to ensure that the efforts of classroom teachers are reinforced by ensuring that an appropriate Welsh ethos exists in the school.

The Education Language Policy defines pupils' linguistic development in Welsh and English as they work towards the objective of bilingualism:

COHORT	DEFINITION OF THE TYPE OF PUPIL ACCORDING TO HIS/HER LINGUISTIC ABILITY
A	Pupils with age-relative proficiency in Welsh and English
B	Pupils with appropriate proficiency in Welsh, but who need to reinforce some aspects of their linguistic skills in English.
C1	Pupils with appropriate proficiency in English, but who need to reinforce some aspects of their linguistic skills in Welsh.
C2	Pupils with appropriate proficiency in English, but who do not have the age-relative appropriate skills in Welsh.
CH	Pupils without age-relative appropriate skills in either language.

See **Appendix 7** for full details.

Every school should establish a procedure to track and measure the pupils' linguistic development according to the Language Cohorts with the aim of ensuring that each pupil moves towards Cohort A.

In this context, it is necessary to use the information transferred about the linguistic grouping of each pupil by the Catchment-area Language Co-ordinator to ensure purposeful linguistic planning. In practice, it will be necessary to implement in the following way:

In the case of pupils from cohorts A and B, a large proportion of their curriculum will be through the medium of Welsh. In practice, at least 70% of their curricular experiences will be in Welsh.

In the case of learners who need to develop and improve their skills in Welsh (Cohort C1), the curriculum will be planned in a way that will allow them to practise and develop the Welsh language across the curriculum. In practice, at least 50% of their curricular experiences will be in Welsh.

In the case of the minority of pupils who have appropriate skills in English but do not possess the appropriate skills in Welsh (Cohort C), an emphasis will be placed on planning opportunities across the curriculum to develop their oral skills in Welsh. In such cases, at least 30% of their curricular experiences will be in Welsh.

Every school should establish a procedure to track and measure the pupils' linguistic development according to the Language Cohorts with the objective of ensuring that each pupil moves towards Cohort A.

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

5.2 [Gwynedd Welsh in Education Strategic Plan 2014 - 2017](#)

The main objective of the Welsh in Education Strategic Plan is to ensure the development of Welsh as a subject and as a medium of teaching from a pre-school age onwards, as well as promoting our children and young people's use of Welsh as a social language.

The 2013-17 Strategic Plan focuses on the following aspects in terms of Welsh as a language and as a medium:

- Set a robust foundation for Welsh during nursery and early years education
- Ensure progression in Welsh as a subject and as a learning medium from KS2 to KS3
- Ensure progression in Welsh as a subject and as a learning medium from KS3 to KS4
- Strengthen implementation in the areas/establishments/schools where data indicates the need by equipping headteachers and training our workforce to fully achieve the Plan's objective
- Strengthen the use of the language cohorts as a progression planning tool at secondary schools
- Develop the Welsh baccaalaureate at levels 1, 2 and 3 in the secondary schools
- Confirm implementation of the Language Charter in every one of our primary schools, giving due attention to workforce training, developing medium elements and methodology.

- Promote the use of Welsh as a social language for young people at our secondary schools by establishing and developing a similar scheme to the primary schools Language Charter.

5.3 Gwynedd Primary Schools' Welsh Language Charter

The Gwynedd Primary Schools' Welsh Language Charter was published in 2014. The objective of the Language Charter is simply to lead to an increase in children's social use of Welsh. Simply, to get the children to speak Welsh. To do this, participation from every member of the school's community is essential - the school council, the pupils, parents, governors, the workforce and the wider community.

The seven aims of the charter are used as tools to measure the progress in the use of the language together with the success of the school plans.

So that everyone is awarded based on their efforts, the principle that each school sets its own challenging and achievable vision was established. This acknowledges that every school's circumstances are different, and gives schools an opportunity to realise their own vision and action programme.

The Language Charter includes an Action Programme that every school can complete to aim for the Bronze, Silver and Gold awards. The Action Programme is based on the unique vision of every school, and the steps that are considered good practice that each school should nurture.

A baseline is set to measure the success of realising the objective of increasing social use of the Welsh language among children. An online questionnaire has been created for KS2 children to complete to record their social use of Welsh at the school, the yard and in the community. The data from the questionnaire provides definitive evidence of the linguistic situation in every school in the form of a language web. See **Appendix 8** for a language web for the three catchment areas. The questionnaire will be revisited with the same questions after a period of time.

5.4 Report on Increasing the Social Use of the Welsh language by Children and Young People at Gwynedd's Secondary Schools (Trywydd)

In March 2014, the Working Group commissioned the Trywydd company to conduct a review of the situation of the Welsh language as a social language amongst the secondary schools of Gwynedd's young people.

In terms of the commission in question, the work was split as follows:

- Conduct a comprehensive review of young people's current use of the Welsh language outside the classroom at the 14

secondary schools in Gwynedd, and determine the main factors that influence young people's language use;

- Plan and hold a workshop to gain the input of the young people themselves in planning and developing progression for the Gwynedd Primary School's Welsh Language Charter;
- Based on the findings of the review, form a series of innovative proposals to positively influence young people's social use of the Welsh language;
- Submit proposals regarding how to measure the success of any plans implemented, i.e. the increase in the use of the Welsh language compared with the current situation as a result of any interventions made.

In response to the brief's requirements, visits were arranged with all of Gwynedd's secondary schools for a full day each to conduct the whole-school review. Broad and representative focus groups were arranged with all the schools' stakeholders, and a quantitative electronic questionnaire was conducted with year 9 pupils in every school (through Qwizdom machines). As well as the Research days, additional meetings were held during the period with staff from Hunaniaith, Gwynedd Primary Schools' Language Charter, community leaders in the county (the Urdd, YFC, the Council's Youth Service Manager and the Leisure Centres), and the Gwynedd Council Increasing the Social Use of Welsh Working Group.

The findings largely vary between different schools and areas, but seven main fields were identified on a county level, namely:

i) Defining the linguistic nature of the schools

There is uncertainty amongst stakeholders about the linguistic nature of the schools. It is not clear to stakeholders (in some cases) whether it is a naturally Welsh-medium School, a Bilingual School or an English-medium School.

ii) The way in which the schools promotes and facilitates the use of the Welsh language. It is necessary to be clear about the advantages that belong to Welsh/bilingual education, and to share those extensively with parents and pupils.

iii) The Use of Language and the Curriculum

There are disparities within the county's schools in terms of the language used in different situations:

- Welsh is the main/only language
- English is the main/only language
- Bilingualism in its broad sense

iv) The pupils' use of language beyond the classroom

The schools are a microcosm of the use made of the Welsh language in the communities surrounding them, and that linguistic range is very broad.

v) The factors that influence the children's use of language

The main ones were identified as follows:

- The home/family
- Friends and peers
- The local community
- Their confidence in using language
- Language practices (including primary school)

vi) Attitudes towards the Welsh language

Generally, pupils' attitudes towards the Welsh language are very positive. There were individual examples of challenging attitudes towards the Welsh language (amongst pupils and adults in some schools).

vii) The Welsh Language beyond the school

57% of the pupils who took part in the quantitative review use the Welsh language every day outside school life in different contexts in Gwynedd.

6. Performance Comparisons and External Audits

6.1 One national performance indicator exists:

EDU/006ii - Percentage of pupils assessed in schools maintained by the local authority, and who receive a Teacher Assessment in Welsh (as a first language) at the end of Key Stage 2 and at the end of Key Stage 3 (11-14 years old). The [Gwynedd Council Performance Report](#) for 2013/14 reports on the performance of this indicator as follows:

2011 / 12	2012 / 13	2013 / 14	Target 2013/14	Wales Average	Family Average	Trend	Performance against Wales
83.10	86.10	82.50	88	17.01	32.78	Worsen	↑

The Welsh Government's Data Unit website '[My Local Council](#)' shows that Gwynedd Council's performance in 2013-14 is the best in Wales in terms of the EDU/006ii indicator (Key Stage 3).

6.2 [Welsh Government Data Unit Report](#) on the performance of Local Authorities (2013-14)

As is noted in pages 18-19 of the report: 'The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator increased again from 82.8% in 2012-13 to 84.6% in 2013-14. This ranged from 89.3% in Monmouthshire to 80.1% in Blaenau Gwent.

Over the same period, the percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving

the Core Subject Indicator also increased from 72.7% to 77.2%. This ranged from 85.4% in Gwynedd to 64.5% in Blaenau Gwent.

In 2013-14, 52.5% of pupils achieved the level 2 threshold, including a GCSE grade A*-C in English or Welsh first language and Mathematics (compared to 50.7% in 2012-13). This ranged from 62% in Flintshire to 39% in Blaenau Gwent.'

6.3 [Welsh Government National Performance Report 2013/14](#)

Achievement in terms of examinations show that the "Percentage of pupils at Key Stage 4 achieve the Level 2 inclusive threshold, 2013/14 (a)" in Gwynedd is in the highest quartile.

6.4 [Statiath - Statistics website involving the Welsh language](#)

It is noted that 'progression in Welsh-medium education more often than not refers to the movement of pupils from primary school where they are educated through the medium of Welsh to secondary school, i.e. from the Foundation Stage/Key Stage 2 to Key Stages 3 and 4'. The National Curriculum's Assessments charts show the percentage of pupils assessed in Welsh at each key stage, and also shows the relevant targets. It also includes evidence of progression from 1999-2014 up to Key Stage 3. This information shows that Welsh-medium education in secondary school varies greatly.

Attending a Welsh-medium or bilingual school does not necessarily mean that a pupil, even if he or she does follow a first language course in Welsh language (the subject), will study many other subjects through the medium of Welsh.

Evidence regarding this was seen in a response to a [freedom of information application](#) regarding how many 15 year old pupils sat GCSE examinations through the medium of Welsh per subject, in Anglesey, Gwynedd and Ceredigion secondary and middle schools in 2013.

6.5 [ESTYN Report \(November 2014\)](#)

The purpose of the '**Linguistic progression and standards of Welsh in ten bilingual schools**' was to

- Report on the linguistic progression of pupils in key stage 4 in terms of studying Welsh as a first language and other qualifications through the medium of Welsh;
- Evaluate the effectiveness of curricular models and teaching methods that are in place in bilingual schools; and
- identify and share good practice in relation to bilingual education.

The report's main focus is the local authorities where most bilingual teaching occurs, namely Carmarthenshire, Ceredigion, Anglesey and Gwynedd authorities. Four Secondary Schools in Gwynedd were visited.

The report, published in November 2014, reports that the highest percentages of pupils at key stage 4 who study Welsh as a first language are in Gwynedd, Anglesey and Carmarthen. The largest decrease in the number of pupils who study Welsh as a first language from key stage 2 to key stage 4 over the last six years can also be found in these authorities. The decrease is around one in every five pupils or more. Around half of the Welsh first language pupils follow five additional GCSE courses through the medium of Welsh in Gwynedd and Carmarthen.

Gwynedd is the only local authority which places expectations on schools to increase the percentage of pupils who continue to study subjects through the medium of Welsh at key stage 4 and which supports schools to achieve ambitious targets.

7. The Work of the Investigation

It was found that the Ardudwy, Bangor and Botwnnog catchment areas are very different to each other from a linguistic perspective. There are also variations within the catchment areas; for example, the north of the Ardudwy catchment area is a Welsh area, while the south of the area is more Anglicised. Of the catchment areas in question, the Botwnnog catchment area is the most Welsh. There are other variations in Bangor, with Welsh areas, English areas and areas that feed into the University and Ysbyty Gwynedd.

The definition of the linguistic nature of Gwynedd Council Schools is different to that of the Welsh Government's definition which is part of the confusion in terms of interpreting the definition. The vagueness creates uncertainty for staff, parents and pupils. It was found that implementation of the Language Policy is inconsistent across the county and that it was a challenge to implement the Policy without clarity for staff, parents and pupils on the linguistic definition. These findings are confirmed in the Trywydd report where the variety that exists in the implementation of the Language Policy is reported on, as well as on the uncertainty that exists in terms of the linguistic definition of schools.

The need was found for the Council to support Ysgol Friars to identify further opportunities to make progress in the use of the Welsh language across the curriculum and life of the school.

It was found that accountability of schools and governors for implementing the Language Policy needed to be strengthened.

The need was seen to market the advantages of bilingualism in the schools, on school websites and among parents.

It was understood that bilingual materials were very scarce in some subjects and that there was a need for digital / computerised materials and Welsh text books.

It was found that bilingual teaching varied from school to school and as a result there is no consistency in bilingualism teaching methods across the county.

The Language Centres are succeeding especially in the primary sector, with the Centres' after-care very effective. The need was seen for a similar provision to the Language Centre in Maesincla for Bangor and an immersion scheme in Ysgol Ardudwy. It was found that some schools made more use of the Language Centres than others and that schools were not taking the opportunity to visit the Language Centres to see the work that was done there. It was found that school staff required Council support to implement the after-care package with the need to hold suitable training for some teachers and assistants to use the Language Centres' language patterns.

The role of Primary Language Co-ordinators is essential to lead the staff in terms of the latest developments, changes to the curriculum, to monitor lessons and implementation of the linguistic priority in the School's plans.

It was found that no robust arrangement was in place to share the Language Centres' good practices which would enable schools to support and rationalise the implementation of the Language Policy across the county.

It was found that tracking pupils' linguistic progress took place in the primary sector but no robust arrangement was in place for the secondary sector.

The need was found for the Council to ensure opportunities for pupils to use the internet through the medium of Welsh and to support Schools to make more extensive use of their Welsh websites and online materials and resources.

The general message was that there was a need for Leisure, Youth and other services to be conducted through the medium of Welsh.

It was found that most of the parents who completed the questionnaire were convinced of the advantages of bilingual education for their children, with a small number of the opinion that the policy should enable schools to teach through the medium of English, teaching the Welsh language as a subject only. Only a small number of parents were of the opinion that some subjects such as mathematics and science should be taught through the medium of English. A small number from the Bangor and Botwnnog catchment area stated that there was too much focus on the Welsh language and that the Welsh language should not be forced.

It was seen that the responses of parents in the Bangor catchment area showed a low level of awareness of the school's Language Policy, the Language Charter and the advantages of bilingualism. It was seen that there was a substantially low number in the Bangor catchment area who believed that schools managed to achieve the aim of ensuring that pupils have skills / abilities that are as good in Welsh and English.

A number of other Bangor parents were noting that there was a need to strengthen Gwynedd Council's Language Policy ensuring that every school in Gwynedd adhered to the Policy. In addition, observations were made on the need to promote the Welsh language.

The pupils' evidence confirmed that the headteachers and teachers in every school except Ysgol Friars embrace the Welsh language. Whilst there are headteachers and teachers who are able to speak Welsh and embrace the Welsh Language, it was seen that there was a number of schools where the Welsh language environment of the school is influenced by the lack of ability to speak Welsh by some assistants and other staff.

For some pupils, the practice of speaking Welsh with friends and at every opportunity outside the classroom is very strong and in some schools more than others. The tendency for children from non-Welsh speaking families to restrict their use of Welsh to a range of restricted teaching contexts is a general phenomenon.

In general, pupils supported the Welsh language. Data from the focus groups suggest that there are negative values towards the Welsh language from some pupils from non-Welsh backgrounds in some schools. It was also highlighted that pupils were not necessarily included in discussions regarding the Language Charter nor were they given an opportunity to offer their own ideas for the language practices in the school. It was also seen that criticising and punishing children for speaking English was counterproductive.

The use of Welsh and English when teaching and learning is mixed with some schools and some teachers making more use of both languages than others.

7.1 Meetings with Primary Headteachers

Generally, there was an opinion that the Language Policy was a success, given that children come to the school from a non-Welsh background and then leave the school able to speak Welsh, and that there was a goodwill to learn the language amongst the children and their families. The benefits of the Language Policy are clear, and success is demonstrable when non-Welsh children are immersed in the Welsh language, then becoming Welsh speakers in a mere few months.

There was a Welsh ethos in the primary schools although the pupils tended to speak English socially in the schools where Welsh was a second language for the majority of pupils.

It was given to understand that the Governors were generally very supportive of the Welsh language, and eager for children to be bilingual, considering bilingualism an advantage.

The headteachers considered the Language Charter as a medium to enable them to make a difference. The headteachers were of the opinion that the Language Charter was a medium to encourage the children and raise

awareness amongst parents of the importance and advantages of bilingualism. It was suggested that more activities such as jamborees should be held, as well as the promotion of role models as was undertaken with Malcolm Allen and Ed Holden.

The headteachers were of the opinion that the Language Centres were very successful and that more aftercare would be advantageous to pupils. In addition, the need to collaborate with Welsh for Adults providers was noted, as well as the need to promote the Language Centres more. A concern was noted that parents tended to encourage their children to take subjects through the medium of English in Secondary School.

In general, we should strive to make the Welsh language 'cool' and encourage children to use more of the Welsh language socially and use Welsh Apps.

The headteachers were of the opinion that the confidence of school staff needed to be nurtured by providing training for

- break time supervisors, lunch time staff, teachers and parents
- teachers on improving bilingual teaching skills.

Ardudwy Catchment Area

At the meeting, the Headteacher of Ysgol Tanycastell noted that it was increasingly difficult to implement the language policy when children arrive later in the educational year. Reference was made to an example of three pupils who attend the Language Centre, and although they now speak Welsh in school, they do not speak Welsh at home. Apart from the pupils who migrate to the area and start school in one of the later years, every other child leaves the school when he or she is 11 years old, and is able to speak Welsh.

At our meeting with the Headteacher of Ysgol Dyffryn Ardudwy and Talsarnau, it was given to understand that both schools are completely different to each other in terms of their linguistic nature. At Ysgol Dyffryn Ardudwy, 80% of the pupils come from non-Welsh homes and parents tend not to choose to speak Welsh with their children. Families who feed into the school come from the Birmingham area, and some former pupils choose to speak English with their children. Staff speak Welsh with the children at all times in Ysgol Dyffryn Ardudwy and English instructions are provided to ensure that children understand. The school gives pupils specific opportunities to learn about Welshness and Welsh identity, and encourages them to compete in the *Eisteddfod* etc. In Ysgol Talsarnau, around 50-60% of pupils come from Welsh households and Welsh is the school's naturally spoken language.

In terms of promoting the language, it was noted that it was a very hard task to promote the Welsh language in the community and with some parents in the south of the Ardudwy catchment area. It was noted that the area's Welsh parents tended to speak English with the children.

Bangor Catchment Area

The headteachers of the Bangor catchment area felt that there was an unfair prejudice about Welsh-language provision in the catchment area, and that the good work that schools achieved needed to be acknowledged. A great deal of households in Bangor are non-Welsh, however, the children speak Welsh in school. It was noted that there was generally no Welsh culture in Bangor households. Children from middle class families speak Welsh with their parents but English with other children, with some bringing up their children through the medium of English.

In the case of Ysgol Cae Top, pupils speak 5 or 6 languages, and the Welsh language is an additional language for them. Over 20 different languages are spoken in Ysgol Cae Top and the school works closely with the Secondary Language Co-ordinator. It was noted that the schools work hard to immerse the pupils in the Welsh language and Welsh culture. Members of staff from every school have been on yard sports training and the pupils receive an award if they discuss in Welsh. It was confirmed that the headteachers take advantage of each opportunity to promote the Welsh language, and fully acknowledge the challenge that is facing them. It was noted that some pupils would not likely receive high grades in the Welsh language, even though they have the skills to speak and use the Welsh language.

At one time, there was great competition for numbers for schools in the catchment area, but by now there is no competition as everyone works towards the same language policy. Some headteachers found it difficult to implement the Language Policy in light of objection from a small number of parents. Some parents are concerned about not being able to assist their children with homework.

Botwnnog Catchment Area

Of the catchment areas in question, the Botwnnog catchment area is the most Welsh and pupils feel strongly about the Welsh language. At our meeting with the Headteacher of Ysgol Nefyn, he stated that the Welsh language was a natural part of the children's every day language. Pupils very rarely turn to English in school. As a result, according to the headteacher the school did not need to make a large effort to realise the objective of the Language Charter.

At the meeting with headteachers of the catchment area, it was given to understand that the area was a Welsh one and that the schools worked hard to protect and maintain the language. It was noted that 74% of Ysgol Llanbedrog pupils came from non-Welsh homes, however, it was noted that most parents found the Welsh language valuable, although it was difficult to change the attitudes of some parents. The pupils are encouraged to learn the language naturally and through Welsh cultural celebrations. It was noted that non-Welsh pupils are immersed in the language immediately, and large use is made of the Language Centre in Llangybi which should be applauded. It was noted that the parents were eager for their children to attend the Language Centre. There were examples of unconfident pupils who had taken advantage

of surplus places in the Centre to improve their language and that nine latecomers who attended the Centre were now fluent in the language.

7.2 Meetings with Secondary Headteachers

There was a strong opinion that guidance was needed on what exactly a 'Bilingual School' is, and to ensure that every school conforms to the Language Policy, using the Council's power to ensure implementation.

The need for schools to work with each other rather than compete against each other for pupils was noted.

In order to strengthen bilingual learning, it is believed that consistency needs to be ensured in terms of the bilingualism teaching methods across the schools, clarity and a definition of what is meant by bilingual learning, promoting translanguaging skills amongst the workforce.

The work done at the Language Centres is appreciated and praised, as well as the aftercare once pupils have returned to school.

An opinion was expressed that pupils should not be forced to or awarded for using the Welsh language but rather that a Welsh ethos should be secured at every school.

The advantages of bilingualism should be marketed better, promoting that there are real advantages for pupils by being fluent in two languages and studying subjects through the medium of Welsh.

Ysgol Ardudwy

The School is located in a Welsh-language area with more use of the Welsh language to the north and less to the south. The school's ethos is Welsh and the school does not give pupils the choice to study subjects through the medium of English and because of this, some pupils choose to attend other secondary schools.

Ysgol Ardudwy is naturally a bilingual school and the school's Language Policy states 'At least 80% of the subjects, except Welsh and English, are taught through the medium of Welsh'. It was noted that only 32% of pupils come from Welsh homes, and 9% have one parent who speaks Welsh but these homes are not considered Welsh in language. Realising the school's language policy is therefore a real challenge.

The school does not implement an immersion scheme, as those pupils who transfer to secondary without a level 3 qualification in Welsh are usually children with additional learning needs or latecomers.

There are three learning groups, 2 groups are completely Welsh-medium, and another small group is taught through the medium of English. At Key Stage 4, there is more bilingualism as a result of the need to place pupils in sets in the

core subjects. The lowest set is usually bilingual, but at least 80% of the teaching occurs through the medium of Welsh. Several subjects are taught through the medium of Welsh and English. The school has changed and strengthened its Language Policy by now, with the majority of pupils sitting core examinations through the medium of Welsh. Each pupil who studies Welsh as a first language is expected to sit examinations through the medium of Welsh. Some pupils sit one or two subjects through the medium of English. It was understood that materials to study subjects through the medium of Welsh are rare in some subjects, and the teachers had to create the Welsh resources themselves.

In terms of latecomers, the Welsh Department has a plan to seek to ensure the development of the Welsh language by taking pupils from service periods to try to promote the verbal use of the language. Each KS3 pupil who is a latecomer has attended the Language Centre, and parents have been very supportive and glad of the opportunity. There are pupils who speak Welsh although the parents are English.

The Governing Body is firm in its support of the Language Policy. Several activities are held to promote the use of the Welsh language e.g. musicals and after school clubs.

In terms of the school staff, all teachers have received training from Canolfan Bedwyr in 2013, and a further session was held during the Gwynedd INSET day in 2014. Teachers observe other teachers in order to share good practice, and this has led to an improvement. Individuals have had an opportunity to attend INSET courses to learn Welsh by being released one day per week, as well as Welsh Government Welsh language refresher courses. No formal training has occurred for ancillary staff apart from courses for Additional Learning Needs Assistants. A central school session on the implementation of the Language Policy is held for all school staff on the first day of each academic year.

It is believed that it is necessary to create a Welsh atmosphere in Ysgol Ardudwy as the Welsh language is weak in the community surrounding the school. Several events are held through the medium of Welsh, such as musicals etc.

Ysgol Ardudwy would welcome an immersion plan in order to develop more Welsh speakers, especially latecomers.

Ysgol Botwnnog

The school is a bilingual school in terms of teaching but has a Welsh ethos. There is a strong Welsh ethos in the school of 400 pupils; three quarters of those pupils come from Welsh homes and the other quarter come from non-Welsh homes, and 98% of pupils are fluent in Welsh. The numbers of those who attend the Language Centre are very small (around 8).

Every member of staff, including ancillary staff, is fluent in Welsh. The school's ancillary staff had received training to improve their language skills.

In terms of latecomers, KS3 and KS4 pupils will attend the Language Centre. When these pupils return to the school, they will have a language buddy and a specific member of staff to support them. There are examples of families from Birmingham in the school who speak Welsh for the most part. It is felt that the school does not push the Welsh language on them, but they assume that they should learn and speak the language.

Around 85% of examinations are sat through the medium of Welsh, with a large number of pupils in Years 10/11 (including several Welsh-learners) choosing to study their subjects through the medium of Welsh. Of the 8 pupils who attended the Language Centre in Llanybi, 5 of those sat a First Language Welsh Literature and Language examination, and this reflects the situation each year. Most pupils who have attended the Language Unit have created roots in the area and have succeeded in being employed locally; some of whom are tradesmen.

In terms of sharing resources, three lead schools namely Dyffryn Ogwen, Botwnnog and Tryfan collaborate on materials but it was acknowledged that there was room for improvement in terms of collaboration between the County's schools.

It was noted that Ysgol Botwnnog implemented a Learner of the Year Award and that anything which celebrated and honoured the language should be welcomed.

Ysgol Friars

Like Ysgol Tryfan, Ysgol Friars is in a complex area, as two secondary schools serve the catchment area. The Welsh Government defines the school as an English-medium School, but with substantial use of the Welsh language. It is different to the authority's other schools, apart from Ysgol Tywyn which is very similar from a linguistic perspective. It was acknowledged that considerable work needs to be undertaken to give the Welsh language more status.

50% of pupils come from ethnic minorities, and Welsh and English are additional languages for these pupils. This is likely to be because of the influence of the University and Ysbyty Gwynedd as employers. Several pupils come to the school in light of their parents' temporary employment, indeed several come from Africa, China, etc. Several pupils arrive the school at KS4 who can speak almost no word of English or Welsh. To prepare them, they are placed in a specific education group (for foreign students) in the school. Around two years ago, research was undertaken and it was discovered that if the school had one additional pupil who spoke Arabic, the amount of pupils who spoke Arabic would correspond to the amount of Welsh-speaking pupils in the school.

40%-48% of pupils attend Ysgol Friars from outside the catchment area, as they tend to want bilingual education or to be educated through the medium of English. There is a turnover of around 10% from the period at the beginning of the school year to the end of the school year.

Around 3.8% of pupils speak some Welsh at home, and 15% speak a language which is not English or Welsh at home. There are three classes - E, L and N, and the best pupils in terms of the Welsh language are in category E and study Art, Scripture and History through the medium of Welsh. The school holds a specific class for a naturally Welsh speaking group. The classes are timetabled with as much teachers who speak Welsh as is possible. When the pupils choose their subjects at KS4, the same model will not be adhered to as the provision is not available, but the pupils will continue to speak Welsh with the teacher.

Religious Education and Art are taught through the medium of Welsh and pupils come to Ysgol Friars from other schools to study some subjects through the medium of Welsh. Ysgol Tryfan will offer Music for pupils from Ysgol Friars next year. Not every pupil wants to learn other subjects through the medium of Welsh at KS4, but should the demand arise, it was noted that there were mechanisms in place to collaborate with other schools to address the need. The school will collaborate with other schools in terms of post-16 subjects. It was noted that some individuals had noted a desire to study Welsh as a First Language at A Level, and arrangements were made to enable them to study the subject in College.

In terms of the use of the Welsh language by pupils who feed the school from the primary sector, around 50% will have good verbal skills in Welsh (Level 4). Many of the pupils from non-Welsh households can recognise and have good listening skills in Welsh but poor writing skills. In terms of the process of levelling pupils, the weighting in the primary schools on speaking is as follows (50% speaking, 25% reading, 25% writing). When a teacher asks pupils a question in Welsh, they respond in Welsh.

The pupils' achievement in English is better than the Welsh language, but these were not fantastic either. From plotting work undertaken by the school, it was discovered that the pupils' English writing skills were not considerably better than their Welsh writing skills.

Recently, a Sub-committee of the Governing Body was established under the leadership of Councillor Mair Rowlands, in order to renew the school's Language Policy. It was noted that the Sub-committee met once every term and that several matters were focussed upon. Several activities are held to develop a Welsh ethos in the school and to develop the Welsh language around the school.

In the past, it was noted that the school had sought to promote the Secondary Language Centre amongst pupils and parents, but that the efforts to attract pupils to attend were unsuccessful. Both the Headteacher and deputy headteacher were of the opinion that the extended work that was undertaken

in the past with more able pupils and borderline pupils was a success, and that the school would welcome restoring this type of provision.

In terms of staff, it was noted that the school's specific policy conditions were that the Welsh language was optional and not compulsory. It was noted that the school would seek to appoint a bilingual individual for some subjects at KS3. It was understood that around 67% of staff could speak Welsh and used it socially, but that they did not feel confident enough to teach through the medium of Welsh. It was sought to arrange a course for staff at Nant Gwrtheyrn, but unfortunately it was unable to be held due to the range of Welsh-language ability amongst teachers. Five members of staff received after-school lessons and others attended lessons independently. The modern languages teacher has achieved GCSE level in Welsh. A course held by a former teacher who understands the educational vocabulary would be ideal.

In terms of the school's ancillary staff, around half the assistants can speak Welsh, half of the office staff and half of the caretakers. Some of the lunch staff can speak Welsh, but the cleaners are foreigners on the whole.

The linguistic element is a way of funding secondary schools, as the secondary schools receive the Welsh language grant. At present, the grant funding is allocated to the most Welsh schools in Gwynedd. The need for clarity regarding the grant's purpose was noted; was it to promote the use of the Welsh language or to buy books? The funding levels have an impact on matters such as translating, where the school would have to pay to have documents translated etc. The school does not even have funding to translate documents.

Ysgol Tryfan

The school is in a complex area, as two secondary schools serve the catchment area. It is a bilingual medium school but is known in the community as a Welsh-medium school.

All the school's curriculum and administration is Welsh-medium. The school succeeds in the objective that pupils leave the school proficient in both languages. Every subject is taught through the medium of Welsh.

The pupils will have achieved Level 3 in Welsh when transferring from primary to secondary. There is a pattern of which schools transfer pupils to Ysgol Tryfan, namely Garnedd, Cae Top, Glancegin, Llandygai and Pantyrhedyn (Conwy). This year, for the first time, pupils from Ysgol y Faenol attend the school. There is variation in terms of confidence in the Welsh language.

An immersion plan is implemented which is additional provision for pupils with a teacher who co-ordinates this scheme. A homework club is held to help the pupils linguistically.

In terms of examinations, they will register pupils with WJEC (Welsh Joint Education Committee), and pupils will select the language in which they choose to sit the exam.

It was noted that maintaining the Welsh language was a challenge, although the Welsh language is promoted at every opportunity. Pupils are reminded to speak Welsh, without excessively pushing the language, and the school seeks to create a Welsh ethos.

The need to market the advantages of bilingualism in an improved way is demonstrable.

It was noted that the school often translates for any large event.

7.3 Headteachers of Primary and Secondary Sector Language Centres

The purpose of the Language Centres is to provide an intensive course in the Welsh language for incomers to the area to enable them to integrate into the bilingual community, participate fully in bilingual education experiences and follow their education through the medium of Welsh when they return to their schools.

This provision is essential in assisting Gwynedd's primary and secondary schools to implement the Language Policy and for laying a firm foundation in the Welsh language for incomers.

There are four primary Language Centres in Gwynedd and one Secondary Language Centre.

Primary Language Centres:

Dolgellau
Llangybi
Maesincla
Penrhyndeudraeth

There is room for 16/18 pupils to attend each Language Centre for 12 weeks, apart from Dolgellau which only has room for 8 pupils. The courses are held three times per year, once per term. There are two teachers in each Centre apart from Dolgellau where there is one. See **Appendices 9, 10, 11, 12, 13 and 14** for the numbers of pupils who have attended the Primary Language Centres. The aim is for every pupil to reach at least Level 2 / 3 in the Welsh language.

The Secondary Language Centre is on the Ysgol Eifionydd site. The Centre is open five days a week for a period of eight weeks in each of the three terms. Two teachers are employed and spaces are offered to a maximum of 16 pupils (latecomers) for these periods. A range of cross-curricular subjects are offered, as well as various extra-curricular activities and visits by members of the public. See **Appendices 15, 16 and 17** for the numbers of pupils who have attended the Secondary Language Centres.

Since September 2014, an aftercare plan has commenced for pupils who have attended the Language Centres.

A detailed report on the linguistic achievement and progression of each pupil in language skills is formed and sent to parents and teachers in the primary and secondary schools at the end of each period, with the comments related to the Level Descriptions in the National Curriculum. For the secondary sector, the report details eight aspects, including the pupil's ability to follow courses through the medium of Welsh, together with targets for ensuring further progress. For the secondary sector, a detailed aftercare strategy that the schools could use was presented.

See **Appendix 18** for Primary tracking information and see **Appendix 19** for further information on numbers who attend the Secondary Language Centre.

Courses are offered to Assimilate Parents in the primary language centres, see **Appendix 20** for the numbers of pupils who attended.

At a meeting with the headteachers of the Language Centres, an observation was made that schools did not realise the hard work that was done at the Language Centres. A concern was noted that teachers turned to English with the pupils after they attended the Language Centres. Teachers are invited to see the children at the Language Centres, but they did not take the opportunity for several reasons such as there is no other teacher to cover them at school. The need for teachers to use the Language Centres' language patterns to support pupils who attended the Centres was noted.

The headteachers of the Language Centres were of the opinion that there was a lack of consistency in terms of the implementation of the Language Policy. This needed to be formalised and it should be ensured that the schools were accountable for its implementation.

The headteachers of the Language Centres were very supportive of the Language Charter, and the need to ensure that Welsh yard games are played in every school was noted.

We were told: "It is necessary to strengthen the language patterns of some assistants and teachers. It was noted that some teachers were unconfident in Welsh."

It was noted that at Secondary level, the support in terms of pupils' progression prior to attending the Language Centres was rare and inconsistent, and that there was a dependency on the school's goodwill. It was understood that support, and accountability, were required in every area.

Several observations about the need to better sell the Welsh language and make it cool were made, as well as observations regarding improving the opportunities for good practice.

Headteachers of the Language Centres were of the opinion that after-school, one-day and full day courses / training for teachers on the Language Charter were required.

7.4 Primary School Language Co-ordinators

The language co-ordinators are responsible for ensuring that the Language Policy is implemented and developed in the schools, and that pupils are completely proficient in both languages, and that learners move quickly to cohort 'A' (language). They are also responsible for collecting information about language levels and cohorts at the end of year 6 and transferring it to the secondary sector. See **Appendix 6 - Language Cohorts Key, Appendix 21 - Summary of Language Cohorts and Levels, Appendix 22 - Language Cohorts and Levels 2013 and Appendix 23 - Language Cohorts and Levels 2014**).

Also, it was noted that they have a responsibility to ensure that the pupils do not slip back after achieving Cohort 'A' by visiting the secondary school in October to see how pupils have settled and to ensure that they follow the right linguistic track. An informal discussion with the schools will be held regarding linguistic progression beyond Year 7. They will also share good practices, resources and ideas at meetings.

It was understood that the role of the Language Co-ordinators was not to challenge schools, and that that was GwE and the Authority's roles. Collaboration with schools is sought to ensure a good relationship.

It was noted that the catchment areas varied, with variation within pockets of the county and some areas received a number of European immigrants who did not use English or Welsh. It is aimed to ensure that these pupils reach a strong Level 3 in writing.

Most primary pupils will go to secondary with a strong Level 4 in Welsh, and they understand that 70% of the KS3 lessons are taught through the medium of Welsh. The need to ensure and reconcile tracking from Primary to Secondary across Gwynedd was noted.

There was a unanimous opinion that the Language Centres succeeded, especially in the primary sector with the extremely effective after-care steps. There were examples of the successes of pupils from other countries who had attended the Language Centres and were by now fluent in Welsh and English.

There was a strong opinion that the Language Charter was successful, leading to implementing a general aim between schools.

It was noted that some catchment areas were under pressure from parents to provide bilingual worksheets for pupils.

It was understood that parents were completely happy that the children spoke Welsh and English as well as each other.

7.5 Secondary School Language Co-ordinators

The language co-ordinators are responsible for monitoring language cohorts and ensuring that pupils are on the right linguistic track.

The Language Co-ordinators were of the strong opinion that the Language Policy needed to be more robust as its interpretation varied in different schools. The variations in the Policy implementation give parents who move to the area the impression that some schools are more Welsh/English than each other. It was noted that the label of a 'bilingual' policy, namely the ability to communicate in both languages in the same manner, is misinterpreted by laymen and that they tended to believe that 'bilingual' meant conducting lessons in Welsh and English. There was room to educate the Governors of their responsibilities.

The Language Co-ordinators unanimously agreed that the secondary schools were successful in terms of ensuring continuation in the pupils' linguistic track from KS2 to KS3. However, it was noted that some pupils chose to sit examinations through the medium of English. By now, it was understood that there was no tracking in terms of which language the pupils sit their examinations, and as a result, a concern was noted that some pupils could sit an exam in Welsh as a subject only. It was noted that some pupils chose to sit some subjects e.g. Science and Mathematics through the medium of English, and it was felt that it was necessary to be firmer, as every pupil had received primary education through the medium of Welsh, and therefore there is no reason why that could not continue through the secondary in these subjects.

The challenges faced are maintaining the Welsh language, continuing with the Language Charter in the primary sector and collaborating with non-Welsh parents. It is acknowledged that creativity is needed to offer experiences and new methods of provision. The need to have the authority's support was noted, as schools cannot change the situation on their own.

The importance of ensuring that the English was as good as the English in England was confirmed, and we should be proud that English tests were equal to England. The need to try to get non-Welsh parents to support and market the Welsh language in an improved way through a variety of channels is clear.

7.6 Meeting with Officers from the School of Education, Bangor University

The School of Education hopes to generate the best teachers for Gwynedd. It was reported that teachers' training courses require a GCSE grade B in English language and Mathematics, but that a grade C or higher is required in Welsh. It was noted that if it is decided to set a requirement for a B grade in Welsh as well, fewer students would take the courses, which in turn would lead to a lack of teachers.

Officers from the School of Education noted that bilingual teaching and bilingual teaching methods varied from school to school. Provision during

their time as prospective teachers in the schools include support around the school, linguistic development on the yard and lessons. The University does not promote one method of bilingual teaching as the students must adhere to the language policy of the individual school - it is the individual school's responsibility to set the expectations involving students' bilingual teaching. The University is in partnership with the schools to train prospective teachers, and there are standards that the students must achieve in terms of experience of developing children's skills without Welsh nor English. It was understood that the standards must be achieved to receive the Qualified Teacher Status (QTS) but there is no specific requirements regarding developing children's Welsh-language skills. It was suggested that it was necessary to create a standard for teachers to develop bilingual skills.

The School of Education uses different learning models: one Welsh group, one separate non-Welsh group. Some use 'PowerPoint' and translanguage and others present through the medium of Welsh and English at the same time, and these models are the ones the University practices. It was understood that Cynllun Colegau Cymru trained students by using bilingual teaching modules.

By now, every teacher is expected to conduct the morning register through the medium of Welsh, using bilingual terms.

In terms of the support that is available for prospective Primary teachers, the second language Welsh lecturer will hold language refresher sessions and Occasional Welsh sessions for non-Welsh prospective teachers. For the prospective teachers who follow the bilingual course, training in linguistic aspects of bilingual teaching is provided in one session per week.

In general, students will come to refresher sessions and enjoy them very much. They say that they want the support. It was reported that some Welsh speakers chose to study the course through the medium of English for different reasons - lack of confidence, want to move to England etc.

In response to comments heard by some school headteachers about the quality of some new teachers' language, officers from the School of Education reported on the entry process. The process includes entry tests that are monitored with an assessment at the beginning and end of the course. Punctuation difficulties are often seen, and this will help these students.

The University is currently evaluating the Gwynedd Primary Schools Welsh Language Charter to see how successful it is. The Language Charter's mantra is 'Fire in their bellies' and it seems that people voted with their feet by wanting to study the course through the medium of Welsh. The local schools and the University are doing their best and the children want to learn Welsh. Apparently, the Welsh language needed to be normalised and for people to get used to hearing it, so that people are not afraid of the language.

To ensure the success of Gwynedd Council's Language Policy, officers from the School of Education reported that it was very important to ensure that

pupils achieve the expected levels and are on the same level in Welsh and English, and are of a higher standard in Gwynedd than the rest of Wales. The need to be aware of the individual child at all times was noted, and it was necessary to be more careful with those who did not have the same ability.

7.7 Consulting with Governors

Not enough responses to the Governors' questionnaires were received to interpret their opinions (**Appendix 24**). However, the headteachers of the schools were of the opinion that most Governors supported the Welsh language, but this is not true across the county. It was understood that there are some Governors who are responsible for the Welsh language but the term champion is not often used. It was suggested that there was room to educate Governors on their responsibilities, and on the requirements of the Language Policy and to hold them accountable for the Policy's implementation.

7.8 Parents' Opinion

The parents of pupils were consulted with through an online questionnaire on the Gwynedd Council and Gwynedd Ni websites. A message was sent to headteachers of the schools with a link to questionnaires and hard copies were sent to the schools that asked for them. Also, the consultation was advertised on the Council's website and in the press.

The work was completed during June and July 2015.

233 questionnaires were received across the three catchment areas. The table below shows the number of questionnaires received per catchment area and the percentage of responses against school population in the Arudwy, Bangor and Botwnnog catchment areas.

	Arudwy Catchment Area	Bangor Catchment Area	Botwnnog Catchment Area	Outside catchment areas of the scrutiny investigation
Parents with children in Primary only	22	51	31	5
Parents with children in Secondary only	1	37		8
Parents with children in Primary and Secondary	11	54	10	0
Did not name a school	-	-	1	2
Total Questionnaires	34	141	50	8
Percentage of responses against	0.04%	0.05%	0.04%	

school population				
--------------------------	--	--	--	--

Analyses of the responses to the questionnaires for parents can be seen in **Appendix 25 – Results of Parents’ Questionnaire.**

Only a small number of questionnaires were received for the three areas and it should be remembered that they are not representative of the parents of these areas. The evidence collected by the parents varies. It was found that most were convinced of the advantages of bilingual education for their children, with a small number of the opinion that the policy should enable schools to teach through the medium of Welsh, teaching the Welsh language as a subject only.

It is clear that the information received by parents in the Bangor catchment area shows a low level of awareness of the school’s Language Policy, the Language Charter and the advantages of bilingualism. Based on the question, ‘Do you believe that the school manages to achieve the aim of ensuring that pupils have skills/abilities that are concurrent in Welsh and English?’ it was seen that a significantly lower number in the Bangor catchment area believed that schools successfully achieved this aim.

Language Policy

The following question was asked: ‘Are you aware of the School’s Language Policy and do you understand it?’. The results show that 77.68% of parents who answered the question were aware of the school’s Language Policy. In terms of the individual catchment areas in question, the following percentages of those who answered the question were aware of the School’s Language Policy and understood it:

- 85% - Ardudwy Catchment Area
- 71% - Bangor Catchment Area
- 88% - Botwnnog Catchment Area

The Advantages of Bilingualism

83.69% of all parents who answered the relevant question in the questionnaire were convinced of the advantages of bilingual education for their children. In terms of the individual catchment areas in question, the following percentages of those who answered the question were aware of the advantages of bilingual education:

- 85% - Ardudwy Catchment Area
- 80% - Bangor Catchment Area
- 90% - Botwnnog Catchment Area

The Language Charter

The questionnaire for parents asked the question ‘Are you aware of the Language Charter which is used in all primary schools in Gwynedd?’ (Parents who only had children in secondary schools were not expected to be aware of

the Language Charter). The figures below include the responses of parents who had children in primary schools only. Across the three catchment areas, 57.51% were aware of the Language Charter. In terms of the individual catchment areas in question, the following percentages were aware of the Language Charter which is used in all primary schools in Gwynedd:

- 71% - Arduwy Catchment Area
- 52% - Bangor Catchment Area
- 62% - Botwnnog Catchment Area

Support from schools

Across the three catchment areas, the following results show how much and how the schools help parents to support their children to achieve the expected levels in Welsh and English:

	Responses	Number of questionnaires - 233
Provide verbal information or correspondence on the advantages of bilingualism	105	45.06%
Discussion on the expected levels that my child(ren) must achieve	142	60.94%
Discussion about the assistance I need in order to help my child(ren) to reach the expected levels	97	41.63%
Other	52	22.32%

It was seen that parents had had the opportunity to discuss with schools the following matters which involve the Welsh language:

	Responses	Number of questionnaires - 233
The support available to my child(ren) at the Language Centres	30	12.88%
The support available to my child(ren) at school	55	23.61%
The Welsh language skills of my child(ren)	113	48.50%
Local Welsh lessons for parents	34	14.59%
The School's Language Policy	71	30.47%
The Language Charter that the primary schools have	46	19.74%
Teaching Welsh as a subject	61	26.18%
Teaching other subjects through the medium of Welsh	60	25.75%
Other	48	20.60%

Skills / abilities that are as good in Welsh and English

Across the three areas, data for the question ‘Do you believe that the school manages to achieve the aim of ensuring that pupils have skills/abilities that are concurrent in Welsh and English?’ showed that 39.91% believed that schools managed to achieve, with 41.20% believing that they do not manage to achieve, 14.16% not knowing and 4.72% unanswered.

In terms of the individual catchment areas, the following percentages believed that the schools managed to achieve the aim of ensuring that pupils have skills/abilities that are concurrent in Welsh and English:

	Ardudwy Catchment Area	Bangor Catchment Area	Botwnnog Catchment Area	Outside catchment areas of the scrutiny investigation
Believed that they manage to achieve	41%	34%	56%	43%
Believed that they do not manage to achieve	38%	48%	24%	57%
Did not know / no answer	21%	18%	20%	0%

Analysis of the additional observations received

Ardudwy Catchment Area

A small number of additional observations were received from parents in the Ardudwy catchment area.

- 6 observations were received regarding seeing advantages in learning Welsh and 6 observations stating that subjects should be taught through the medium of English and Welsh taught as a subject. The parents were concerned that subjects like mathematics and some other subjects were suffering as a result of them being taught through the medium of Welsh.
- 3 observations were received stating that children should be given the choice whether to receive their education through the medium of Welsh or English.

Bangor Catchment Area

- 32 observations agreed / saw advantages in bilingual teaching.
- 17 observations were made stating that the Welsh language and the advantages of bilingualism needed to be promoted and develop confidence in the use of Welsh and hold lively Welsh activities/promote the Urdd.
- 16 observations were made stating that Gwynedd Council’s Language Policy needed to be strengthened and ensure that every school in Gwynedd adhered to the Policy.

- 11 observations were made stating that the parents were happy or very happy with their children's development.
- 14 observations were received regarding the need to give children a choice whether to receive their educations through the medium of Welsh or English.
- 9 observations stated that there was too much focus on Welsh and that Welsh should not be pushed.
- 5 negative observations about the Language Policy were received.
- 10 observations were made stating that an equal amount between Welsh and English should be ensured.
- 7 observations were received stating that English lessons should be started earlier in Primary Schools.
- 7 observations were made stating that Mathematics, Science and some other subjects should be taught through the medium of English.
- 5 observations were received stating that lessons should be taught through the medium of English and Welsh only taught as a subject.
- 5 observations were made stating that the Welsh language is an essential part of Welsh culture.
- 5 observations were received stating that all school staff and volunteers should be speaking Welsh with children and that teachers' standard of Welsh should be improved.
- 6 observations were received regarding the fact that parents needed bilingual help and information to enable them to help their children.

Botwnnog Catchment Area

- 32 observations were received supporting bilingual education.
- 8 observations stated that there was too much focus on the Welsh language and that Welsh was being pushed and English downgraded and that English also needed to be promoted.
- 5 observations were made stating that children's Welsh needed to be improved and that more Welsh needed to be heard on the school yard.
- 3 observations were made stating that every school needed to fully implement the Language Policy and that more publicity should be given to the Policy.

Observations outside catchment areas of the scrutiny investigation brief:

- 8 observations were received stating that the Language Policy needed to be strengthened and supported and ensure that every school adhered to it.
- 3 observations were made stating that the current Language Policy was not bilingual and that the English also needed to be promoted.

7.9 Children and Young People's Opinions

IAITH: The Welsh Centre for Language Planning was commissioned to conduct focus groups with pupils of primary and secondary schools to gather information about their experiences and opinions on Welsh medium education

and their use of the language in schools. The work was completed during June and July 2015.

A total of 18 focus groups (see **Appendix 26**) were held with pupils from the Foundation Phase (Year 2), KS2 (Year 6), KS3 (Year 9¹) and KS4 (Year 10²) in six primary schools and four secondary schools.

The schools were selected by Council officers in consultation with members of the scrutiny investigation to offer a range in the sample in terms of the school size, area and language profile of pupils and the local community, as follows:

Ardudwy Catchment Area

- Ysgol Cefn Coch
- Ysgol Tan y Castell
- Ysgol Ardudwy

Bangor Catchment Area

- Ysgol Glancegin
- Ysgol Cae Top
- Ysgol Tryfan
- Ysgol Friars

Botwnnog Catchment Area

- Ysgol Nefyn
- Ysgol Sarn Bach
- Ysgol Botwnnog

The pupils were selected at random jointly between the schools and the IAITH team. 63 pupils contributed to the primary schools focus groups. Of these, 38 were girls and 25 were boys. 20 of the primary school pupils came from English homes³, 16 from Welsh homes and 27 from bilingual homes⁴. Of the 50 secondary school pupils, there were 25 girls and 25 boys. Of these, 26 came from Welsh homes, 15 from English homes and nine from bilingual homes (Welsh and English). Every focus group was held in Welsh. A sound recording was made of the discussion, with the permission of the contributors, as a basis for the written record.

A series of questions and activities were prepared to stimulate a discussion and record language use, the perceptions and opinions of pupils on:

- language use patterns in the school;
- perceptions about their ability and confidence in Welsh and English;
- findings about the advantages of bilingualism / multilingualism;
- awareness of, and contribution to the Language Charter and its influence on them.

Whilst the core questions of the focus groups were consistent for each group, the questions and tasks were adapted to correspond with the age of the

pupils. A summary of the data collected per school and key stage is included in the report.

It must be borne in mind that the evidence gathered from the pupils is self-reported evidence. Although they were selected randomly, the pupils are not necessarily a representation of the school's population. Additionally, it must be considered that the pupils have not given a full and detailed picture of every aspect of the use of language in the school within the limitations of a focus group's discussion. When the words of the pupils are in quotations, we have not corrected linguistic errors.

The data from the 18 focus groups that were held in six primary schools and four secondary schools with KS1, KS2, KS3 and KS4 pupils provides a snapshot of the pupils' viewpoint on some of the issues involving implementing the Council's language policy.

Whilst there are headteachers and teachers who are able to speak Welsh and embrace the Welsh Language, there are a number of schools where the Welsh language environment of the school is influenced by the lack of ability to speak Welsh by some assistants and other staff. The Welsh environment of some schools could be strengthened by offering support for current staff to learn Welsh and to establish the language requirements of posts when appointing new staff.

In the primary schools group, evidence was gathered on the main pattern of language use of the whole class. In the secondary schools group, every pupil was asked to record his/her own individual experience of the use of the language in maths, science and other lessons. See the tables showing the Use of Language in Secondary Lessons in **Appendix 27**, that provide a more detailed picture per school of bilingualism in action when learning and teaching.

For some pupils, the practice of speaking English with friends and at every opportunity outside the classroom is very strong and in some schools more than others. The tendency for children from non-Welsh speaking families, to restrict their use of Welsh to a range of restricted teaching contexts is a general phenomenon. Research shows that there is a tendency for boys particularly to reject behaviour (including language behaviour) that is forced upon them by authority figures and this escalates during the teenage years.

In general, pupils supported the Welsh language. The data of the focus groups suggest that there are negative values towards the Welsh language from some pupils from non-Welsh backgrounds in some schools. It was also highlighted that pupils were not necessarily included in discussions regarding the Language Charter nor were they given an opportunity to offer their own ideas for the language practices in the school. It was also seen that criticising and punishing children for speaking English was counterproductive. Holding language awareness sessions and including the pupils in discussions on language practices in the school would be a means of responding to any

negative values and to foster the pupils' ownership of the school's language policy.

The number of pupils who consider that they have equally proficient skills in Welsh and English in every aspect of their lives is comparatively small. This does not necessarily signify a lack of success of the Language Policy. The linguistic skills of pupils are honed by daily social practices outside the school as well as their educational experiences. There is no foundation to the assumption that a bilingual person should possess the same 'level' in the Welsh language and the English language in every context such as a monoglot English individual would.

The use of Welsh and English when teaching and learning is mixed with some schools and some teachers making more use of both languages than others. More detailed research is required in order to contribute to the discussion regarding defining what is meant by bilingual education and check to what extent teachers translanguage intentionally and effectively to develop every pupil's bilingual abilities.

A number of recommendations were made by the Welsh Centre for Language Planning and they have been incorporated in the recommendations of this report.

8. Recommendations

Following giving detailed consideration to the background documents, the data and all the evidence collected the following recommendations are made:

Measureable Recommendations	Area	Responsibility	The possible measure / Outcome
1. To strengthen and reconcile the Council's (Education) Language Policy, the Council should define what bilingual learning is and collaborate with schools and teacher training institutions to establish a strong bilingual pedagogy which is appropriate for all the Authority's schools and pupils and to nurture translanguage skills amongst staff.	Policy	Education Department	A) The revised Policy Language in place.
2. In order to strengthen and reconcile the Council's (Education) Language Policy, there	Policy	Education Department (Gwynedd Secondary	A) The Education Department has ensured a standard linguistic definition

<p>is a need to clearly define the linguistic nature of all Gwynedd secondary schools so that it is clear to all stakeholders what is the linguistic nature of schools and by holding the schools and the Governors accountable for its implementation.</p>		<p>School Headteachers)</p>	<p>for every secondary school and made it clear to all stakeholders. B) All school governors have received training to ensure their understanding of the linguistic definition of the schools and the requirements of the language policy. C) The Education Department operates a robust monitoring arrangement to ensure that all secondary schools comply with the definition and Language Policy (Education) of the County.</p>
<p>3. To try to increase the number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to amalgamate the policy to develop proficient bilingual skills with the implementation of the National Literacy and Numeracy Framework.</p>	<p>Policy (Implementation)</p>	<p>Education Department</p>	<p>A) Implementation of the National Literacy and Numeracy Framework corresponds with the Language Policy (Education).</p>
<p>4. It should be ensured that English exam results are as good as the Welsh exam results as this in turn will ensure the success of the Language Policy.</p>	<p>Policy (Implementation)</p>		<p>A) The Governors and the Council monitor examination results in detail and regularly.</p>
<p>5. To maintain and develop pupils' Welsh language skills in accordance with the Language Policy, Ysgol</p>	<p>Policy (Implementation)</p>	<p>Ysgol Friars / Education Department</p>	<p>A) The Council supports Ysgol Friars regularly to make further progress in the use</p>

<p>Friars should, with Council support, identify opportunities to make further progress in the use of the Welsh language across the curriculum and life of the school.</p>			<p>of the Welsh language across the curriculum and life of the school.</p> <p>B) The Council has ensured the understanding of the Governors and have established a robust monitoring procedure.</p> <p>C) The Services Scrutiny Committee has programmed its work to monitor the situation on a regular basis.</p>
<p>6. Ensure that the Governors of every school in Gwynedd receive training on the requirements of the Language Policy.</p>	<p>Training</p>	<p>Education Department</p>	<p>A) Every Governor has received training on the requirements of the Language Policy.</p>
<p>7. To strengthen the Welsh language environment of the schools, the Council should ensure support for assistants and ancillary staff to learn Welsh, understand the requirements of the Language Charter, and receive Language Awareness training.</p>	<p>Training</p>	<p>Education Department</p>	<p>A) The Council has established a training programme for assistants and ancillary staff to learn the Welsh language, understand the requirements of the Language Charter and language awareness.</p>
<p>8. To standardize the Council's (Education) Language Policy across the county, there is a need to ensure that all Gwynedd schools adhere to the Policy holding the schools and Governors accountable for its implementation.</p>	<p>Monitoring and accountability</p>	<p>Education Department</p>	<p>A) The Council has set up a regular monitoring procedure.</p> <p>B) The Services Scrutiny Committee has scrutinised relevant data on a regular basis to ensure implementation of the (Education) Language Policy.</p>
<p>9. To try to increase the</p>	<p>Monitoring</p>	<p>Primary /</p>	<p>A) A monitoring</p>

<p>number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to establish the practice of every subject teacher in the primary and secondary sectors monitoring and reporting on the development of every pupil's Welsh and English skills in progress reports and discussing their development with pupils and their parents during parent evenings.</p>	<p>and accountability</p>	<p>Secondary Schools</p>	<p>procedure is in place for each subject teacher to prepare progress reports (primary and secondary) on the development of Welsh and English skills of every pupil. B) The progress reports have been discussed with the pupils and parents.</p>
<p>10. Ensure robust linguistic progression between KS2, KS3, KS4 and KS5 by implementing consistent and appropriate monitoring methods which would also track language medium across the curriculum.</p> <p>(Recommendation of ESTYN Report November 2014: “track the percentages per school of key stage 4 pupils who follow courses through the medium of Welsh and set targets to increase this according to the objectives of their Welsh-medium education strategy”.</p>	<p>Monitoring and accountability</p>	<p>Education Department / Primary / Secondary Schools</p>	<p>A) The Council has ensured a robust procedure is in place for monitoring the linguistic progression and also for the tracking of language medium across the curriculum by reporting regularly to the Services Scrutiny Committee.</p>
<p>11. Clarity and consistency should be ensured in the schools' bilingual teaching methods by fostering translanguaging skills among staff and defining clearly what</p>	<p>Bilingual teaching</p>	<p>Education Department</p>	<p>A) The Council has established a suitable training programme for teachers</p> <ul style="list-style-type: none"> - bilingual teaching - And build trans-languaging skills

<p>bilingual learning is and providing details on:</p> <ul style="list-style-type: none"> i) how much Welsh and English should be used to teach ii) language used by pupils to write in bilingual lessons iii) what are the expectations in terms of using Welsh/English in classroom conversations and discussions. 			
<p>12. Ensure that:</p> <ul style="list-style-type: none"> i) the Language Charter is used in every primary school in Gwynedd ii) good practices are shared between schools on implementing the Language Charter and supporting and encouraging pupils' use of Welsh in a constructive manner iii) there are better opportunities for pupils to use the internet through the medium of Welsh to support one of the Language Charter's objectives. Schools should make more extensive use of Welsh websites and online materials and resources. Schools should be supported to achieve this where appropriate. 	<p>Social use of the Welsh language by children and young people</p>	<p>Gwynedd Council (Education Department/ Hunaniaith)</p>	<ul style="list-style-type: none"> A) The Council regularly monitors the implementation of the Language Charter in the County's primary schools, and provides support to the schools. B) The Council and the schools are creating opportunities. C) The Council provides support to schools to enable pupils to make greater use of the Welsh websites and online resources.
<p>13. Some of the Scrutiny Investigation's findings appear in the Trywydd report and it is recommended that the Council and the Schools act on the</p>	<p>Social use of the Welsh language by children and young people</p>	<p>Gwynedd Council (Education Department / Leisure / Youth Service /</p>	<ul style="list-style-type: none"> A) The Council has established an action plan to respond to recommendations of the Trywydd report.

recommendations in the report.		Hunaniaith)	
14. To ensure that the Welsh language is not pushed on pupils in a forceful manner, schools should include the pupils in discussions on: iv) the Language Policy v) the Language Charter vi) the school's language practices and ensure their ownership of the policy. Every school should ensure that there are opportunities for pupils to understand and discuss the advantages of bilingualism, multilingualism and recognition of the Welsh language.	Involving pupils	Primary / Secondary Schools	A) The pupils are involved in discussions about the Language Policy, the Language Charter and the language practice of the school. B) Processes in place to ensure pupils' ownership of the policy. C) Opportunities have been established for pupils to understand and discuss the benefits of bilingualism, multilingualism and embrace the Welsh language.
15. In order to keep students, who are trying for a second degree, in Wales, the Services Scrutiny Committee should lobby the Welsh Government to provide a grant for the second degree as well as is happening in England.	Student Grants		A) The Services Scrutiny Committee has lobbied the Welsh Government to provide a grant for the second degree.
16. The advantages of bilingualism should be promoted and marketed in collaboration with every school across the county, with schools also marketing those advantages on their websites, among parents and pupils.	The benefits of bilingualism		A) The Council has conducted a review to identify opportunities to market the benefits of bilingualism. B) The Council has established a system to monitor that all schools in the County are marketing those benefits on their websites, among

			parents and pupils.
17. The Council should celebrate the successes of the county's schools and pupils (that test results in Welsh and English are as good as each other) and ensure that all schools raise awareness of those successes on the school website.	The benefits of bilingualism		A) The Council has established a system to celebrate the successes of the schools and pupils of the County via the latest popular methods. B) The schools have posted the successes on the school's website.
18. To support pupils from non-Welsh homes to support the Welsh language, schools and the Council should develop methods (such as Language Awareness sessions, chats with prospective pupils/parents, etc.), to establish attitudes which puts a value on the Welsh language and bilingualism. It should be ensured that existing good practices are shared.	The benefits of bilingualism		A) The Council has established a programme of language awareness sessions. B) The schools have a procedure in place to hold conversations with prospective pupils / parents. C) The Council has shared good practice with all the schools across the County.
19. To strengthen the Welsh language environment of the schools, the Council should strengthen the procedure of establishing the language requirements of posts in schools when appointing new staff.	Staff Appointment Procedures	Education Department	A) The Council has established a robust procedure for the appointment of new staff.
20. It should be ensured that every school makes full use of the Language Centres, ensuring every school's accountability for implementing the after-care packages.	Language Centres / Monitoring and accountability	Primary / Secondary Schools	A) The Council monitors the use of Language Centres and the operation of the after-care packages on a regular basis.
21. The Council should consider establishing a specific Language	Language Centres	Gwynedd Council / Welsh	A) The Council in conjunction with the Welsh Government

Centre for the Bangor catchment area in order to support the implementation and delivery of the Language Policy.		Government	has given full consideration to the establishment of a specific Language Centre for the catchment area of Bangor.
22. Ensure that good practices are shared between the Language Centres and the schools.	Language Centres	Language Centres / Primary / Secondary Schools	A) The Council and the Language Centres share good practice with all the schools on a regular basis.
23. The Council should consider establishing a specific provision of immersion education for the Ysgol Ardudwy (and schools located in similar demographic catchment areas) in order to support the implementation and delivery of the Language Policy.	Immersion education	Gwynedd Council / Welsh Government	A) The Council in conjunction with the Welsh Government has given full consideration to the establishment of immersion education provision at Ysgol Ardudwy (and others).
24. The Council should discuss with Bangor University the possibility of setting a specific standard to develop skills in Welsh and a standard to develop bilingual skills for prospective teachers as part of the standards for a Qualified Teacher Status (QTS).	Bangor University		A) The Council has discussed and has come to an agreement with Bangor University.

9. Report back

9.1 Members of the scrutiny investigation appreciate that any action will be a matter for the Cabinet Member but they are eager for the Scrutiny Committee to receive a report on its response to the recommendations at its next meeting along with a progress report within 6 months.

9.2 It was agreed to present the report to the Language Committee following the Scrutiny Committee.

Acknowledgement

We wish to thank the following for providing evidence, valuable information and their willing cooperation:

Dewi Jones, Head of Education
Language Unit, Gwynedd Council
Gwynedd Ni

Headteachers from the Bangor Catchment Area

Headteachers of Ardudwy, Botwnnog, Friars and Tryfan Secondary Schools

Headteachers of Nefyn, Tan y Castell, Dyffryn Ardudwy and Thalsarnau, Cae Top, and Hirael Primary Schools

Primary Headteachers from the Botwnnog Catchment Area

Headteachers of Primary and Secondary Sector Language Centres

Primary School Language Co-ordinators

Secondary School Language Co-ordinators

Lecturers from the School of Education, Bangor University

The investigation will:

- i. elaborate on the implementation of the Authority’s Language Policy at primary and secondary schools in specific catchment areas
- ii. see how the key elements of the policy are applied in the policies of the different schools and in particular within the School Development Plan.
- iii. see how the requirements of the “*Strategic Plan on Welsh in Education*” are being actioned
- iv. see how the guidance and requirements of the “*Gwynedd Primary Schools Welsh Language Charter*” are being actioned

The Language Policy Implementation Guidelines notes: “All Head teachers are expected, in consultation with staff and the Governing Body, to review the school’s Language Policy regularly. It is the responsibility of the Head teacher to ensure the success of the Language Policy at his/her school; the Head teacher is expected to provide firm guidance to establish a thorough understanding of the aim of the policy and to ensure that classroom teachers’ efforts will be strengthened by ensuring that there is appropriate Welsh ethos in the school”

There are 5 sections of children within the implementation policy and the aim is to have every child in cohort A – pupils with age-relevant parallel proficiency in both Welsh and English.

Questionnaire for Heads of Secondary Schools

1. Define your school linguistically
2. Explain the barriers to improve the schools’ linguistic definition
 - i. In recognising the barriers, how can the authority support you, the school and the community?
3. The School’s Language Policy and the School Development Plan
 - ii. Explain how you have prioritised Welsh in the School’s Development Plan?
 - iii. Explain how often you review the school’s language policy and the School Development plan?
 - iv. Explain to us how you go about reviewing the school’s language and the School Development Plan, and explain the background work for the reviews.
 - v. Explain who reviews the school’s language policy and the School Development Plan?
 - vi. Explain how the different people take part in these reviews?
4. Roles
 - a. Explain how you ensure that the following have clear roles?
 - i. governors,
 - ii. teachers,
 - iii. parents and

iv. staff

b. What is the evidence that the above roles are clear to them in the context of the Language Policy?

5. Accountability

Explain how you ensure that every layer of the school community is accountable in promoting a healthy attitude / increasing the social use of Welsh?

- i. Pupils
- ii. Parents
- iii. Governors
- iv. Teachers

6. Workforce

- a. Tell us how many of the school’s workforce have received training on ‘Language Awareness’?
- b. Tell us how many of the school’s ancillary staff have received training to improve their language skills?
- c. Have the workforce received training in order to ensure their understanding of the benefit of procuring language and suitable and sensitive methods of promoting the use of Welsh amongst children and young people?

7. Promoting the Use of Welsh

- a. Explain what methods you use to promote the use of Welsh?
 - i. Where?
 - ii. With which groups of people?
 - iii. Will you share evidence of the methods to promote the use of Welsh with us?
- b. Explain your awarding plans ar regards the use of Welsh in school?

8. Teaching Methods

- a. What is the bilingual teaching methods being used in the school when the class is bilingual?
- b. What is the bilingual teaching methods used for core subjects?
- c. What training have the staff received to teach bilingually?
- ch. Explain what the barriers are?

9. The School Council

- a. How often does the School Council meet?
- b. Does the School Council hold its discussions in Welsh?
- c. How does the School Council promote the use of Welsh?
- ch. Has the Council established a Language Champion / or yard ‘buddy’?
- d. Has the Council invited Welsh guest speakers to visit the pupils?
- dd. Will you share the evidence with us?

10. Language Co-ordinators

- a. Explain the role and responsibility of the language co-ordinators.
- b. Explain the effect and influence the language co-ordinators have on Welsh in school?
- c. In your opinion, is there a further role for them?

11. Recent Incomers

- a. Explain what steps the school takes to deal with recent incomers?
- b. Over the last 3 years, how many children have used the Eifionydd Language Centre?
- c. Are there examples of where parents have rejected for their child to go to the Language Centre?

12. Subjects and Examinations

- a. Explain which core subjects are taught through the medium of Welsh or bilingually?
 - i. How many pupils sit the core examinations in Welsh?
- b. Explain which other subjects are taught through the medium of Welsh or bilingually?
 - i. How many pupils sit other examinations in Welsh?
- c. What resources are available for pupils to study subjects through the medium of Welsh , is there a deficiency?

13. Achievements and performance in Welsh

- a. Key Stage 3 (age 11-14)
 - i. What is the numer of KS3 pupils receiving teacher assessment in Welsh First Language?
 - ii. What is the percentage of pupils that receive a teacher assessment in Welsh First Language?
 - iii. What percentage reach the expected level?
- b. Key Stage 4
 - i. What is the number of pupils sitting external assessment in Welsh First Language KS4?
 - ii. What is the percentage of pupils that receive external assessment in Welsh First Language?
 - iii. What percentage reach the expected level?
- c. When required to improve pupil performance – what is the procedure for working with the pupil, parents, staff and governors?

14. Achievements and performance in Welsh as Second Language

- a. Year 9 Pupils
 - i. What is the number of Year 9 pupils that receive a teacher assessment in Welsh as a second language?
 - ii. What is the percentage of pupils that receive a teacher assessment in Welsh as a second language?
 - iii. What percentage reach the expected level?
- b. Year 11 Pupils that sit an external assessment in Welsh as a second language

- i. What is the number of Year 11 pupils that receive an external assessment in Welsh as a second language?
- ii. What is the percentage of pupils that receive an external assessment in Welsh as a second language?
- iii. What percentage reach the expected level?

15. The Welsh Baccalaureate

- a. How many students apply and are successful in winning an award in the qualification?
- b. Is there an example of students that follow the Welsh Baccalaureate that promotes Welsh?
- c. Are there difficulties for the school / students to follow the Welsh Baccalaureate?

The investigation will:

- i. elaborate on the implementation of the Authority's Language Policy at primary and secondary schools in specific catchment areas
- ii. see how the key elements of the policy are applied in the policies of the different schools and in particular within the School Development Plan.
- iii. see how the requirements of the "*Strategic Plan on Welsh in Education*" are being actioned
- iv. see how the guidance and requirements of the "*Gwynedd Primary Schools Welsh Language Charter*" are being actioned

The Language Policy Implementation Guidelines notes: "All Head teachers are expected, in consultation with staff and the Governing Body, to review the school's Language Policy regularly. It is the responsibility of the Head teacher to ensure the success of the Language Policy at his/her school; the Head teacher is expected to provide firm guidance to establish a thorough understanding of the aim of the policy and to ensure that classroom teachers' efforts will be strengthened by ensuring that there is appropriate Welsh ethos in the school"

There are 5 sections of children within the implementation policy and the aim is to have every child in cohort A – pupils with age-relevant parallel proficiency in both Welsh and English.

Questionnaire for Heads of Primary Schools

1. Define your school linguistically

2. The School's Language Policy and the School Development Plan
 - i. Who is responsible for the School's Language Policy?
 - ii. Who is responsible for reviewing the policy and how often?
 - iii. How do you include stake-holders in the work of reviewing the policy (staff, Governors, parents and pupils)?
 - iv. Is the recruiting process being implemented according to the Language Policy?
 - v. To what extent does the school fulfil the requirements of the Language Policy as regards pupil achievement in ensuring that every pupil is skilled bilingually by 11 years old?
 - vi. Explain how you have prioritised Welsh in the School's Development Plan?
 - vii. How do you intentionally plan for pupils who have less opportunities/Welsh background?
 - viii. Explain the barriers to improve the school's language definition
 - ix. In recognising the barriers, how can the authority support you, the school and the community?

3. Accountability

- a. Explain how you ensure that every layer of the school's community is accountable in promoting a healthy attitude / increasing the social use of Welsh?
 - i. Pupils
 - ii. Parents
 - iii. Governors
 - iv. Teachers
- b. Explain how often you monitor and what implementation steps you take to improve the situation?
- c. Is there a Champion for the Welsh Language on the Governing Body?
- ch. There is an Induction Programme for New Governors in existence in Gwynedd that includes a number of training courses. Explain how you promote and encourage Governors to attend the training?
- d. Do you know how many of the school Governors have been trained by the Council and who they are?

4. Workforce

- a. Tell us how many of the school's workforce have received training on 'Language Awareness'?
- b. Tell us how many of the school's ancillary staff have received training to improve their language skills?
- c. Have the workforce received training in order to ensure their understanding of the benefit of procuring language and suitable and sensitive methods of promoting the use of Welsh amongst children and young people?
- ch. Are there staff on the school's yard that have received training in 'Playground Activities' to facilitate the social use of the Welsh language?

5. Promoting the Use of Welsh

- a. Explain what methods you use to promote the use of Welsh?
 - i. Where?
 - ii. With which groups of people?
 - iii. Will you share evidence of the methods to promote the use of Welsh with us?
- b. Explain your awarding plans as regards the use of Welsh in school?

6. Teaching Methods

- a. What is the teaching medium in the Foundation Phase and the Key Stage 2?
- b. What immersion methods do you use at the school?
- c. What medium do you teach science and mathematics?

7. The School Council

- a. How often does the School Council meet?
- b. Does the School Council hold its meetings in Welsh?
- c. How does the School Council promote the use of Welsh?
- ch. Has the Council established a Language Champion / or yard 'buddy'?

- d. Has the Council invited Welsh guest speakers to visit the pupils?
- dd. Will you share the evidence with us?

8. Language Co-ordinators

- a. Explain the role and responsibility of the language co-ordinators.
- b. Explain the effect and influence the language co-ordinators have on Welsh in school?
- c. In your opinion, is there a further role for them?

9. Recent Incomers

- a. Explain what steps the school takes to deal with recent incomers?
- b. Over the last 5 years, how many children have used the Language Centres?
- c. Are there examples of where parents have rejected for their child to go to the Language Centres?

10. The Benefits of Bilingualism

- a. To what extent do you promote the benefits of bilingualism with staff, parents, pupils?

Question for the Primary Language Centres and the Secondary Language Centre

The investigation will:

- i. elaborate on the implementation of the Authority's Language Policy at primary and secondary schools in specific catchment areas
- ii. see how the key elements of the policy are applied in the policies of the different schools and in particular within the School Development Plan.
- iii. see how the requirements of the "*Strategic Plan on Welsh in Education*" are being actioned
- iv. see how the guidance and requirements of the "*Gwynedd Primary Schools Welsh Language Charter*" are being actioned

- 1. What is the capacity of the Language Centres?**

- 2. In your opinion, is the duration of the courses sufficient? If not , what is the procedure?**

- 3. What aftercare do you offer and how do you ensure the implementation of the programme of after-care?**
 - a. Is there adequate capacity for the provision of aftercare for the pupils?**

- 4. What is your opinion about the schools' pastoral performance of pupils who have attended language centre when they return to school?**
 - a. Are there differences in performance from area to area?**

- 5. In your opinion, do the school teachers have plenty of time to attend the training you offer to assist them in their pastoral role?**

- 6. Explain the type of training the staff of the language centres have attended.**

- 7. In your opinion, is there a further role for the language co-ordinators?**

- 8. What are the main barriers to the language centres?**

QUESTIONS FOR LANGUAGE CO-ORDINATORS

The investigation will:

- i. elaborate on the implementation of the Authority's Language Policy at primary and secondary schools in specific catchment areas
- ii. see how the key elements of the policy are applied in the policies of the different schools and in particular within the School Development Plan.
- iii. see how the requirements of the "*Strategic Plan on Welsh in Education*" are being actioned
- iv. see how the guidance and requirements of the "*Gwynedd Primary Schools Welsh Language Charter*" are being actioned

The Language Policy Implementation Guidelines notes: "All Head teachers are expected, in consultation with staff and the Governing Body, to review the school's Language Policy regularly. It is the responsibility of the Head teacher to ensure the success of the Language Policy at his/her school; the Head teacher is expected to provide firm guidance to establish a thorough understanding of the aim of the policy and to ensure that classroom teachers' efforts will be strengthened by ensuring that there is appropriate Welsh ethos in the school". There are 5 sections of children within the implementation policy and the aim is to have every child in cohort A – pupils with age-relevant parallel proficiency in both Welsh and English.

- 1. What picture does the data you collect convey about the catchment area?**
 - a. Will you send the information over the last 3 years to us please?
- 2. Explain what kind of discussion you have with the schools about the Language Policy.**
 - a. To what extent do you challenge the schools?
- 3. How do you ensure appropriate progression between Key Stage 2 and Key Stage 3?**
- 4. What picture does the linguistic cohorts who transfer to the Secondary convey?**
- 5. What professional guidance do you give to the catchment area schools about sharing good practice?**
- 6. How do you report on evaluating the success of the Language Policy, when and where?**
- 7. Explain how you track individual pupils according to language groups during your visit to secondary school – is it face-to-face with the pupil?**

A small crew of elected members of the Council have decided to conduct a scrutiny inquiry to the implementation of the language policy in schools in Gwynedd.

The inquiry is focused on 3 particular catchment areas, namely Bangor, Botwnnog and Ardudwy, looking at the primary and secondary sector.

The investigation will:

- i. elaborate on the implementation of the Authority’s Language Policy at primary and secondary schools in specific catchment areas
- ii. see how the key elements of the policy are applied in the policies of the different schools and in particular within the School Development Plan.
- iii. see how the requirements of the “*Strategic Plan on Welsh in Education*” are being actioned
- iv. see how the guidance and requirements of the “*Gwynedd Primary Schools Welsh Language Charter*” are being actioned

The members have conducted interviews with the headteachers of the primary and secondary schools of the 3 catchment areas, and the staff of the language centres and language co-ordinators of the catchment areas.

Mae’r aelodau wedi cynnal cyfweiliadau gyda phenaethiaid cynradd ac uwchradd y 3 dalgylch, a staff y Canolfannau Iaith a Chyd-gysylltwyr iaith dalgylchol.

Following comments from some of the headteachers of the schools regarding the standard of Welsh of new teachers, it was decided to make arrangements for the questioning of Bangor University lecturers.

The elected members want to understand the content of the modules and their suitability for prospective teachers, taking into account Gwynedd’s language policy.

1. What are the entry requirements as regards the candidates’ standard of Welsh on the courses that lead to qualified teacher status and the postgraduate certificate in education?
2. Is the entry requirements in terms of the Welsh language at the same level as the English language?
3. Explain to us what the provision is and how does it align and complement Gwynedd’s language policy.
4. Who is responsible for informing prospective teachers of the expected linguistic behaviour in Gwynedd schools?
5. Is support available for students to improve their skills e.g. language refresher courses?

6. What in your opinion, are the factors responsible for some of the headteachers' comments about the language quality of new teachers?
7. Are there specific modules as part of the courses for prospective teachers relating to:
 - i.) promoting informal use of the Welsh language
 - ii.) the benefits of bilingualism
 - iii.) how children acquire language

STUDYING THROUGH THE MEDIUM OF WELSH

% of Year 11 pupils who study for 2 or more qualifications through the medium of Welsh:						
2008	2009	2010	2011	2012	2013	2014
1074/1454 (73.9%)	1121/1361 (82.4%)	1090/1395 (78.1%)	1083/1375 (78.8%)	988/1249 (79.1%)	1141/1392 (82.0%)	1151/1315 (87.50%)

% of Year 11 pupils who study for 5 or more qualifications through the medium of Welsh :						
2008	2009	2010	2011	2012	2013	2014
870/1454 (59.8%)	870/1361 (63.9%)	848/1395 (60.8%)	890/1375 (64.7%)	837/1249 (67%)	993/1392 (71.30%)	964/1315 (73.3%)

% of 16-19 year old students who study subjects through the medium of Welsh in schools					
	2010	2011	2012	2013	2014
Number 16-19	717	729	748	698	493
C=Welsh	254 (35.4%)	274 (37.6%)	290 (38.8%)	293 (42.0%)	193 (39.1%)
P=Bilingually	374 (52.2%)	368 (50.5%)	424 (56.7%)	431 (61.7%)	259 (52.5%)
R=Two languages in the same class	275 (38.4%)	297 (40.7%)	248 (33.2%)	212 (30.4%)	111 (22.5%)
E=English	398 (55.5%)	421 (57.8%)	408 (54.5%)	356 (51.0%)	289 (58.6%)

% of KS4 pupils that achieve grades A*-C in Welsh GCSE						
Blwyddyn	2009	2010	2011	2012	2013	2014
Number in cohort	1366	1399	1382	1251	1394	1313
First Language	1118	1096	1086	984	1126	1118
% sitting First Language	81.8%	78.3%	78.6%	78.7%	80.8%	85.1%
Number A*-C	803	777	808	752	817	820
% A*-C	71.8%	70.9%	74.4%	76.4%	72.6%	73.3%

Numbers and percentage that sit GCSE Welsh First Language						
Year	2009	2010	2011	2012	2013	2014
Cohort	1386	1417	1403	1266	1401	1315
Number that sat Welsh as First Language	1107	1088	1082	975	1126	1118
Percentage that sat Welsh as First Language	79.9%	76.8%	77.1%	77.0%	80.4%	85.0%

Numbers and percentage that sat GCSE Welsh Second Language Full Course						
Year	2009	2010	2011	2012	2013	2014
Cohort	1386	1417	1403	1266	1401	1315
Number that sat Welsh as Second Language	214	249	232	193	211	157
Percentage that sat Welsh as Second Language	15.4%	17.6%	16.5%	15.2%	15.1%	11.9%

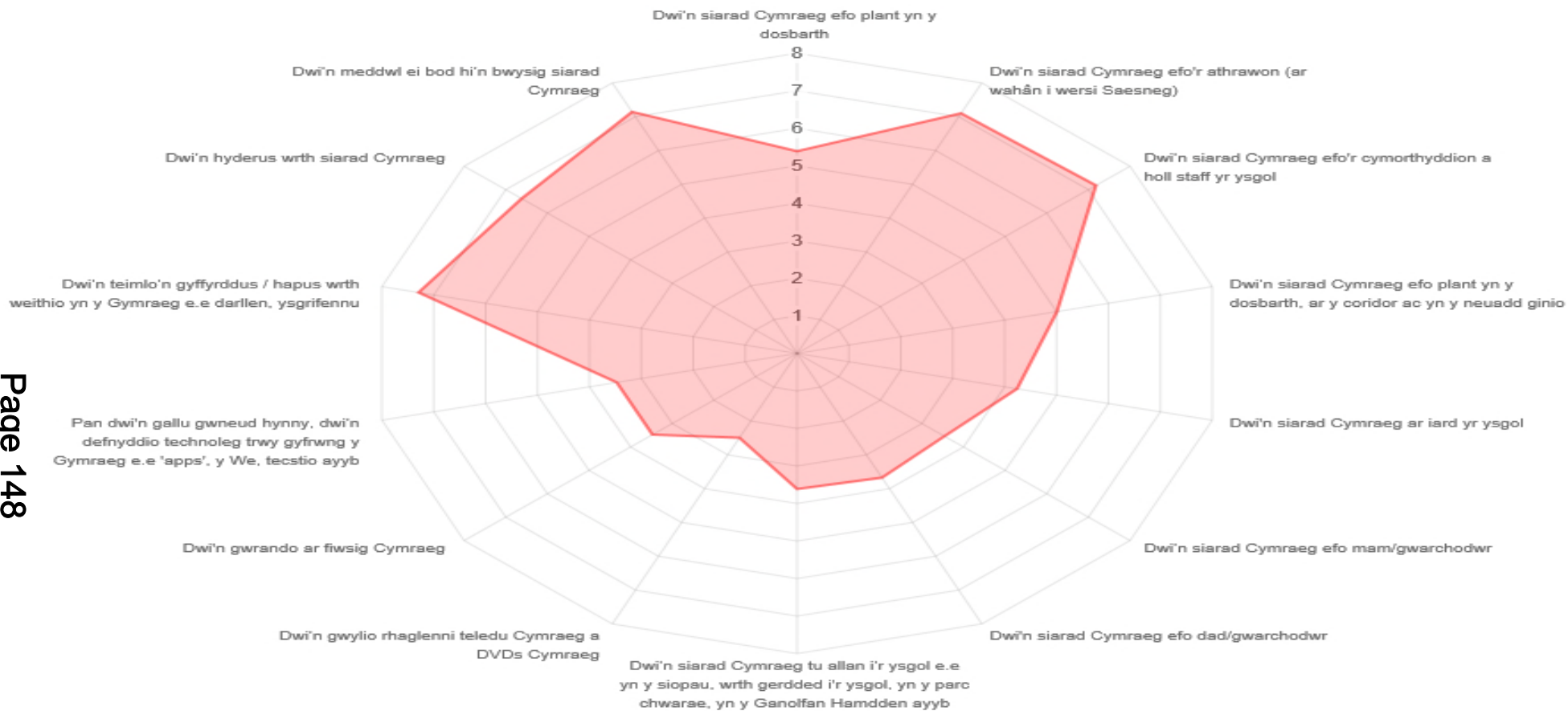
Numbers and percentage that do not sit GCSE in neither						
Year	2009	2010	2011	2012	2013	2014
Cohort	1386	1417	1403	1266	1401	1315
Number that did not sit Welsh	65	80	89	98	64	41
Percentage that did not sit Welsh	4.7%	5.6%	6.3%	7.7%	4.6%	3.1%

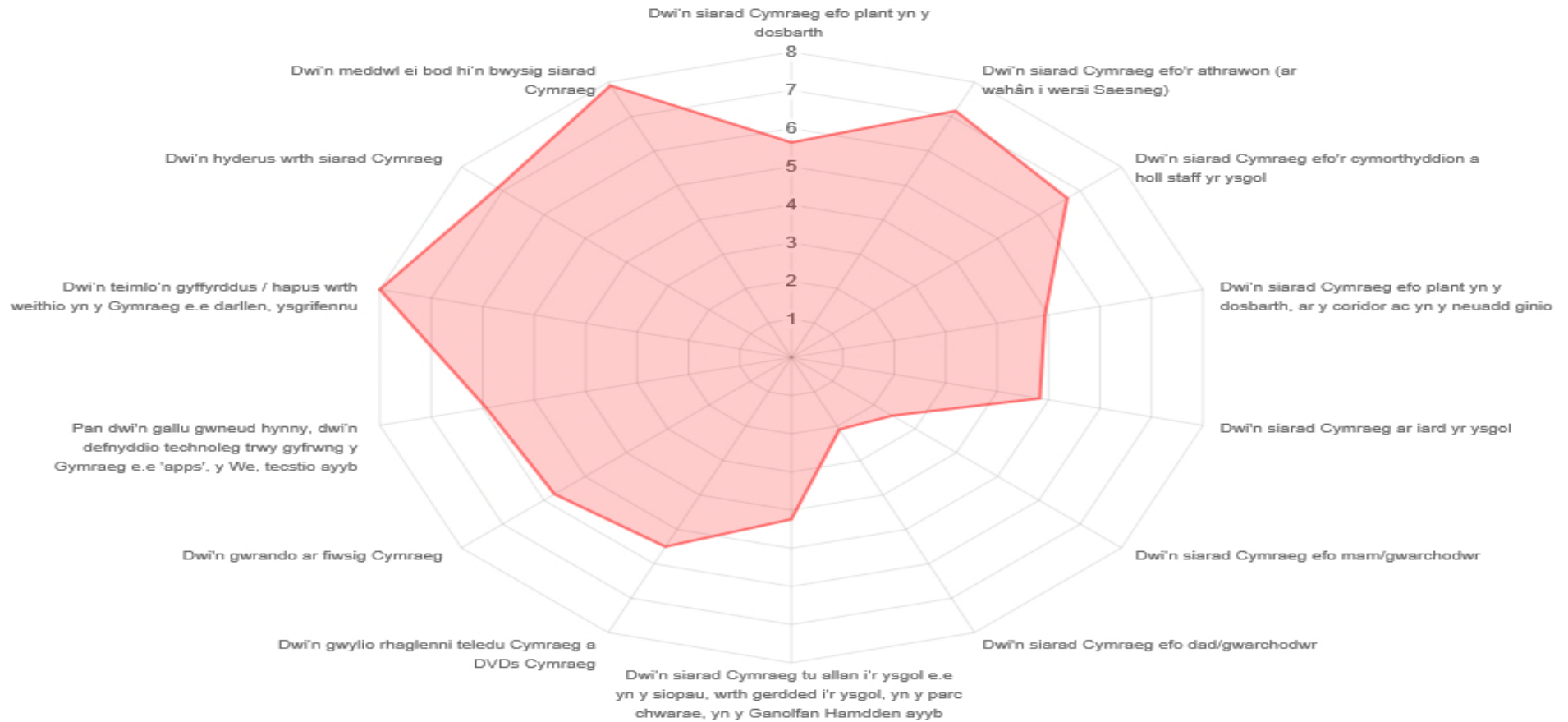
Robust progress.

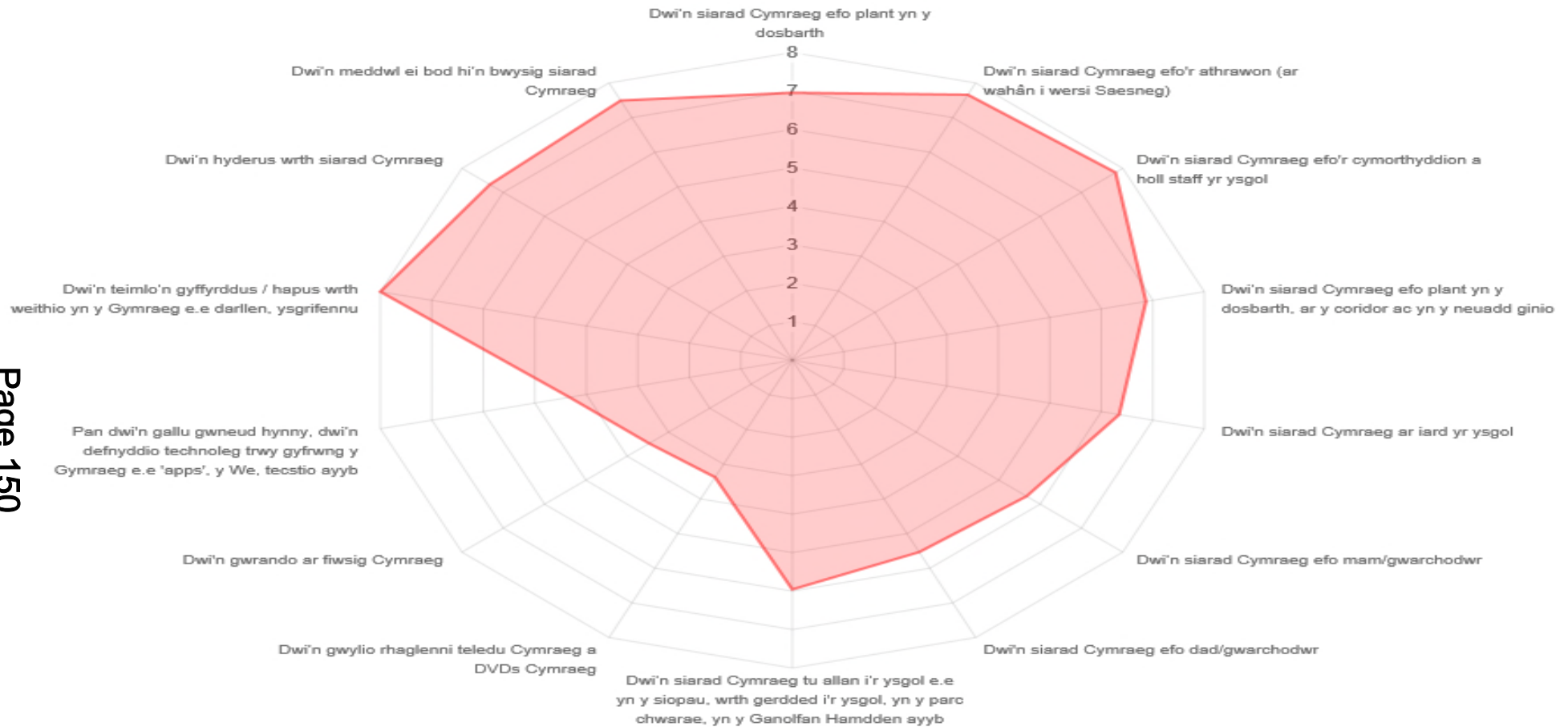
A reduction in the number / % of pupils that leave schools without a recognized qualification in Welsh.

COHORT	DESCRIPTION	PROVISION
A	<p>Pupils with equal age-related proficiency in Welsh and English</p> <p>Quite fluent in both languages in that they are able to switch from one language to the other as required and they are able to express themselves verbally and in writing in any of the two languages. Both languages are similar means of easy communication for them.</p>	<p>These pupils are expected to receive a bilingual education across the curriculum to foster, reinforce and extend their proficiency equally in both languages.</p>
B	<p>Pupils with appropriate proficiency in Welsh but with a need to reinforce some aspects of their language skills in English.</p> <p>Welsh is their mother-tongue and the most frequently used language as a means of conversation, reading and writing. Their English is less ‘developed’ and they are less confident in using it.</p>	<p>The school must provide a bilingual education with the emphasis on developing the necessary skills to enable these pupils to transfer to Cohort A in due course.</p>
C1	<p>Pupils with appropriate proficiency in English but with a need to reinforce some aspects of their language skills in Welsh.</p> <p>English is the mother-tongue of some pupils or it is the main language of the home and they return to it on a whim in both formal and informal communication. They know Welsh but their use of it is more restricted. Others in this group are ready to communicate in Welsh verbally and are aware of the basic language patterns to be able to hold a conversation and discuss day-to-day matters, but they are weak and uncertain when reading the language and lack confidence when writing.</p>	<p>When planning for pupils in this cohort, emphasis must be placed on extending their proficiency in Welsh and the three Attainment Targets. A variety of subjects should be offered bilingually and methods suggested in the section on Methodology (in the Language Policy) should be adopted. There will also be an opportunity for them to extend their skills in the Welsh language by ensuring that it is this language which receives priority in other situations such as the registration period, PSE lessons, the morning service, concerts etc.</p>
C2	<p>Pupils with appropriate proficiency in English but without the age-related skills in the Welsh language.</p> <p>Quite restricted in their use of Welsh; it is a passive language only. They have no confidence in using, or command of the language to start a conversation themselves. Their patterns and vocabulary are very restricted.</p>	<p>For these pupils a variety of subjects can be offered where emphasis is placed on oral and practical work through the medium of Welsh, along with other situations suggested above for Cohort C1.</p>
CH	<p>Pupils with low age-related proficiency in both languages.</p> <p>Their use of both languages is restricted especially when reading and writing. Without the necessary basic skills.</p>	<p>Careful and focused planning is required to ensure that these pupils develop the required language skills in both languages. Individual education plans will be a means of considering the linguistic development and special educational needs of pupils in this group.</p>

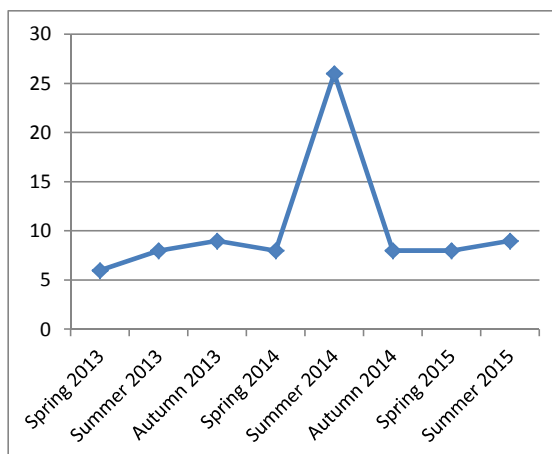
Cymraeg	Saesneg
Dwi'n siarad Cymraeg efo plant yn y dosbarth	I speak Welsh with children in the class
Dwi'n siarad Cymraeg efo'r athrawon (ar wahân i wersi Saesneg)	I speak Welsh with the teachers (apart from English lessons)
Dwi'n siarad Cymraeg efo'r cymorthyddion a holl staff yr ysgol	I speak Welsh with the assistants and all the school staff
Dwi'n siarad Cymraeg efo plant yn y dosbarth, ar y coridor ac yn y neuadd ginio	I speak Welsh with children in the class, on the corridor and in the lunch hall
Dwi'n siarad Cymraeg ar iard yr ysgol	I speak Welsh on the school yard
Dwi'n siarad Cymraeg efo mam / gwarchodwr	I speak Welsh with my mother / minder
Dwi'n siarad Cymraeg efo dad / gwarchodwr	I speak Welsh with my father / minder
Dwi'n siarad Cymraeg tu allan i'r ysgol e.e. yn y siopau, wrth gerdded i'r ysgol, yn y parc chwarae, yn y Ganolfan Hamdden ayyb.	I speak Welsh outside school e.g. in shops, when walking to the school, in the park/playing field, in the Leisure Centre, etc.
Dwi'n gwyllo rhaglenni teledu Cymraeg a DVDs Cymraeg	I watch Welsh television programmes and Welsh DVDs
Dwi'n gwrando ar fiwsig Cymraeg	I listen to Welsh music
Pan dwi'n gallu gwneud hynny, dwi'n defnyddio technoleg trwy gyfrwng y Gymraeg e.e. 'apps', y We, tecstio ayyb	When I'm able to, I use technology through the medium of Welsh e.e. 'apps', the Web, texting, etc.
Dwi'n teimlo'n gyffyrddus / hapus wrth weithio yn y Gymraeg e.e. darllen, ysgrifennu	I feel comfortable / happy when working in Welsh e.g. reading, writing
Dwi'n hyderus wrth siarad Cymraeg	I'm confident when speaking Welsh
Dwi'n meddwl ei bod hi'n bwysig siarad Cymraeg	I think that it is important to speak Welsh







Dolgellau Language Centre		
Teacher: 1. Course: 12 weeks		
September 2013 - July 2015		
<u>Spring Term 2013</u>	<u>Number</u>	<u>Capacity: 8.</u>
Ysgol Gynradd Dolgellau	4	
Ysgol Penybryn, Tywyn	2	
Total	6	
Summer Term 2013		
Ysgol Gynradd Dolgellau	2	
Ysgol Ffridd y Llyn	3	
Ysgol Penybryn, Tywyn	1	
Ysgol Beuno Sant	1	
Ysgol Y Ganllwyd	1	
Total	8	
Autumn Term 2013		
Ysgol Penybryn, Tywyn	3	
Ysgol Craig y Deryn	3	
Ysgol Gynradd Dolgellau	2	
Ysgol Beuno Sant	1	
Total	9	
Spring Term 2014		
Ysgol Gynradd Dolgellau	4	
Ysgol Penybryn, Tywyn	4	
Total	8	
Summer Term 2014 - After Care		
Ysgol Gynradd Dolgellau	14	
Ysgol Craig y Deryn	6	
Ysgol Penybryn, Tywyn	6	
Total	26	
Autumn Term 2014		
Ysgol Llanelltyd	3	
Ysgol Gynradd Dolgellau	1	
Ysgol Beuno Sant	1	
Ysgol Dyffryn Dulas	2	
Ysgol Penybryn, Tywyn	1	
Total	8	
Spring Term 2015		
Ysgol Gynradd Dolgellau	3	
Ysgol Beuno Sant	1	
Ysgol Bro Tegid	1	
Ysgol Pennal	2	
Ysgol Penybryn, Tywyn	1	
Total	8	



<u>Summer Term 2015</u>		
Ysgol Craig y Deryn	1	
Ysgol Penybryn, Tywyn	4	
Ysgol Ieuan Gwynedd	2	
Ysgol Bro Tegid	1	
Ysgol Beuno Sant	1	
Total	9	
ALL TOTALS	82	

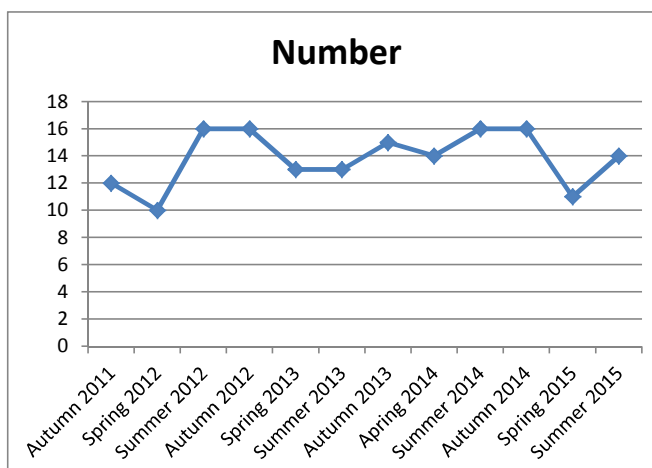
Maesincla Language Centre		
Teachers: 2 Course: 12 weeks		
September 2011 – Summer 2015		
<u>Autumn Term 2011</u>	<u>Number</u>	<u>Capacity</u> <u>16/18</u>
Llanllechid	2	
Santes Helen	3	
Maesincla	1	
Penybryn	1	
Llandygai	1	
Glan Cegin	2	
Gwaun Gyfni	1	
Cae Top	1	
Total	12	

<u>Spring Term 2012</u>		
Santes Helen	1	
Llanllechid	1	
Penybryn	3	
Beddgelert	1	
Maesincla	1	
Dolbadarn	1	
Y Gelli	1	
Llandygai	1	
Total	10	

<u>Summer Term 2012</u>		
Cae Top	4	
Santes Helen	1	
Maesincla	2	
Y Faenol	4	
Ein Harglwyddes	5	
Total	16	

<u>Autumn Term 2012</u>		
Santes Helen	2	
Rhiwlas	1	
Glan Adda	1	
Penybryn	1	
Cae Top	3	
Y Gelli	2	
Hendre	1	
Maesincla	1	
Llanrug	2	
Bodfeurig	1	
Tregarth	1	
Total	16	

<u>Spring Term 2013</u>		
Santes Helen	1	
Hendre	2	
Y Faenol	3	
Llanllechid	1	
Glan Adda	1	
Llandygai	1	
Gwaun Gyfni	1	
Cae Top	2	
Maesincla	1	
Total	13	



<u>Summer Term 2013</u>		
Y Faenol	5	
Y Garnedd	1	
Llandwrog	2	
Rhosgadfan	3	
Rhostryfan	2	
Total	13	

<u>Autumn Term 2013</u>		
Llanllechid	1	
Y Gelli	1	
Cae Top	3	
Rhosgadfan	1	
Maesincla	1	
Dolbadarn	1	
Y Garnedd	1	
Santes Helen	1	
Penybryn	1	
Y Faenol	4	
Total	15	

<u>Spring Term 2014</u>		
Cae Top	2	
Llandygai	3	
Maesincla	2	
Y Gelli	1	
Y Faenol	1	
Tregarth	1	
Rhosgadfan	1	
Waunfawr	2	
Hirael	1	
Total	14	

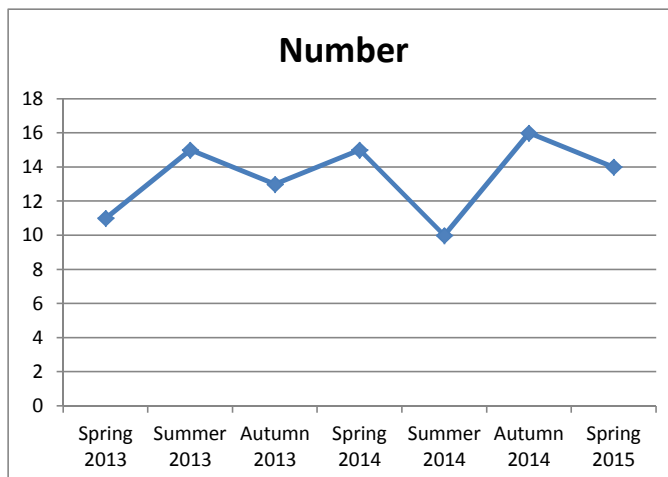
<u>Summer Term 2014</u>		
Y Faenol	5	
Cwm y Glo	1	
Dolbadarn	1	
Hirael	1	
Ein Harglwyddes	5	
Bron y Foel, Nebo	2	
Glan Cegin	1	
Total	16	

<u>Autumn Term 2014</u>		
Cae Top	1	
Llanllechid	1	
Y Gelli	1	
Maesincla	7	
Rhosgadfan	3	
Dolbadarn	1	
Waunfawr	1	
Tregarth	1	
Total	16	

<u>Spring Term2015</u>		
Y Faenol	5	
Glan Cegin	1	
Y Garnedd	1	
Llandygai	1	
Yr Hendre	1	
Penisarwaun	1	
Penybryn	1	
Total	11	

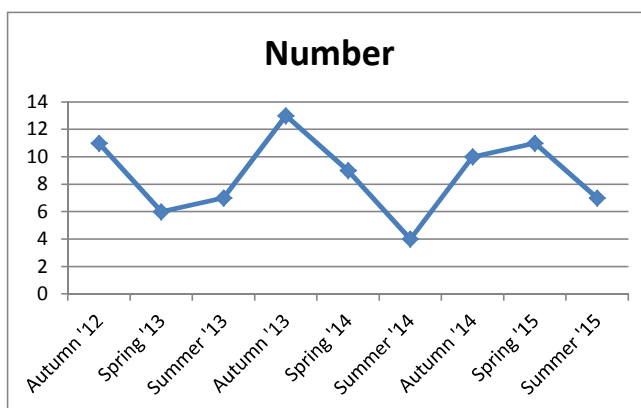
<u>Summer Term2015</u>		
Llanllechid	1	
Rhosgadfan	3	
Y Faenol	3	
Penisarwaun	1	
Ein Harglwyddes	5	
Waunfawr	1	
Total	14	
ALL TOTALS	166	

Cefn Coch Language Centre		
Teachers: 2 Course 12 weeks		
Autumn Term 2012 – Spring Term 2015		
<u>Autumn Term 2012</u>	<u>Number</u>	<u>Capacity:</u> <u>16/18</u>
Y Traeth	4	
Manod	3	
Llanbedr	3	
Tan y Castell	3	
Bro Hedd Wyn	1	
Dyffryn Ardudwy	2	
Total	16	
<u>Spring Term 2013</u>		
Bro Cynfal	2	
Y Traeth	1	
Tanygrisiau	1	
Bro Hedd Wyn	1	
Talsarnau	1	
Llanbedr	2	
Tan y Castell	1	
Cefn Coch	2	
Total	11	
<u>Summer Term 2013</u>		
Tan y Castell	2	
Cefn Coch	4	
Y Traeth	3	
Bro Hedd Wyn	3	
Edmwnd Prys	1	
Tanygrisiau	1	
Dyffryn Ardudwy	1	
Total	15	
<u>Autumn Term 2013</u>		
Manod	1	
Tan y Castell	2	
Edmwnd Prys	1	
Cefn Coch	4	
Dyffryn Ardudwy	3	
Y Traeth	1	
Maenofferen	1	
Total	13	
<u>Spring Term 2014</u>		
Tanygrisiau	2	
Cefn Coch	1	
Dyffryn Ardudwy	2	
Y Traeth	4	
Bro Hedd Wyn	1	
Tan y Castell	4	
Bro Cynfal	1	
Total	15	
<u>Summer Term 2014</u>		
Maenofferen	7	
Y Traeth	2	
Tanygrisiau	1	
Total	10	



Autumn Term 2014		
Y Traeth	7	
Bro Hedd Wyn	2	
Tan y Castell	3	
Maenofferen	2	
Bro Cynfal	1	
Edmwnd Prys	1	
Total	16	
Spring Term 2015		
Cefn Coch	5	
Llanbedr	1	
Maenofferen	5	
Tan y Castell	2	
Y Traeth	1	
Total	14	
ALL TOTALS	110	

Llangybi Language Centre		
Teachers: 2 Course 12 weeks		
September 2012 - July 2015		
Autumn Term 2012	Number	Capacity: 16/18
Pentreuchaf	1	
Talysarn	1	
Llanbedrog	3	
Cymerau	1	
Nefyn	1	
Borth y Gest	1	
Bro Lleu	1	
Eifion Wyn	2	
Total	11	
Spring Term 2013		
Eifion Wyn	2	
Talysarn	2	
Cymerau	2	
Total	6	
Summer 2013		
Talysarn	1	
Abererch	1	
Nefyn	1	
Llanllyfni	1	
Cymerau	2	
Bro Lleu	1	
Total	7	



Botwnnog Catchment Area
 Botwnnog and Ysgol Glan y Môr Catchment Area

<u>Autumn Term 2013</u>		
Pentreuchaf	1	
Bro Lleu	1	
Cymerau	1	
Aberdaron	2	
Nefyn	2	
Llanbedrog	1	
Sarn Bach	2	
Garndolbenmaen	1	
Llangybi	1	
Llanystumdwy	1	
Total	13	
<u>Spring Term 2014</u>		
Eifion Wyn	1	
Trefferthyr	2	
Llanllyfni	1	
Nefyn	1	
Abererch	1	
Cymerau	3	
Total	9	
<u>Summer Term 2014</u>		
Edern	1	
Nebo	2	
Talysarn	1	
Total	4	
<u>Autumn Term 2014</u>		
Eifion Wyn	2	
Pentruachaf	2	
Bro Lleu	1	
Nefyn	1	
Sarn Bach	1	
Y Gorlan	1	
Borth y Gest	2	
Total	10	
<u>Spring Term 2015</u>		
Sarn Bach	3	
Bala Deulyn	1	
Trefferthyr	4	
Foelgron	2	
Llanystumdwy	1	
Total	11	
<u>Summer Term 2015</u>		
Llanystumdwy	2	
Garndolbenmaen	1	
Abererch	1	
Abersoch	1	
Y Gorlan	2	
Total	7	
ALL TOTALS	78	

APPENDIX 10

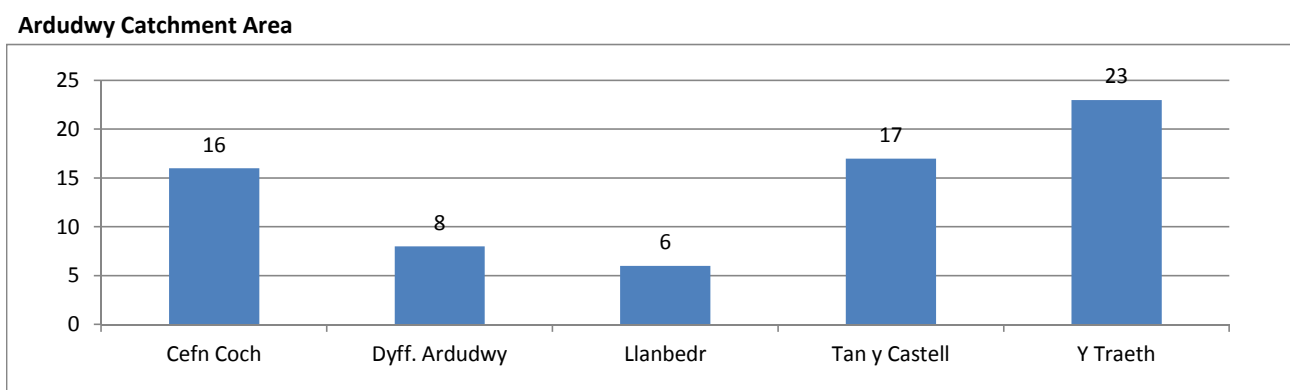
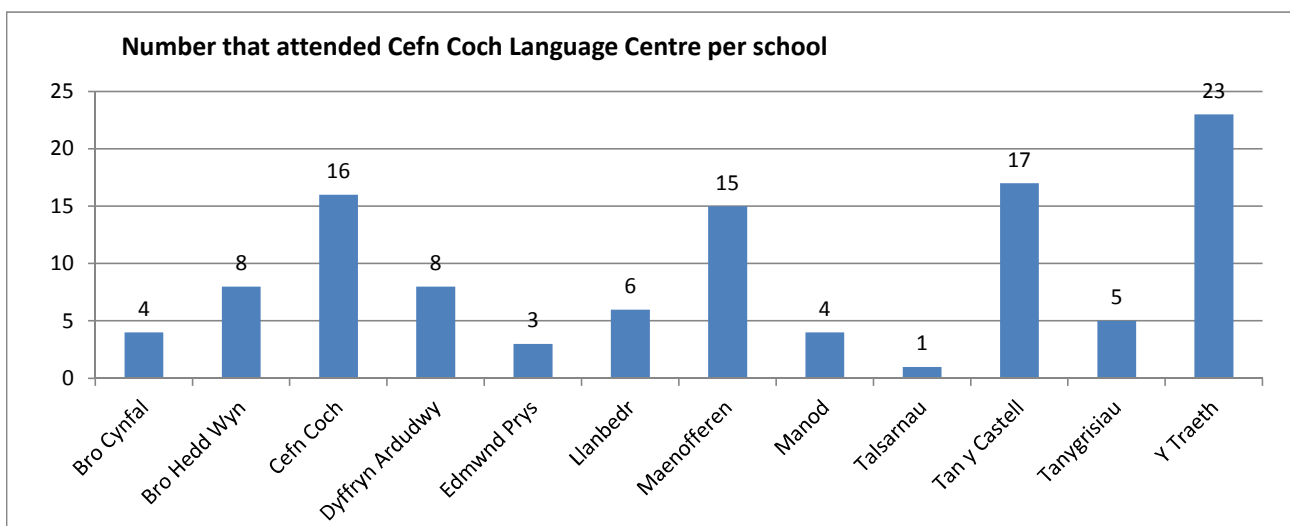
Number of pupils at Gwynedd Primary Language Centres per term 2005 – 2015					
TERM	Dolgellau	Llangybi	Maesincla	Penrhyn	Total
Spring 2005	8	9	13	12	42
Summer 2005	7	8	12	14	41
Autumn 2005	8	9	12	14	43
Total 2005	23	26	37	40	126
Spring 2006	8	4	10	13	35
Summer 2006	10	11	14	16	51
Autumn 2006	9	9	15	12	45
Total 2006	27	24	39	41	131
Spring 2007	8	11	13	14	46
Summer 2007	8	8	11	11	38
Autumn 2007	8	10	14	16	48
Total 2007	24	29	38	41	132
Spring 2008	6	8	14	14	42
Summer 2008	9	10	11	16	46
Autumn 2008	5	13	16	16	50
Total 2008	20	31	41	46	138
Spring 2009	7	7	9	10	33
Summer 2009	5	10	11	12	38
Autumn 2009	7	16	13	16	52
Total 2009	19	33	33	38	123
Spring 2010	9	12	12	14	47
Summer 2010	8	6	11	12	37
Autumn 2010	8	12	15	12	47
Total 2010	25	30	38	38	131
Spring 2011	8	13	16	12	49
Summer 2011	7	16	10	15	48
Autumn 2011	7	15	12	16	50
Total 2011	22	44	38	43	147
Spring 2012	8	6	10	15	39
Summer 2012	6	8	16	10	40
Autumn 2012	8	11	16	16	51
Total 2012	22	25	42	41	130

APPENDIX 10

TERM	Dolgellau	Llangybi	Maesincla	Penrhyn	Total
Spring 2013	6	7	13	11	37
Summer 2013	8	7	13	15	43
Autumn 2013	9	13	15	13	50
Total 2013	23	27	41	39	130
Spring 2014	8	8	14	15	45
Summer 2014	After-care at Ysgol Craig y Deryn – 6 Penybryn Tywyn – 6 Ysgol Gynradd Dolgellau - 14 Total 26	4 (+ after-care)	16	10 (+8 pre centre)	64
Autumn 2014	8	10	14	14	46
Total 2014	42	22	44	47	155
Spring 2015	8	11 (+after-care)	12	14 (+17 after- care)	
Summer 2015					
Autumn 2015					
Total 2015					

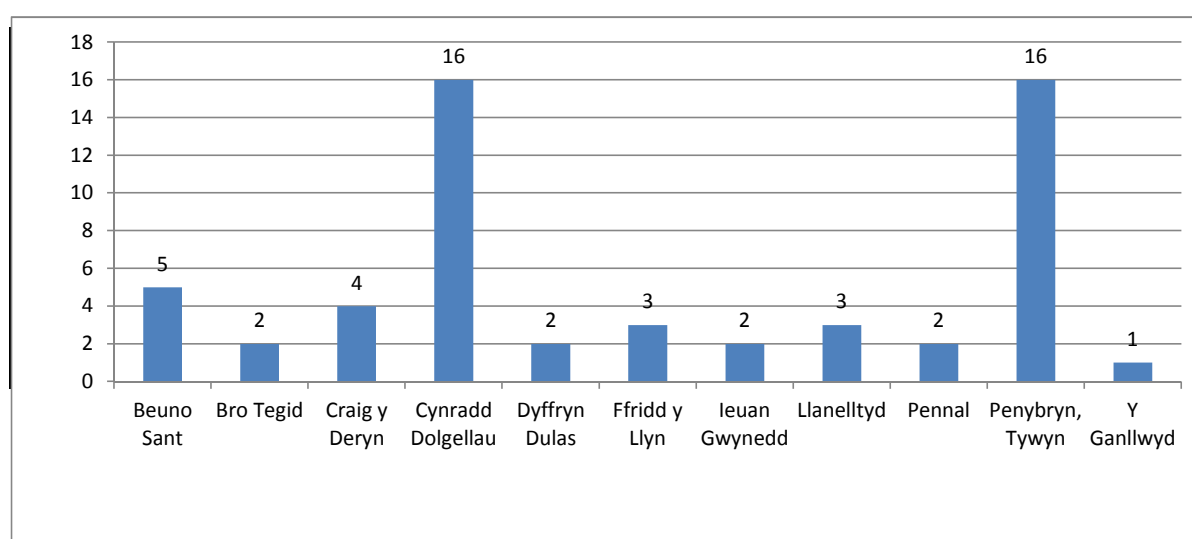
CEFN COCH LANGUAGE CENTRE, PENRHYNDEUDRAETH

Ardudwy Catchment Area									
School	Aut '12	Spring '13	Sum '13	Aut '13	Spring '14	Sum '14	Aut '14	Spring '15	Total
Bro Cynfal		2			1		1		4
Bro Hedd Wyn	1	1	3		1		2		8
Cefn Coch		2	4	4	1			5	16
Dyffryn Ardudwy	2		1	3	2				8
Edmwnd Prys			1	1			1		3
Llanbedr	3	2						1	6
Maenofferen				1		7	2	5	15
Manod	3			1					4
Talsarnau		1							1
Tan y Castell	3	1	2	2	4		3	2	17
Tanygrisiau		1	1		2	1			5
Y Traeth	4	1	3	1	4	2	7	1	23
Total	16	11	15	13	15	10	16	14	110

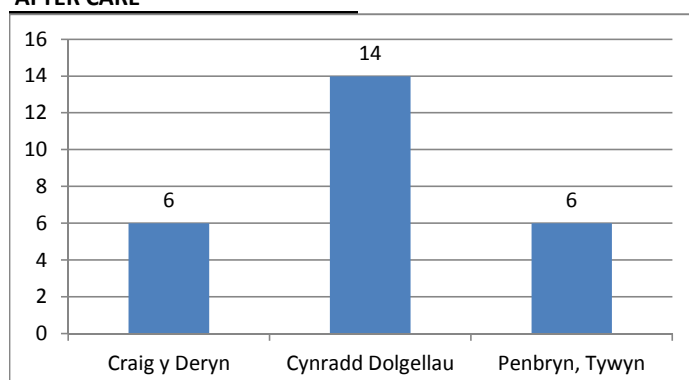


DOLGELLAU LANGUAGE CENTRE

School	Spring '13	Sum '13	Aut '13	Spring '14	Aut '14	Spring '15	Sum '15	Total	Sum '14 after care
Beuno Sant		1	1		1	1	1	5	
Bro Tegid						1	1	2	
Craig y Deryn			3				1	4	6
Cynradd Dolgellau	4	2	2	4	1	3		16	14
Dyffryn Dulas					2			2	
Ffridd y Llyn		3						3	
Ieuan Gwynedd							2	2	
Llanelltyd					3			3	
Pennal						2		2	
Penybryn, Tywyn	2	1	3	4	1	1	4	16	6
Y Ganllwyd		1						1	
Total	6	8	9	8	8	8	9	56	26



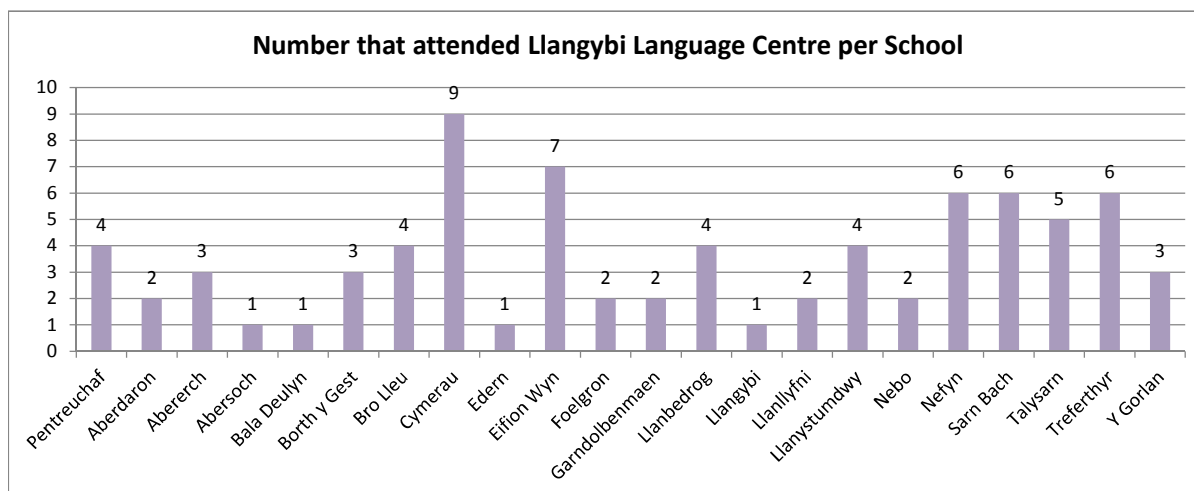
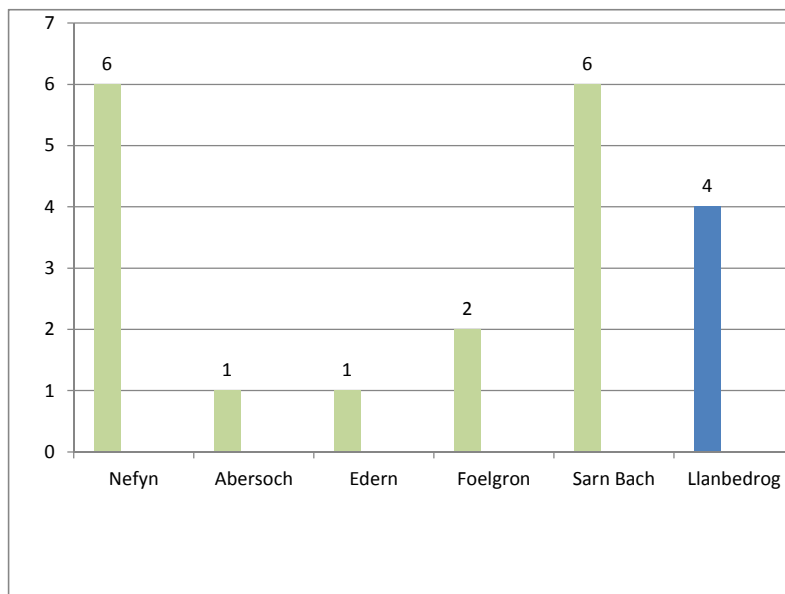
AFTER CARE



LLANGYBI LANGUAGE CENTRE

Botwnnog Catchment Area
Botwnnog and Ysgol Glan y Môr
Catchment Areas

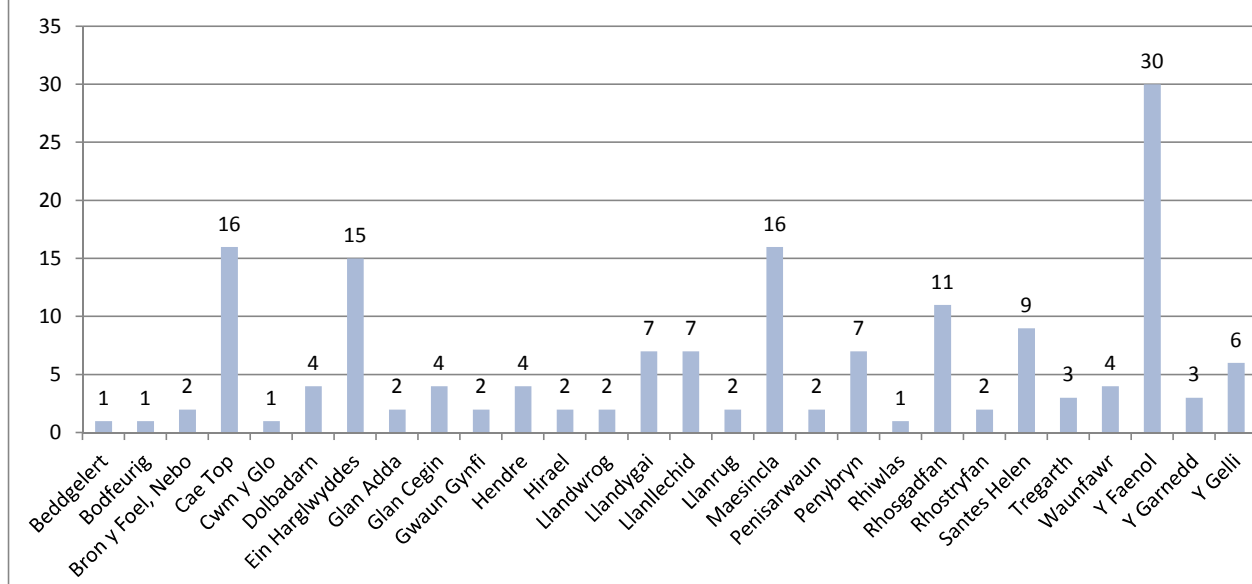
School	Total
Pentreuchaf	4
Aberdaron	2
Abererch	3
Abersoch	1
Bala Deulyn	1
Borth y Gest	3
Bro Lleu	4
Cymerau	9
Ederne	1
Eifion Wyn	7
Foelgron	2
Garndolbenmaen	2
Llanbedrog	4
Llangybi	1
Llanllyfni	2
Llanystumdwy	4
Nebo	2
Nefyn	6
Sarn Bach	6
Talysarn	5
Trefferthyr	6
Y Gorlan	3
Total	78



MAESINCLA LANGUAGE CENTRE

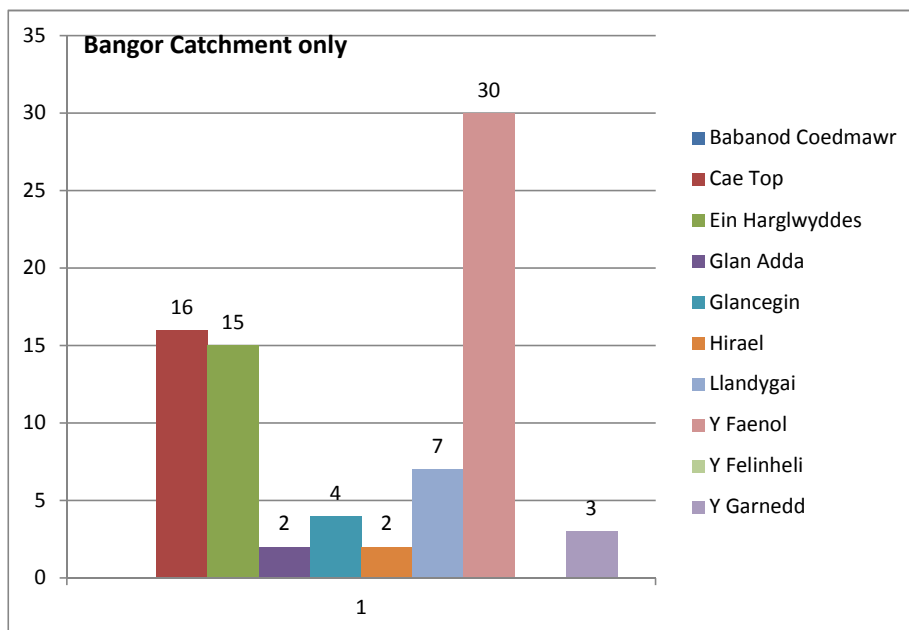
School	Total		
Beddgelert	1		
Bodfeurig	1		
Bron y Foel, Nebo	2		
Cae Top	16		
Cwm y Glo	1		
Dolbadarn	4		
Ein Harglwyddes	15		
Glan Adda	2		
Glan Cegin	4		
Gwaun Gynfi	2		
Hendre	4		
Hirael	2		
Llandwrog	2		
Llandygai	7		
Llanllechid	7		
Llanrug	2		
Maesincla	16		
Penisarwaun	2		
Penybryn	7		
Rhiwlas	1		
Rhosgadfan	11		
Rhostryfan	2		
Santes Helen	9		
Tregarth	3		
Waunfawr	4		
Y Faenol	30		
Y Garnedd	3		
Y Gelli	6		
	166		

Number that attended Maesincla Language Centre per School

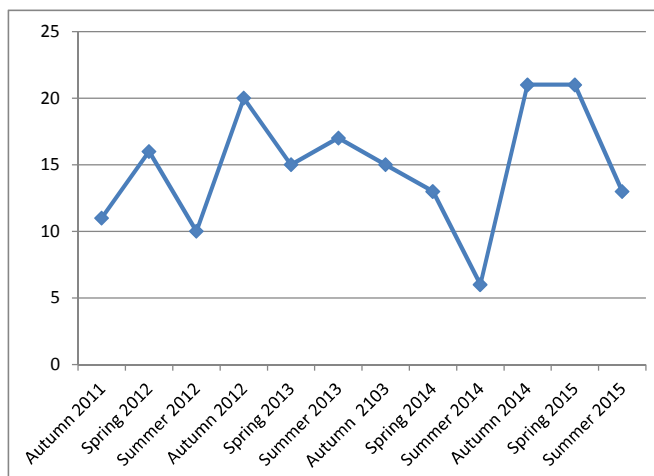


Bangor	Number
Babanod Coedmawr	0
Cae Top	16
Ein Harglwyddes	15
Glan Adda	2
Glancegin	4
Hirael	2
Llandygai	7
Y Faenol	30
Y Felinheli	0
Y Garnedd	3
79	

Others	Number
Beddgelert	1
Bodfeurig	1
Bron y Foel	2
Cwm y Glo	1
Dolbadarn	4
Gwaun Gynfi	2
Hendre	4
Llandwrog	2
Llanllechid	7
Llanrug	2
Maesincla	16
Penisarwaun	2
Penybryn	7
Rhiwlas	1
Rhosgadfan	11
Rhostryfan	2
Santes Helen	9
Tregarth	3
Waunfawr	4
Y Gelli	6
87	



Language Centre - Secondary		
Teachers: 2. Course: 8 weeks		
September 2011 – January 2015		
Autumn Term 2011	Number	Capacity: 16
Ysgol Dyffryn Ogwen	2	
Eifionydd	3	
Gader	3	
Berwyn	1	
Moelwyn	1	
Glan Môr	1	
Total	11	
Spring Term 2012		
Tywyn	5	
Glan Môr	5	
Moelwyn	1	
Brynrefail	1	
Syr Hugh Owen	1	
Eifionydd	2	
Gader	1	
Total	16	
Summer Term 2012		
Tywyn	3	
Glan Môr	2	
Moelwyn	1	
Gader	1	
Ardudwy	2	
Ysgol Dyffryn Nantlle	1	
Total	10	
Autumn Term 2012		
Berwyn	3	
Ysgol Dyffryn Nantlle	1	
Brynrefail	2	
Glan Môr	5	
Botwnnog	4	
Gader	3	
Ardudwy	2	
Total	20	
Spring Term 2013		
Ysgol Dyffryn Ogwen	1	
Syr Hugh Owen	3	
Botwnnog	1	
Berwyn	2	
Moelwyn	1	
Tywyn	3	
Brynrefail	1	
Gader	2	
Eifionydd	1	
Total	15	

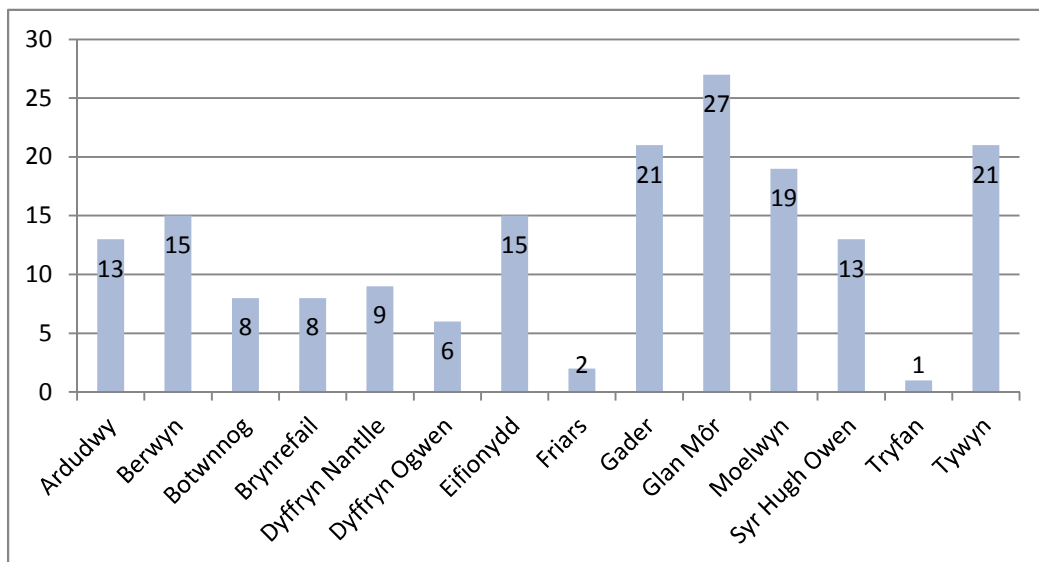


Summer Term 2013		
Ysgol Dyffryn Nantlle	2	
Glan Môr	3	
Gader	1	
Syr Hugh Owen	4	
Moelwyn	3	
Berwyn	2	
Brynrefail	1	
Ysgol Dyffryn Ogwen	1	
Total	17	
Autumn Term 2013		
Glan Môr	2	
Moelwyn	3	
Eifionydd	5	
Ysgol Dyffryn Nantlle	1	
Ardudwy	1	
Ysgol Dyffryn Ogwen	1	
Friars	1	
Gader	1	
Total	15	
Spring Term 2014		
Tywyn	4	
Glan Môr	3	
Ysgol Dyffryn Nantlle	1	
Berwyn	1	
Eifionydd	2	
Gader	1	
Friars	1	
Total	13	
Summer Term 2014		
Syr Hugh Owen	1	
Brynrefail	1	
Gader	2	
Ysgol Dyffryn Nantlle	1	
Ysgol Dyffryn Ogwen	1	
Total	6	
Autumn Term 2014		
Gader	2	
Berwyn	2	
Ardudwy	2	
Glan Môr	3	
Eifionydd	1	
Tywyn	3	
Moelwyn	3	
Ysgol Dyffryn Nantlle	1	
Botwnnog	1	
Brynrefail	1	
Syr Hugh Owen	2	
Total	21	

Spring Term 2015		
Gader	2	
Berwyn	2	
Glan Môr	3	
Ardudwy	2	
Eifionydd	1	
Tywyn	3	
Moelwyn	3	
Ysgol Dyffryn Nantlle	1	
Botwnnog	1	
Brynrefail	1	
Syr Hugh Owen	2	
Total	21	
Summer Term 2015		
Tryfan	1	
Moelwyn	3	
Botwnnog	1	
Ardudwy	4	
Berwyn	2	
Gader	2	
Total	13	
ALL TOTALS	178	

Number of pupils at Gwynedd Secondary Language Centre per term 2005-2014											
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Spring	16	16	16	14	16	10	18	16	16	13	8
Summer	18	16	16	8	15	12	20	10	17	6	
Autumn	17	16	16	14	13	14	11	20	15	21	
Total	51	48	48	36	44	36	49	46	48	39	

School	Number
Ardudwy	13
Berwyn	15
Botwnnog	8
Brynrefail	8
Dyffryn Nantlle	9
Dyffryn Ogwen	6
Eifionydd	15
Friars	2
Gader	21
Glan Môr	27
Moelwyn	19
Syr Hugh Owen	13
Tryfan	1
Tywyn	21
Total	178



NUMBER OF PUPILS AT GWYNEDD LANGUAGE CENTRES								
Summer 2013, Autumn 2013 and Spring 2014								
TERM	Dolgellau		Llangybi		Maesincla		Penrhyndeudraeth	
Summer 2013	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>
	1	1	2	3	2	3	2	5
	2	1	3	1	3	2	3	4
	3	0	4	0	4	2	4	2
	4	2	5	1	5	5	5	4
	5 - 6	1 3	6	2	6	1	6	-
Total	8		7				15	
Autumn 2013	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>
	2 - 3	1 1	2 3	2 3	2 3	1 4	2 3	4 5
	4	3	4	2	4	7	4	3
	5	1	5	3	5	2	5	-
	6 -	3	6	3	6		6	
	Total	9		13				13
Spring 2014	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>	<i>Year</i>	<i>Number</i>
	1	2	2	2	2	2	2	5
	2	2	3	1	3	7	3	5
	3	1	4	2	4	2	4	4
	4	2	5	2	5	3	5	-
	5 - 6	0 1	6	2	6		6	1
Total	8		9				15	
Total	25		29		41		43	
Gwynedd Total for Summer 2013, Autumn 2013, Spring 2014:								
Number of sessions			124 + 126 + 112 = 362				310	

Number of pupils: Summer and Autumn 2014 + waiting list				
	Dolgellau	Llangybi	Maesincla	Penrhyndeudraeth
Summer 2014	26	4	16	10 (+8 pre centre)
Autumn 2014	8	9	16	16 + 3 waiting
Spring 2015	8	11	12	14 (and 17 after-care)

NUMBER + PERCENTAGE OF RESPONSES BY HEADS OF PRIMARY SCHOOLS (100%)				
Summer 2013	5 – 63% (3 have left)	7 – 100%	69%	15 – 100%
Autumn 2013	9 – 100%	13 – 100%	85%	13 – 100%
Spring 2014	6 – 75%	9 – 100%	79%	15 – 100%
TOTAL	20	29 – 100%	78%	43 – 100%

NUMBER + PERCENTAGE OF RESPONSES BY PRIMARY SCHOOL PARENTS (at least 80%)				
Summer 2013	5	7 – 100%	85%	7 – 46%
Autumn 2013	9	11 – 82%	38%	8 – 61%
Spring 2014	8	9 – 100%	79%	4 – 26%
TOTAL	22	27 – 93%	67%	17 – 39.5%

SUMMER 2013 - Tracking CA2 Levels (Y6 pupils) – pupils that attended language centres						
	Level 1	Level 2	Level 3	Level 4	Level 5	
Dolgellau	1	0	3	8	0	6 have left 2 no assessment
Llangybi			4	8	1	
Maesincla	1		3	13	3	
Penrhyndeudraeth	1		10	8	2	

SUMMER 2013 - Tracking CA3 Levels (Y9 pupils) – pupils that attended language centres						
	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Dolgellau			2	6	2	6 have left
Llangybi	1	1	1	8	3	1
Maesincla		2	1	8	2	
Penrhyndeudraeth		1	2	5	3	
SUMMER 2013 - Tracking CA3 Levels (Y9 pupils) – pupils that attended language centres (second language)						
	Level 2	Level 3	Level 4	Level 5	Level 6	
Dolgellau						
Llangybi						
Maesincla						
Penrhyndeudraeth		1	1	1		

GCSE 2014 – Cefn Coch

FIRST LANGUAGE

A	B	C	D	E	F
1	2	7	5	4	1

SECOND LANGUAGE

A	B	C	D	E	F
1	1	1			

GCSE 2014 – Llangybi

FIRST LANGUAGE

A	B	C	D	E	F
0	1	4	4	2	0

NUMBER OF PUPILS AT GWYNEDD SECONDARY LANGUAGE CENTRE Summer 2013, Autumn 2013 and Spring 2014			
TERM	SUMMER 2013	AUTUMN 2013	SPRING 2014
YEAR 7	3	2	6
YEAR 8	7	4	4
YAER 9	6 Year 10 - 1	7	2 Year 11 - 1
Total	17	13	13
Total Summer 2013, Autumn 2013, Spring 2014:			
Number of Sessions	1	1	1

Number of pupils - Summer and Autumn 2014 + waiting list	
Summer 2014	6
Autumn 2014	16
Spring 2015	

NUMBER + COHORT OF RESPONSES BY HEADS OF SECONDARY SCHOOLS (100%)	
Summer 2013	100%
Autumn 2013	100%
Spring 2014	100%
TOTAL NUmber + cohort	100%

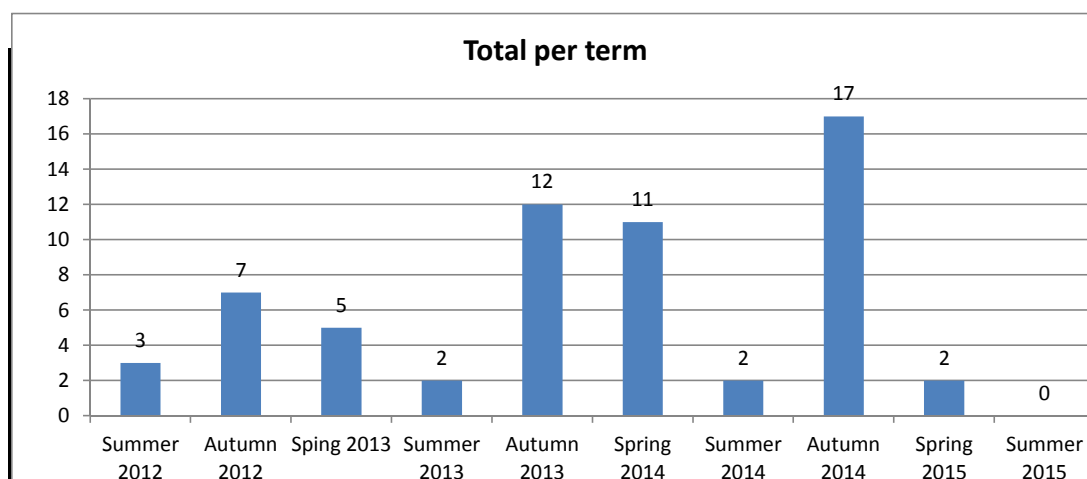
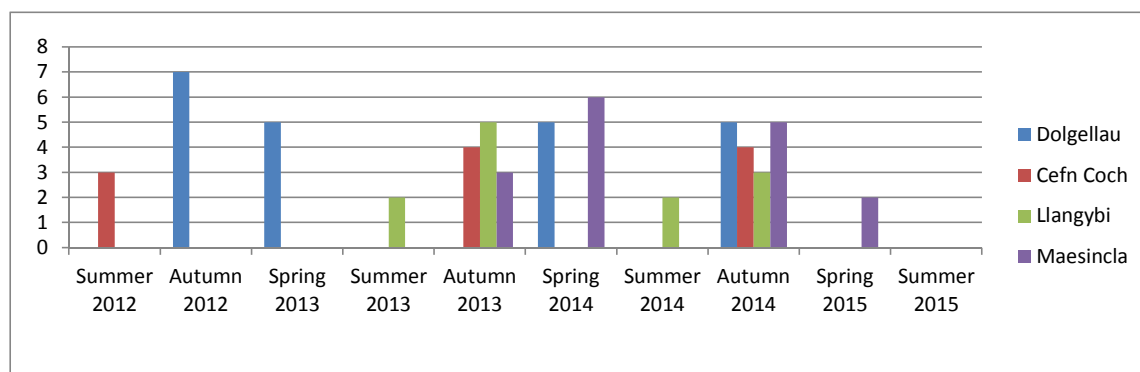
NUMBER + COHORT OF RESPONSES BY PARENTS OF PUPILS (at least 80%)	
Summer 2013	82% = 14 ymateb
Autumn 2013	77% = 10 ymateb
Spring 2014	85% = 11 ymateb
TOTAL Number + cohort	= 35/43 = 81%

Welsh Lessons for Parents by the Language Centres

The course is offered every term.

Geography and Welsh courses for adults with younger children at home lead to child-minding problems, and lack of interest are clear reasons some terms.

Term	Dolgellau	Cefn Coch	Llangybi	Maesincla	Comments	Total
Summer 2012		3			No interest at Dolgellau. Manylion Maesincla i ddilyn	3
Autumn 2012	7				Maesincla details to follow	7
Spring 2013	5				Maesincla details to follow	5
Summer 2013			2		Dolgellau - no interest. Maesincla details to follow	2
Autumn 2013		4	5	3	Maesincla details to follow	12
Spring 2014	5			6	Dolgellau - no interest. Maesincla details to follow	11
Summer 2014	after care		2		Did not hold a course at Maesincla as only 1 parent had shown interest.	2
Autumn 2014	5	4	3	5		17
Spring 2015				2	Dolgellau - No interest.	2
Summer 2015					Dolgellau - Too far for the parents to travel. A course was not held at Maesincla due to the nature of staffing the Centre. Details of day and evening courses were given to parents and Stell Farrar talked to parents during an open morning.	
Total	22	11	12	16		61

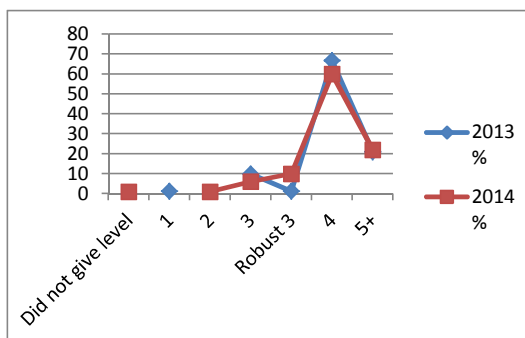


LEVELS AND LANGUAGE COHORTS FOR ARDUDWY CATCHMENT AREA

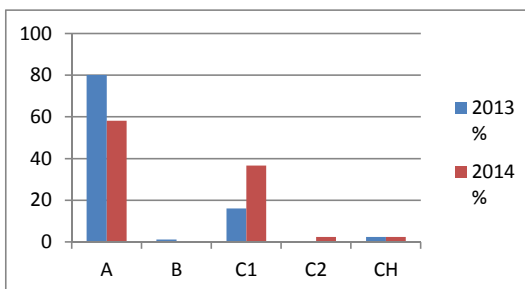
(including pupils that transfer to Secondary Schools outside catchment area)

CA2 Levels (Welsh)

Level	2013 %	2014 %
<i>Did not give level</i>		1
1	1.2	
2		1
3	9.9	6
Robust 3	1.2	10
4	66.7	60
5+	21	22
Number	81	79



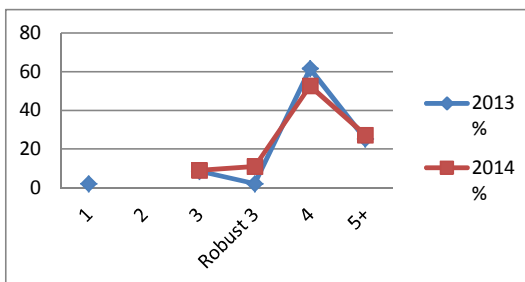
Percentage	2013 %	2014 %
A	80.2	58.2
B	1.2	
C1	16.1	36.7
C2		2.5
CH	2.5	2.5
Number	81	79



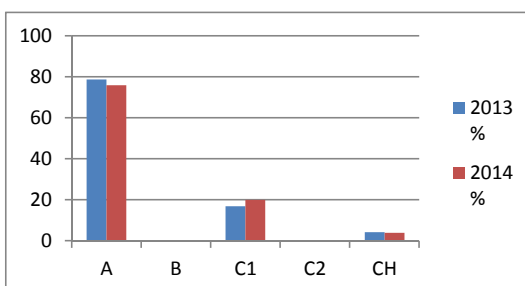
(pupils that transfer to Arudwy School)

CA2 Levels (Welsh)

Level	2013 %	2014 %
1	2.1	
2		
3	8.6	9
Robust 3	2.1	11
4	61.7	52.7
5+	25.2	27.3
Number	47	55



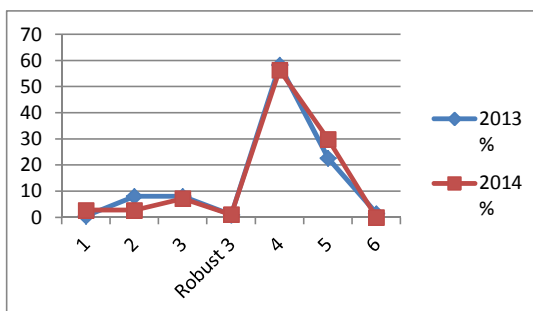
Percentage	2013 %	2014 %
A	78.7	76
B		
C1	17	20
C2		
CH	4.3	4
Number	47	55



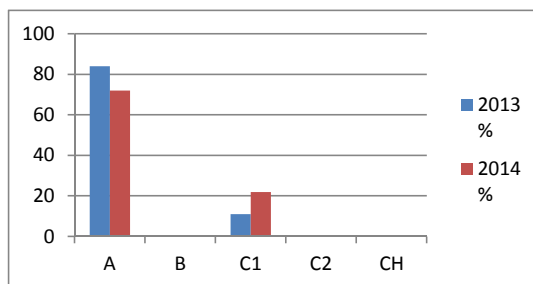
LEVELS AND LANGUAGE COHORTS BANGOR CATCHMENT AREA

CA2 Levels (Welsh)

	2013 %	2014 %
1	0.5	2.76
2	8.04	2.76
3	8.04	7.18
Robust 3	1	1.1
4	58.3	56.35
5	22.61	29.83
6	1.51	0
Number	199	181



Percentage	2013 %	2014 %
A	84	72
B		0.01
C1	11	22
C2	0.02	
CH	0.06	0.06
Number	202	181



CA2 Levels (Welsh Second Language) - Ysgol Ein Harglwyddes

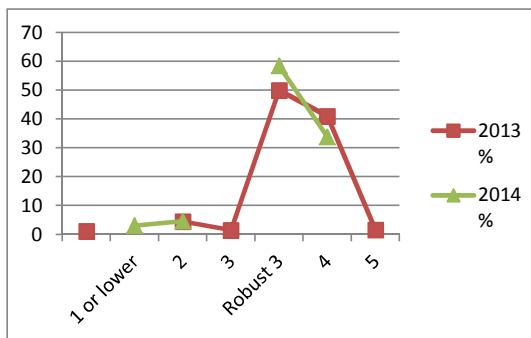
Level	2014 %
1	10.53
2	26.31
3	36.84
Robust 3	0
4	15.79
5	10.52
Number	19

Percentage	2014 %
A	
B	
C1	53
C2	11
CH	37
Number	19

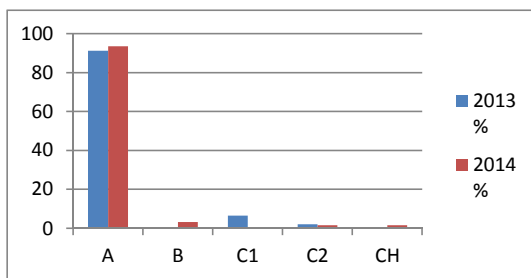
LEVELS AND LANGUAGE COHORTS FOR BOTWNNOG CATCHMENT AREA

CA2 Levels (Welsh)

	2013 %	2014 %
1 or lower	1.15	
2		3.08
3	4.5	4.62
Robust 3	1.5	
4	50	58.46
5	41	33.84
6	1.6	
Number	66	65



Percentage	2013 %	2014 %
A	91.3	93.55
B		3.23
C1	6.52	
C2	2.17	1.61
CH		1.61
Number	46	62



LEVELS AND LANGUAGE COHORTS FOR ARDUDWY CATCHMENT AREA - Summer 2013
(including pupils that transfer to Secondary Schools outside catchment area)

CA2 Levels - Welsh

School	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Number
Dyffryn Ardudwy	1		4		5	4	14
Y Traeth			3		21		24
Talsarnau					1	2	3
Llanbedr				1	2	1	4
Tanycastell			1		12	1	14
Cefn Coch					13	8	21
Y Garreg						1	1
Total	1		8	1	54	17	81
Canran	1.20%		9.90%	1.20%	66.70%	21%	100.00%

Language Cohorts

School	Cohort A	Cohort B	Cohort C1	Cohort C2	Cohort Ch	Total
Dyffryn Ardudwy	9		4		1	14
Y Traeth	20		4			24
Talsarnau	3					3
Llanbedr	4					4
Tanycastell	7	1	5		1	14
Cefn Coch	21					21
Y Garreg	1					1
Total	65	1	13		2	81
Canran	80.20%	1.20%	16.10%		2.50%	100%

Pupils that transfer to Ardudwy School

CA2 Levels Welsh

School	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Number
Dyffryn Ardudwy	1		2		4	2	9
Y Traeth			1		4		5
Talsarnau					1	1	2
Llanbedr				1		1	2
Tanycastell			1		10	1	12
Cefn Coch					10	7	17
Total	1		4	1	29	12	47
Percentage	2.10%		8.60%	2.10%	61.70%	25.50%	100%

Language Cohorts

School	Cohort A	Cohort B	Cohort C1	Cohort C2	Cohort Ch	Total
Dyffryn Ardudwy	6		2		1	9
Y Traeth	4		1			5
Talsarnau	2					2
Llanbedr	2					2
Tanycastell	6		5		1	12
Cefn Coch	17					17
Total	37		8		2	47
Percentage	78.70%		17.00%		4.30%	100.00%

LEVELS AND LANGUAGE COHORTS FOR BANGOR CATCHMENT AREA 2013

CA2 Levels (Welsh)

School	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Level 6	Number
Llandygai	0	1	2	0	14	3	0	20
Glancegin	0	0	4	0	12	1	0	17
Hirael	0	0	0	2	18	6	0	26
Ein Harglwyddes	0	9	1	0	2	0	0	12
Glanadda	0	0	3	0	5	0	0	8
Cae Top	1	4	2	0	18	3	0	28
Garnedd	0	0	0	0	29	16	3	48
Y Faenol	0	1	2	0	13	9	0	25
Y Felinheli	0	1	2	0	5	7	0	15
Total	1	16	16	2	116	45	3	199
Percentage	0.50%	8.04%	8.04%	1%	58.30%	22.61%	1.51%	100%

Language Cohorts

School	Cohort A	Cohort B	Cohort C1	Cohort C2	Cohort Ch	Total
Llandygai	17	0	1	0	2	20
Glancegin	17	0	0	0	0	17
Hirael	24	0	0	0	2	26
Ein Harglwyddes	0	0	10	1	2	13
Glanadda	6	0	2	0	1	9
Cae Top	21	0	1	1	5	28
Garnedd	48	0	0	0	0	48
Y Faenol	19	0	6	1	0	26
Y Felinheli	13	0	2	0	0	15
Total	165	0	22	3	12	202
Percentage	84%	0%	11%	0.02%	0.06%	100%

LEVELS AND LANGUAGE COHORTS FOR BOTWNNOG CATCHMENT AREA 2013

CA2 Levels (Welsh)

School	Level 1 or lower	Level 2	Level 3	Robust Level 3	Level 4	Level 5	Level 6	Number
Nefyn	1		1		9	4		15
Crud y Werin					6	2		8
Pont y Gof						5		5
Llanbedrog					5	4		9
Llidiardau					1			1
Sarn Bach			1		5	2		8
Foel Gron				1	3	2		6
Ederne			1		4	5	1	11
Tudweiliog						3		3
Total	1		3	1	33	27	1	66
Percentage	1.50%		4.50%	1.50%	50%	41%	1.50%	100%

Language Cohorts

School	Cohort A	Cohort B	Cohort C1	Cohort C2	Cohort Ch	Total
Nefyn	14			1		15
Crud y Werin	8					8
Pont y Gof	5					5
Llanbedrog	7		2			9
Llidiardau	1					1
Sarn Bach	7		1			8
Total	42		3	1		46
Percentage	91.30%		6.52%	2.17%		

LEVELS AND LANGUAGE COHORTS FOR ARDUDWY CATCHMENT AREA - Summer 2014
(including pupils that transfer to Secondary Schools outside the catchment area)

CA2 Levels (Welsh)

School	Did not give	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Number
Dyffryn Ardudwy			1					1
Y Traeth	1				4	23		28
Talsarnau						1	3	4
Llanbedr				3	1	7		11
Tanycastell				2	2	6	4	14
Cefn Coch					1	10	10	21
Y Garreg								
Total	1		1	5	8	47	17	79
Percentage	1%		1%	6%	10%	60%	22%	

Language Percentages

School	Percentage A	Percentage B	Percentage C1	Percentage C2	Percentage Ch	Total
Dyffryn Ardudwy				1		1
Y Traeth			27	1		28
Talsarnau	4					4
Llanbedr	10				1	11
Tanycastell	12		1		1	14
Cefn Coch	20		1			21
Y Garreg						
Total	46		29	2	2	79
Percentage	58.20%		36.70%	2.50%	2.50%	

Pupils that transfer to Ardudwy School

CA2 LEVELS (Welsh)

School	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Number
Dyffryn Ardudwy							0
Y Traeth				2	7		9
Talsarnau					1	3	4
Llanbedr			3	1	7		11
Tanycastell			2	2	6	4	14
Cefn Coch				1	8	8	17
Total			5	6	29	15	55
Percentage			9%	11%	52.70%	27.30%	

Language Percentages

School	Percentage A	Percentage B	Percentage C1	Percentage C2	Percentage Ch	Total
Dyffryn Ardudwy						0
Y Traeth			9			9
Talsarnau	4					4
Llanbedr	10				1	11
Tanycastell	12		1		1	14
Cefn Coch	16		1			17
Total	42		11	0	2	55
Percentage	76%		20%		4%	

LEVELS AND LANGUAGE COHORTS FOR BANGOR CATCHMENT AREA

CA2 Levels (Welsh)

School	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Number
Llandygai	0	0	2	0	9	2	13
Glancegin	0	2	4	2	13	5	26
Hirael	0	2	3	0	9	7	21
Glanadda	1	1	2	0	5	0	9
Cae Top	4	0	0	0	23	1	28
Garnedd	0	0	1	0	16	22	39
Y Faenol	0	0	0	0	16	8	24
Y Felinheli	0	0	1	0	11	9	21
Total	5	5	13	2	102	54	181
Percentage	2.76%	2.76%	7.18%	1.10%	56.35%	29.83%	99.98%

Language Percentages

School	Percentage A	Percentage B	Percentage C1	Percentage C2	Percentage Ch	Total
Llandygai	11	0	0	0	2	13
Glancegin	20	0	6	0	0	26
Hirael	16	0	2	0	3	21
Glanadda	6	1	0	0	2	9
Cae Top	24	0	0	0	4	28
Garnedd	38	0	1	0	0	39
Y Faenol	2	0	22	0	0	24
Y Felinheli	13	0	8	0	0	21
Total	130	1	39	0	11	181
Percentage	72%	0.01%	22%	0%	0.06%	100%

LEVELS AND LANGUAGE COHORTS FOR BANGOR CATCHMENT ARE 2014

CA2 Levels (Welsh Second Language)

School	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Number
Ein Harglwyddes	2	5	7	0	3	2	19
Total	2	5	7	0	3	2	19
Percentage	10.53%	26.31%	36.84%		15.79%	10.53%	100%

Language Percentages

School	Percentage A	Percentage B	Percentage C1	Percentage C2	Percentage Ch	Total
Ein Harglwyddes	0	0	10	2	7	19
Total	0	0	10	2	7	19
Percentage	0%	0%	53%	11%	37%	100%

LEVELS AND LANGUAGE COHORTS FOR BOTWNNOG CATCHMENT AREA 2014
CA2 Levels (Welsh)

School	Level 1	Level 2	Level 3	Level 3 +	Level 4	Level 5	Number
Crud y Werin					3		3
Ederu					1	4	5
Foel Gron					3	1	4
Llanbedrog		1			7		8
Nefyn		1	3		12	5	21
Pontygof *					8	5	13
Sarn Bach					2	4	6
Tudweiliog					2	3	5
Total		2	3		38	22	65
Percentage		3.08%	4.62%		58.46%	33.84%	100

Nefyn - not applicable for 1 child.

Pontygof * not applicable for 1 child.

Language Percentages

School	Percentage A	Percentage B	Percentage C1	Percentage C2	Percentage Ch	Total
Crud y Werin	3					3
Ederu	5					5
Foel Gron	4					4
Llanbedrog	7			1		8
Nefyn	21				1	22
Pontygof	14					14
Sarn Bach	4	2				6
Total	58	2		1	1	62
Percentage	93.55%	3.23%		1.61%	1.61%	100%

Gwynedd Council is conducting research in the field of Welsh Education.

We kindly ask the Governing Body of the school to complete this questionnaire and return it by 30 June 2015.

We appreciate your time.

.....

The investigation will:

- i. elaborate on the implementation of the Authority’s Language Policy at primary and secondary schools in specific catchment areas
- ii. see how the key elements of the policy are applied in the policies of the different schools and in particular within the School Development Plan.
- iii. see how the requirements of the “*Strategic Plan on Welsh in Education*” are being actioned
- iv. see how the guidance and requirements of the “*Gwynedd Primary Schools Welsh Language Charter*” are being actioned

The Language Policy Implementation Guidelines notes: “All Head teachers are expected, in consultation with staff and the Governing Body, to review the school’s Language Policy regularly. It is the responsibility of the Head teacher to ensure the success of the Language Policy at his/her school; the Head teacher is expected to provide firm guidance to establish a thorough understanding of the aim of the policy and to ensure that classroom teachers’ efforts will be strengthened by ensuring that there is appropriate Welsh ethos in the school”

There are 5 sections of children within the implementation policy and the aim is to have every child in cohort A – pupils with age-relevant parallel proficiency in both Welsh and English.

Questions for Governors

1. Name of School:

2. Define your school linguistically

3. Gwynedd's Welsh Education Plan encourages the Governing Body to designate a member to be responsible for promoting the use of Welsh in school. Is there a member of the Governing Body designated to be responsible for promoting the use of Welsh in school?

4. Has the Welsh language been identified as a priority in the School Development Plan?

5. What is the evidence that the Governors have challenged -

- i. The school's Language Policy and the School Development Plan against requirements and guidance of the "Welsh in Education Strategic Plan" and the "Gwynedd Primary Schools' Welsh Language Charter"?

- ii. Pupil performance in Welsh and other subjects through the medium of Welsh?

iii. Teacher performance (against the requirements of the Language Policy, Welsh in Education Strategic Plan and the Gwynedd Primary Schools' Welsh Language Charter)?

iv. The support the teachers give to parents as regards the Welsh Language?

6. In your opinion, do you receive adequate information to enable you to challenge the performance of teaching Welsh and other subjects through the medium of Welsh?

7. Will you confirm that the Governors have been involved in reviewing the school's language policy and how often the language policy is reviewed?

8. Any other comment

Thank you for your time.

Please return the questionnaire by 30 June 2015 to:

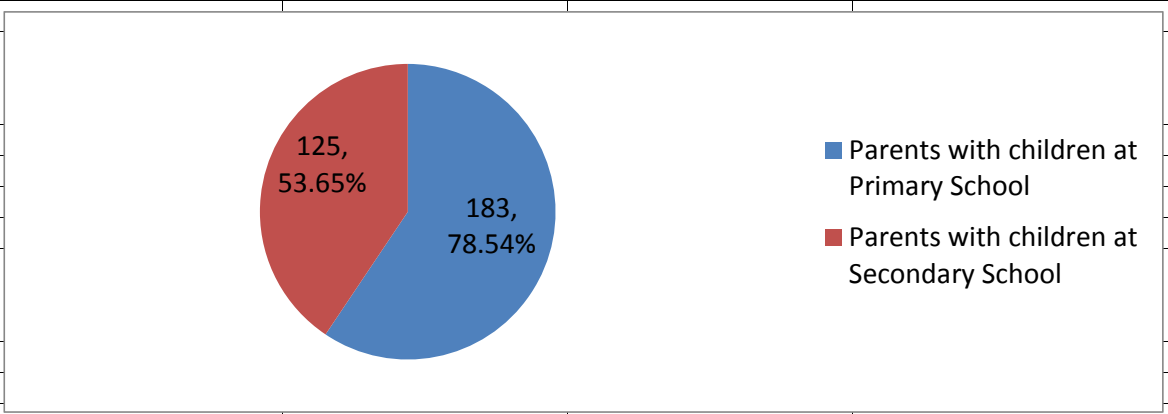
Ann Roberts
Assistant Performance Improvement Officer (Scrutiny)
Corporate Support
Gwynedd Council
Swyddfa'r Cyngor
Caernarfon
Gwynedd
LL55 1SH

01286 679780

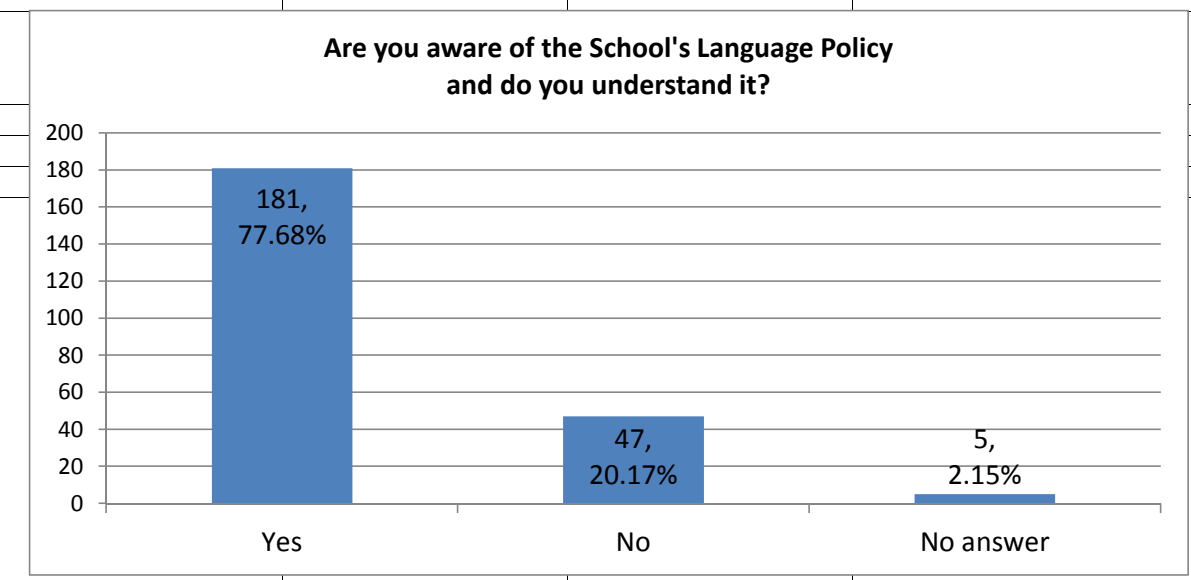
Or by e-mail to: annelizabethroberts@gwynedd.gov.uk

SUMMARY - PARENTS' QUESTIONNAIRE

Number of records in this inquiry	233	
Name of Primary School (name every school at which you have children)		
Answer	183	78.54%
No answer	50	21.46%
Name of Secondary School (name every school at which you have children)		
Ateb	125	53.65%
Dim ateb	108	46.35%

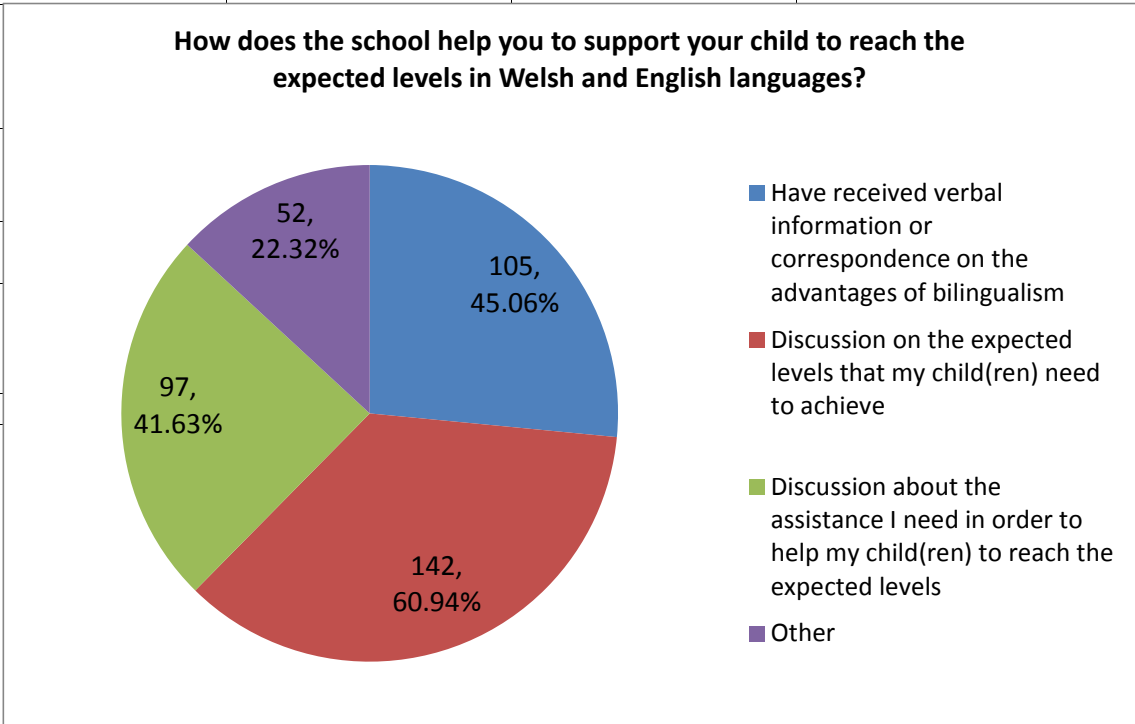
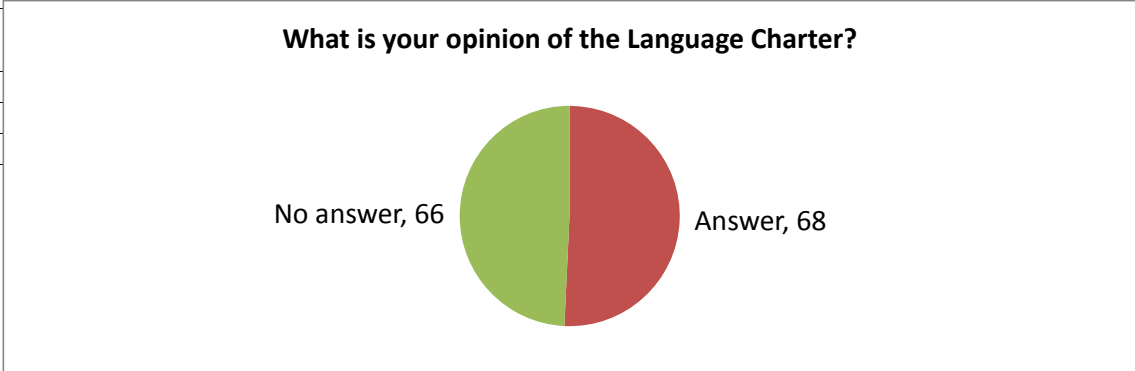


Are you aware of the School's Language Policy and do you understand it?		
Yes	181	77.68%
No	47	20.17%
No answer	5	2.15%

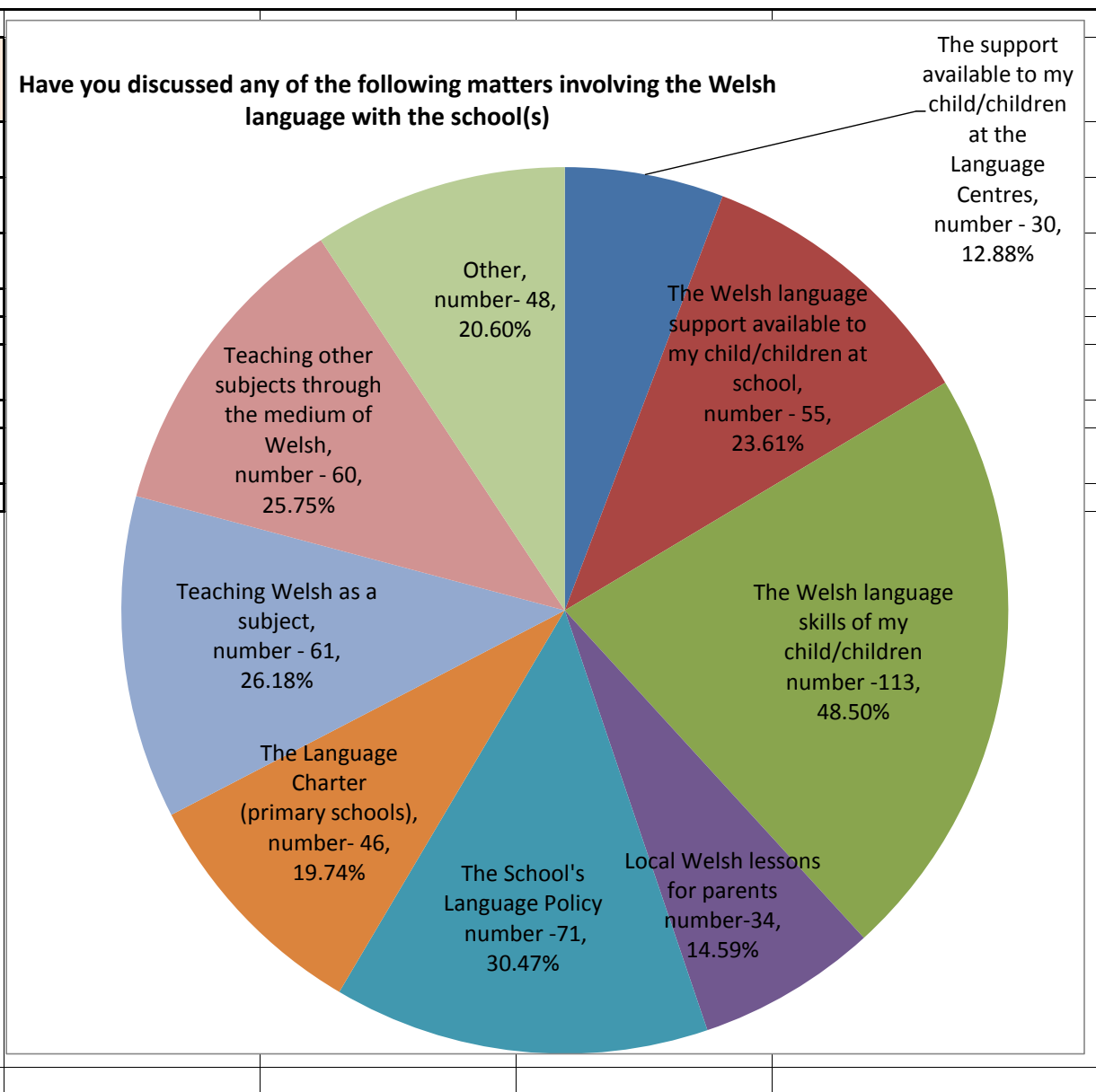


Are you aware and convinced of the advantages of bilingual education for your child?			Are you aware and convinced of the advantages of bilingual education for your child?															
Yes	195	83.69%	<table border="1" data-bbox="837 304 2051 336"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>195</td> <td>83.69%</td> </tr> <tr> <td>No</td> <td>34</td> <td>14.59%</td> </tr> <tr> <td>No answer</td> <td>4</td> <td>1.72%</td> </tr> </tbody> </table>				Response	Count	Percentage	Yes	195	83.69%	No	34	14.59%	No answer	4	1.72%
Response	Count	Percentage																
Yes	195	83.69%																
No	34	14.59%																
No answer	4	1.72%																
No	34	14.59%																
No answer	4	1.72%																
Are you aware of the Language Charter which is used in all primary schools in Gwynedd?			Are you aware of the Language Charter which is used in all primary schools in Gwynedd?															
Yes	134	57.51%	<table border="1" data-bbox="837 927 2051 959"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>134</td> <td>57.51%</td> </tr> <tr> <td>No</td> <td>97</td> <td>41.63%</td> </tr> <tr> <td>No answer</td> <td>2</td> <td>0.86%</td> </tr> </tbody> </table>				Response	Count	Percentage	Yes	134	57.51%	No	97	41.63%	No answer	2	0.86%
Response	Count	Percentage																
Yes	134	57.51%																
No	97	41.63%																
No answer	2	0.86%																
No	97	41.63%																
No answer	2	0.86%																

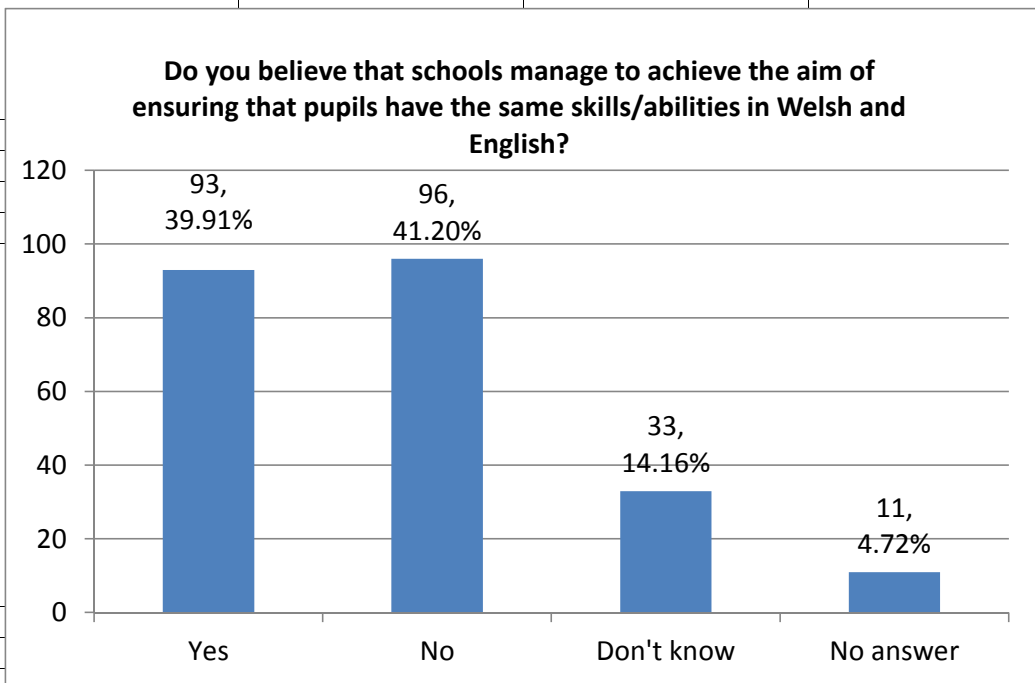
What is your opinion of the Language Charter?				<p style="text-align: center;">What is your opinion of the Language Charter?</p> <p style="text-align: center;">No answer, 66 Answer, 68</p>					
Answer	68	50.75%							
No answer	66	49.25%							



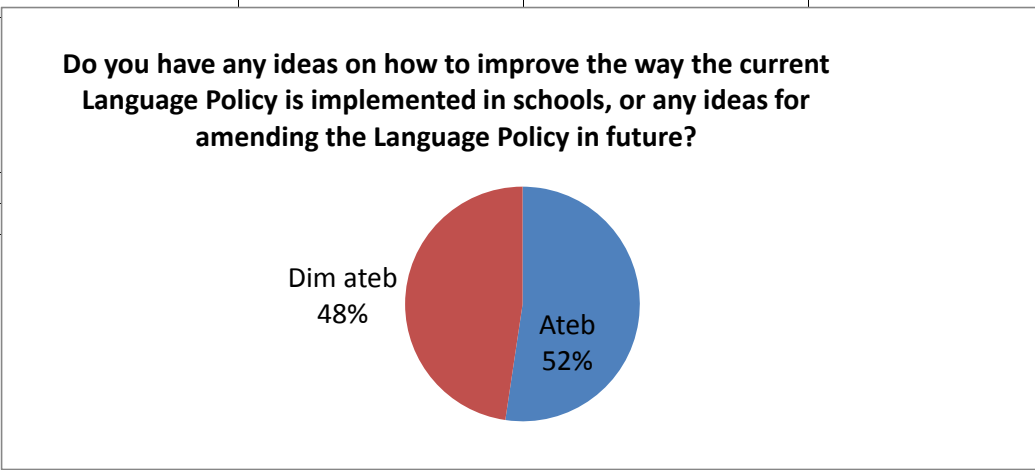
Have you discussed any of the following matters involving the Welsh language with the school(s)		
The support available to my child/children at the Language Centres	30	12.88%
The Welsh language support available to my child/children at school	55	23.61%
The Welsh language skills of my child/children	113	48.50%
Local Welsh lessons for parents	34	14.59%
The School's Language Policy	71	30.47%
The Language Charter (Primary Schools)	46	19.74%
Teaching Welsh as a subject	61	26.18%
Teaching other subjects through the medium of Welsh	60	25.75%
Other	48	20.60%



Do you believe that schools manage to achieve the aim of ensuring that pupils have the same skills/abilities in Welsh and English?		
Yes	93	39.91%
No	96	41.20%
Don't know	33	14.16%
No answer	11	4.72%



Do you have any ideas on how to improve the way the current Language Policy is implemented in schools, or any ideas for amending the Language Policy in future?		
Answer	122	52.36%
No answer	111	47.64%





Welsh-Medium Education Scrutiny Investigation: Evidence of Pupil Focus Groups

Commissioned by: Gwynedd Council

Date: 31 July 2015

Welsh-Medium Education Scrutiny Investigation: Evidence of Pupil Focus Groups

Author of the Report

Kathryn Jones and Siwan Tomos

Field Work

Siwan Tomos

IAITH Cyf.

Unit 2-4

Aberarad Business Park

Castellnewydd Emlyn

Carmarthenshire

SA 38 9 DB

Tel: 01239 711668

E-mail: post@iaith.eu

www.iaith.eu

Contents

Introduction.....	4
Findings	6
Conclusions and Recommendations.....	13
Appendix 1.....	17
Appendix 2.....	52
Appendix 3.....	53

Introduction

1.1 Aim

The aim of this research is to contribute evidence from the perspective of children and young people to the Scrutiny Investigation by the Services Scrutiny Committee on the implementation of Gwynedd Council's Language Policy. IAITH: The Welsh Centre for Language Planning was commissioned to conduct focus groups with primary and secondary school pupils to gather information about their experiences and opinions on Welsh-medium education and their use of the language in schools. The work was undertaken during June and July 2015.

1.2 Methodology

A total of 18 focus groups were held (see Appendix 1) with pupils of the Foundation Phase (Year 2), Key Stage 2 (Year 6), Key Stage 3 (Year 9¹) and Key Stage 4 (Year 10²) in six primary and four secondary schools.

The schools were selected by Council officers in consultation with members of the investigation by offering a range in the sample in terms of the school size, area and language profile of pupils and the local community, as follows:

Bangor Catchment Area

- Ysgol Glancegin
- Ysgol Cae Top
- Ysgol Tryfan
- Ysgol Friars

Ardudwy Catchment Area

- Ysgol Cefn Coch
- Ysgol Tan y Castell
- Ysgol Ardudwy

Botwnnog Catchment Area

- Ysgol Nefyn
- Ysgol Sarn Bach
- Ysgol Botwnnog

The pupils were selected randomly jointly between the schools and the IAITH team. 63 pupils contributed to the primary schools focus groups. Of these, 38 were girls and 25 were boys. 20 of the primary school pupils came from English homes³, 16 from Welsh homes and 27 from bilingual homes⁴. Of the 50 secondary school pupils, there were 25 girls and 25 boys. Of these, 26 came from Welsh homes, 15 from English homes and nine from bilingual homes (Welsh and English) Every focus group was held through the medium of Welsh. An audio recording was made of the discussion, with the permission of the contributors, as a basis for the written record seen in Appendix 1.

A series of questions and activities were prepared to stimulate a discussion and record language

use, the perceptions and opinions of pupils on:

- Language use patterns in the school;
- Perceptions about their ability and confidence in Welsh and English;
- Findings about the advantages of bilingualism/ multilingualism;
- Awareness of and contribution to the Language Charter and its influence on them.

Whilst the core questions of the focus groups were consistent for each group (see Appendix 2), the questions and tasks were adapted to correspond with the age of the pupils. A summary of the data collected per school and key stage are included in Appendix 1.

It must be borne in mind that the evidence gathered from the pupils is self-reported evidence. Although they were selected randomly, the pupils are not necessarily a representation of the school's population. Additionally, it must be considered that the pupils have not given a full and detailed picture of every aspect of the use of language in the school within the limitations of a focus group's discussion. When the words of the pupils are in quotations, we have not corrected linguistic errors.

Findings

2.1 Introduction

Evidence from the focus groups shows that the language situation of every school is unique and varied. Reference should be made to Appendix 1 for the picture and pattern of language use and implementation of the language policy per school. In this section an overview of the main findings is offered.

2.2 The Language of the School

The pupils were asked to map the language use of the school by:

- Identifying who is in the school and which language they speak, and
- What is happening in the school and in what language.

The pupils' evidence confirmed that the **head teachers and teachers** in every school except Ysgol Friars recognized the Welsh language. In Ysgol Friars, it appeared that some specific subject⁵ teachers (approximately three of them), made a special effort to promote the use of the Welsh language and used much more Welsh than the remainder of the school staff.

A variation is seen in the language used by **classroom assistants, support staff and music teachers**. This also applies to **ancillary staff** – such as office staff, cooks, caretakers, technicians, school nurses, lunch time and break supervisors. Ysgol Cefn Coch, Ysgol Tan y Castell, Ysgol Nefyn, Ysgol Sarn Bach and Ysgol Botwnnog are the most Welsh in terms of the language of the whole staff employed by the school.

In general, Welsh is the language spoken by the **pupils with the teachers** in class. The language use of **pupils with each other** in lessons varies. Table 1 shows the main language pattern use of pupils outside the classroom.

Table 1: Pupils' language outside the classroom

Welsh mainly	Welsh and English	English mainly
Cefn Coch Yr 2 Cefn Coch Yr 6 Nefyn Yr 2 Nefyn Yr 6 Sarn Bach Yr 2 Botwnnog Yrs 9 and 10	Cae Top Yr 2 Sarn Bach Yr 6 Tryfan Yr 9 and 10 Ardudwy Yrs 7,8,9	Cae Top Yr 6 Glancegin Yr 2 Glancegin Yr 6 Tan y Castell Yr 6 ¹ Ardudwy Yrs 9 and 10 Friars Yrs 9 and 10

¹ According to pupils the 'small children' speak Welsh when they are playing.

The language of the home was an obvious influence on the language of **pupils outside the classroom**. The pupils from non-Welsh speaking homes tended to use English mainly and this tended to turn the language spoken with other pupils to English. In the case of pupils from homes with one parent who could speak Welsh, the pupils whose mothers could speak Welsh tended to use Welsh more than pupils whose fathers were Welsh speaking.

“We speak English in the yard. Only a little bit of Welsh. But we speak Welsh with the teachers”(Yr 2, Glancegin)

“Everybody hates Cymraeg. Well not everybody. But most of the children who come to this school speak English at home.” (Yr 6, Glancegin)

“Half English and half Welsh. It depends who you’re speaking with.” (Yr 2, Cae Top)

“I’ve heard some people speak Welsh. But it’s not the first language of most of us. It’s easier to speak English because my mum and dad don’t know Welsh.” Yr 6, Cae Top

“It depends how you feel towards the language” Yrs 9 & 10, Tryfan)

“What happens on the yard is ... you hear more English words in the middle of Welsh. But it’s Welsh just the same.” (Yr 6, Cefn Coch)

2.3 The Language of Lessons

Along with mapping the use of the language across the school, pupils were questioned further on aspects of the language of the maths, science and other lessons in general with special reference to the language of:

- the teacher with the whole class;
- the teacher with individual pupils;
- the pupils with the teacher;
- the pupils with each other in lessons;
- textbooks and work-sheets;
- internet use; and
- homework.

In the primary schools group, evidence was gathered on the main pattern of language use of the whole class. In the secondary schools group, every pupil was asked to record his/her own individual experience of the use of the language in maths, science and other lessons. This means that the tables showing the Use of Language in Secondary Lessons in Appendix 3 (Tables 5-13), provides a more detailed picture per school of bilingualism in action when learning and teaching.

There is some variety in the use of the Welsh language and bilingualism in primary mathematics lessons with a trend in some schools to teach the subject bilingually in KS2 (Table 2). There is a similar pattern in the case of science and other subjects also (see Appendix 1). Appendix 1). However, the data is only suggestive in offering a detailed picture of bilingual teaching language use.

Table 2: Language Use in Lessons in the Primary Sector: Mathematics

	Glan Cegin		Cae Top		Cefn Coch		Tan y Castell		Nefyn		Sarn Bach	
	Yr 2	Yr 6	Yr 2	Yr 6	Yr 2	Yr 6	Yr 2	Yr 6	Yr 2	Yr 6	Yr 2	Yr 6
	W	B	W	B	W	W	-	W	W	W	W	W
Teacher with individual pupils	W	W	W	B	W	W	-	W	W	W	W	W
Pupils with the teacher	EM	W	W	W	W	W	-	W	W	W	W	W
Pupils with each other	WM	E	B	E	W	W	-	B	W	W	W	W
Textbooks and worksheets	-	B	W	B	W	B	-	W	W	W	W	W
Internet use	W	E	W	E	-	E	-	E	E	E	-	E
Homework	*W/B	WM	W	B	B	WM	-	B	W	W	W	W

Key: = no data; **W** = Welsh; **B** = Bilingual; **E** = English; **WM**= Welsh Mainly; **EM** = English Mainly;

*C/D = In Ysgol Cae Top, some Year 2 pupils were only given a Welsh book whilst others received a Welsh and an English book.

In the case of both primary and secondary schools English is used mainly for internet use and between some children and each other.

2.4 Perceptions of ability and confidence

The aim of the Language Policy is to “ensure that all pupils in the county possess the appropriate language skills in both Welsh and English” and placing the responsibility on the schools to “ensure an appropriate provision to enable every pupil to develop bilingual proficiency.” The pupils were requested to report on their perception of their skills in both Welsh and English: in general, when undertaking school work, at home and socially.

The report of the focus groups in Appendix 1 shows a considerable variety in the responses received. A minority of pupils in each age-group feel that their language skills are equal (Table 3).

Table 3: The number of children who report that they have equal skills in both Welsh and English

	In General	School Work	At Home	Socially
KS1(n=25)	9	6	10	10
KS2 (n=38)	10	13	7	13
KS3 and 4 (n=50)	4	13	3	11

The pupils’ perceptions of language ‘skills’ tend to correspond with the frequency of their use of Welsh and English in specific contexts or ‘domains’. In the focus groups, every pupil could express themselves fluently in Welsh including the ‘latecomers’ amongst them. This was the case for Ysgol Friars pupils also, although they turned to English when having a discussion with each other. However, it was a feature of some children across the sample that they incorporated the use of Welsh and English together when discussing amongst themselves and contributing to the group’s activities.

2.5 The Advantages of Bilingualism

To ascertain the pupils’ perception of bilingualism, they were asked about the advantages and disadvantages of speaking two languages. No disadvantages were expressed for being bilingual. Several Year 2 pupils could not answer the question. “*I don’t know. I just am.*” (Yr. 2, Glan Cegin); “*I have fun speaking Welsh*”. (Yr. 2, Cae Top). For the youngest children being able to ‘communicate’ in both languages is the most obvious advantage, namely:

- Understanding what everyone is saying
- Being able to speak with other people
- Teaching other people to speak Welsh

Along with ‘communicating’ with other people, Year 6 pupils foresaw the advantages when transferring to secondary school:

- A choice of schools between Tryfan and Friars
- “*You have a head-start in the secondary school*”
- “*You have an advantage in secondary school in the language lessons.*”

Year 6 pupils also identified the connection between language and identity and that there was status and value to the Welsh language.

- “*It makes us feel that we are part of the country - so if we were English and couldn’t speak Welsh we are not going to feel part of things.*” (Cefn Coch)
- “*People will respect you.*” (Cae Top)

Pupils in the **secondary schools** could all discuss bilingualism with Ysgol Friars pupils more aware of the advantages than other secondary school pupils. Year 9 and Year 10 pupils listed the instrumental, affective and identity advantages of bilingualism.

- improving job opportunities in general and an opportunity for better jobs;
- easier to learn additional languages;
- able to communicate with a wider group of people;
- “*being able to speak two languages is cool*”;
- helping to keep the Welsh language alive and it’s good for our tradition in Wales;
- looks good on the CV;
- more clever if you speak two or more languages;
- Welsh is part of our history;
- able to translate;
- build confidence;
- be a more interesting individual;
- opening doors and providing opportunities with work, school and socially;
- a secret language when you’re abroad.

2.6 Choosing the language medium of school work

The pupils were questioned if they had the choice whether they would choose to do their school work in Welsh or English.

Table 4: Number of pupils according to their preferred language medium for school work

	Welsh	English	Bilingual (Welsh and English)	Multilingual	Don't Know	Total
KS 1	20	2	3			25
KS 2	21	6	9	2		38
KS 3 and 4²	12	11	5		1	29
Total	53	19	17	2	1	92

Most of the primary school pupils would choose learning through the medium of Welsh if they had a choice. Some chose as a result of habitual use of Welsh and what was easier for them. There was evidence from the latecomers in the focus groups that they were also happy to follow the curriculum through the medium of Welsh.

- *"I'm used to speaking Welsh in school."* (Tryfan)
- *"I like to speak Welsh because it's easy isn't it?"* (Cefn Coch)
- *"The language centre has changed everything. I can speak Welsh."* (Nefyn)

A more mixed pattern of preferred education language was seen in the secondary schools. In Ysgol Tryfan, eight of the ten pupils stated that they would choose to learn through the medium of Welsh. In Ysgol Botwnnog, four of the ten pupils would choose Welsh and five would choose to learn bilingually. In Ysgol Friars, one of the ten pupils stated that he/she would choose to do school work bilingually. The remaining nine stated that they would choose English. One of the Friars pupils felt that he/she had lost the Welsh that he/she had by studying through the medium of English only.

- *"I feel that we are losing our Welsh as we don't speak it with our friends or in lessons. It doesn't give you any practice... But if you had lessons in Welsh, your Welsh would improve. If you start with both languages half and half in Year 7 it will be fine. You will be able to do both the same."*

2.7 Discussions regarding using Welsh or bilingualism/multilingualism in school

Evidence was sparse from pupils regarding discussions about the use of Welsh or bilingualism/multilingualism in school which had included them. Three groups reported that the school council had discussed and planned for increasing the use of Welsh in schools. Usually, it was reported that teachers established, monitored and insisted on compliance with the rule to speak Welsh. Below are listed the positive and negative 'change in behaviour' aspects from the perspective of pupils.

² At the request of the head teacher, pupils of Dyffryn Ardudwy were not asked about their preferred education language medium.

Positive attitudes

- Teachers asking kindly not to speak English (primary)
- Discussions at the school council on how to improve the language and establish 'yard buddies' so that Year 6 pupils can speak with small children (primary)
- Debates amongst circles of friends are healthier than teachers telling us off (secondary)
- *Clwb C – “They started a Club called Clwb C which was really good and which paired children who were good Welsh speakers with those who were not as strong. Like buddies so that people could practise. The sixth form was there too.”* (secondary)

Negative/ineffective attitudes

- Getting told off for speaking English (primary)
- Skipping and singing in Welsh. Nobody liked that – a feeling that they had to play in a prescriptive way (primary)
- *“Teachers complain and shout at us to speak Welsh”* (secondary)
- School services talking about the use of the Welsh language. Felt that the school was condescending towards them (secondary)
- *“Visitors come to the hall to speak with us. People from the council and things. It doesn't work and it's boring. It feels like we are pushed.”* (secondary)
- Posters – *“Nobody takes any notice, they don't help a lot.”* (secondary)

2.8 The Welsh Language Charter

The children were asked whether they participated in the Welsh Language Charter activities. Members of each primary school focus group, except for Year 2 in Ysgol Glancegin, had some experience and awareness of the Language Charter.

For the majority, the Welsh Language Charter is represented by a picture of a mountain on a wall which measures and records their effort to speak Welsh. In general, pupils supported the idea and felt that it encouraged children to use the Welsh language. *“I like to reach the top. It makes me feel like I've worked hard and done something good”* (Yr 2, Cae Top)

The observation was made that it was the teachers who decided where the children were located on the mountain and the plan was more relevant to pupils who were not completely confident or fluent. *“It's not useful for those like us who speak Welsh all of the time.”* (Yr 6, Cefn Coch). *“We did it for a year but now everyone has forgotten about it.”* (Yr 6, Nefyn).

Conclusions and Recommendations

3.1 Conclusions

The data from the 18 focus groups that were held in six primary schools and four secondary schools with KS1, KS2, KS3 and KS4 pupils provides a snapshot of the pupils' viewpoints on some of the issues involving implementing the Council's education language policy.

Whilst there are head teachers and teachers who are able to speak Welsh and recognize the Welsh Language, there are a number of schools where the Welsh language environment of the school is influenced by the lack of ability to speak Welsh by some assistants and other staff. The Welsh environment of some schools could be strengthened by offering support for current staff to learn Welsh and to establish the language requirements of posts when appointing new staff.

In Ysgol Friars, Year 9 and Year 10 pupils who were interviewed could contribute fully in the focus group which was held through the medium of Welsh. Some subject teachers made the effort to promote and use the Welsh language. Every pupil was aware of the advantages of bilingualism and one specifically regretted that the school did not offer an opportunity to maintain the pupils' Welsh language skills. Evidence suggests that an increased use of the Welsh language across the curriculum and the life of Ysgol Friars would be advantageous in the development of the pupils' bilingual skills in accordance with the Council's policy.

Extensive use was seen of English as pupils used the internet. Evidence from some pupils shows that it is possible for every school to use Welsh for this aspect of teaching.

For some pupils, the habit of speaking English with friends and at every opportunity outside the classroom is very strong and in some schools more than others. The tendency for children from non-Welsh speaking families to restrict their use of Welsh to a range of restricted teaching contexts is a general phenomenon (e.g. Gruffudd 2000; Ó Riagáin et.al. 2008). Research shows that there is a tendency for boys particularly to reject behaviour (including language behaviour) that is forced upon them by authority figures and this escalates during the teenage years (e.g. Hodges 2011; Thomas & Roberts 2011; Thomas et al.2012).

In general, pupils supported the Welsh language. The data of the focus groups suggests that there are negative values towards the Welsh language from some pupils from non-Welsh backgrounds in some schools. It was also highlighted that pupils were not necessarily included in discussions regarding the Welsh Language Charter nor were they given an opportunity to offer their own ideas for the language practices in the school. It was also seen that criticising and punishing children for speaking English was counterproductive. Holding language awareness sessions with pupils and parents together with including the pupils in discussions on language practices in the school would be a means of responding to any negative values and to foster the pupils' ownership of the school's language policy.

The number of pupils who consider that they have equally proficient skills in Welsh and English in every aspect of their lives is comparatively small. This does not necessarily signify the lack of success of the Language Policy. The linguistic skills of pupils are honed by daily social practices outside the school as well as their educational experiences. There is no foundation to the assumption that a bi-lingual person should possess the same 'level' in both Welsh and English in every context such as a monolingual English individual would (see, for example, Baker 2011). Despite this, there is an opportunity for teachers, together with pupils and their parents, to address how skills could be developed so that pupils are as proficient as possible in both languages whilst in school. It would be possible to combine this with the implementation of the National Literacy and Numeracy Framework⁸.

The use of Welsh and English when teaching and learning is mixed with some schools and some teachers making more use of both languages than others. The argument for bilingual teaching and the need to develop a pedagogy that is appropriate for a society that is increasingly multilingual is an international matter, along with being a priority for Gwynedd Council (see May 2013; Cenoz & Gorter 2015). The evidence of this research suggests that there is a need to standardize what is meant by bilingual education and to check to what extent teachers intentionally and effectively use translanguaging⁹ to develop each pupil's bilingual skills.

3.2 Recommendations

- 1 To strengthen the Welsh language environment of some schools, the Council should i) ensure support for assistants and ancillary staff to learn Welsh, understand the requirements of the Welsh Language Charter and receive Language Awareness training by running suitable courses; and ii) strengthen the procedure of establishing the language requirements of posts in schools when appointing new staff.
- 2 To maintain and develop pupils' Welsh language skills in accordance with the Council's policy, Ysgol Friars should, with Council support, identify opportunities to make further progress in the use of the Welsh language across the curriculum and life of the school.
- 3 To improve pupils' opportunities to use the internet through the medium of Welsh, schools should make more extensive use of Welsh online websites, materials and resources. The Council should support the schools to achieve this where appropriate.
- 4 To support pupils from non-Welsh speaking homes to support the Welsh language, schools and the Council should develop methods (such as language awareness sessions, chats with prospective pupils/parents, etc.), to establish attitudes which put a value on the Welsh language and bilingualism. It should be ensured that existing good practices are shared.
- 5 To ensure that the Welsh language is not pushed on pupils in a forceful manner, schools should include the pupils in discussions about the Council's Language Policy, the Welsh Language Charter and the language practices of the school and ensure their ownership of the policy. Every school should ensure that there are opportunities for pupils to understand and discuss the advantages of bilingualism, multilingualism and recognition of the Welsh language.

⁸ learning.gov.wales/resources/browse-all/nlnf/?lang=

⁹ See e.g. Garcia (2009) for further development of the Concept of 'translanguaging' adopted by Cen Williams (1996;2000).

- 6 Existing good practices should be shared from the perspective of supporting and encouraging the pupils' use of the Welsh language in a constructive way, and avoid the practice used by some teachers which creates a negative counterproductive reaction.
- 7 To try to increase the number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to: i) merge the policy of developing proficient bilingual skills with the implementation of the National Literacy and Numeracy Framework; and ii) establish the practice that every subject teacher in the primary and secondary sectors monitor and report on the development of every pupil's Welsh and English language skills in progress reports and to discuss their development with both the pupils and their parents at parents' evenings.
- 8 To strengthen and standardize the Council's (Education) Language Policy, the Council should define what bilingual learning is and collaborate with schools and teacher training institutions to establish a strong bilingual pedagogy which is appropriate for all the Authority's schools and pupils and to foster translanguaging skills amongst staff.

References

- Baker, C. 2011 *Foundations of Bilingual Education and Bilingualism* (5th edition), Clevedon: Multilingual Matters.
- Cenoz, J. and Gorter, D. (eds) 2015 *Multilingual Education: Between Language Learning and Translanguaging*, Cambridge: Cambridge University Press.
- García, O. 2009 *Bilingual Education in the 21st Century: A Global Perspective*, Chichester: Wiley-Blackwell.
- Gruffudd, H. 2000 'Planning for the use of Welsh by young people'. In C.H. Williams (ed.) *Language Revitalization: Policy and Planning in Wales*, pp. 173 -207.
- Hodges, Rh. 2011 'Towards the Light / Tua'r Goleuni?' Welsh Medium Education for the non-Welsh-speaking in South Wales: A Parent's Choice in *International Conference of Minority Languages Tartu, Estonia 2009 Conference Proceedings*, Esuka-Jeful 2-1.
- May, S. (ed.) 2013 *The Multilingual Turn: Implications for SLA, TESOL, and Bilingual Education*, New York: Routledge.
- Ó Riagáin, P., Williams, G. & Moreno, F.X.V. 2008 *Young People and Minority Languages: Language Use Outside the Classroom*, Dublin: Centre for Language and Communication Studies, Trinity College, Dublin.
- Thomas, E. M. and Roberts, D. B. 2011 'Exploring bilinguals' social use of language inside and out of the minority language classroom', *Language and Education*, 25(2), 89-108.
- Thomas, E. M., Lewis, W. G., Apolloni, D. 2012 'Variation in language choice in extended speech in primary schools in Wales: implications for teacher education', *Language and Education*, 16(3), 245-261.
- Williams, Cen. 1996 'Secondary education: teaching in the bilingual situation'. In C. Williams, G. Lewis & Cen Williams (eds) *The Language Policy: Taking Stock*, Llangefni: CAI.
- Williams, Cen. 2000 'Welsh-medium and bilingual teaching in the further education sector', *International Journal of Bilingual Education and Bilingualism* 3 (2), 129-148.

Appendix 1

Focus group details

Date	School	Number	Language
17.6.15	Ysgol Glancegin	5 from year 2 6 from year 6	5 from monolingual E homes 1 home from a monolingual W home 5 from W/E homes (fathers speaking Welsh)
17.6.15	Ysgol Tryfan	5 from year 9 5 from year 10	6 from W homes 2 from E homes 2 from W/E homes
18.6.15	Ysgol Cae Top	5 from year 2 5 from year 6	5 from monolingual E homes 5 from bilingual homes (languages including Spanish / Arabic/)
19.6.15	Ysgol Cefn Coch	6 from year 2 5 from year 6	2 from W homes 7 from W/E homes 2 from E homes
19.6.15	Ysgol Tan y Castell	9 from year 6	5 home from monolingual W homes 1 from a monolingual E home 3 from W/E homes
19.6.15	Ysgol Ardudwy	3 from year 7 5 from year 9 2 from year 8 10 from year 10	14 home from monolingual W homes 3 from W/E homes 3 from E homes
25.6.15	Ysgol Nefyn	5 from year 2 5 from year 6	1 from a monolingual E home 4 home from monolingual W homes 1 from a monolingual E home 1 from a W/E home 3 home from monolingual W homes
25.6.15	Ysgol Sarn Bach	4 from year 2 8 from year 6	2 from W/E homes 2 from monolingual E homes 1 home from a monolingual W home 3 from monolingual E homes 3 from W/E homes 1 from a W/Hebrew home
6.7.15	Ysgol Friars	5 from year 9 5 from year 10	2 from W/E homes 8 from monolingual E homes
7.7.15	Ysgol Botwnnog	5 from year 9 4 from year 10	2 from W/E homes 6 home from W homes 2 home from E homes

Ysgol Glancegin

Date	School	Number	Language
17.6.15	Ysgol Glancegin	5 from year 2 6 from year 6	5 from monolingual E homes 1 home from a monolingual W home 5 from W/E homes (fathers speaking Welsh)

Year 2 Group (Glancegin)

1. What happens here in terms of the use made of Welsh and English and other languages?

Who is in the school and what language do they speak?

- Head teacher – always speaks Welsh, never heard him speaking English.
- Teachers – always speak Welsh.
- Office staff – Welsh with the children but aware that they speak English more often than not with the parents.
- Staff who help at break time – all but one speak Welsh.
- Lunch time - half of the dinner ladies speak Welsh and the other half do not. Children tend to ask in English as English is the usual language in the kitchen.
- Pupils usually speak English with each other. Some speak Welsh with each other, but most speak English.

“We speak English in the yard. Only a little bit of Welsh. But we speak Welsh with the teachers.”

What is happening in the school and in what language?

- School work – *“We do the work in Welsh, but sometimes in English.”*
- Registration – Welsh every time.
- Break time - English
- Playing in class - Welsh
- Lunch time - English
- School service - Welsh *“A little bit of English sometimes”*.
- Reading in class – Half and half, one Welsh language book and one English language book.

The Language of Lessons

Year 2 pupils do not identify science as a subject therefore they have not answered that question.

- The teacher always speaks Welsh with the class in Mathematics and other subjects.
- The teacher always speaks Welsh with individual pupils in Mathematics and other subjects.
- The pupils speak 'a little' Welsh with the teacher. If asking a question, they do so in English but respond in Welsh from time to time. But mainly in English.
- The pupils usually speak Welsh with each other in the classroom. But sometimes they speak English.
- They use Welsh medium computer programmes – Welsh only. (But at home they use English programmes "*I like the Cbeebies website*")
- Year 2 pupils' homework is reading. Some pupils read only Welsh language books, but some read Welsh and English books. Pupils were surprised that there were English books for some children.
"*What...you have an English reading book?*"

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 5/5 are better at speaking English
- 3/5 are better at doing school work in Welsh - 2/5 are better in English
- 5/5 are better at speaking English at home
- 5/5 are better at speaking English socially (although they noted that they do not socialise outside of school apart from with their family.)

3. What are the good points / not so good points of speaking two languages?

When left to work in groups the pupils slipped very easily from Welsh to English and back again. The discussion was fully bilingual.

- Understanding what everyone is saying
- "*I don't know. I just do.*"

4. If you had the choice, would you choose to do your school work in Welsh/English?

5/5 want to do their school work through the medium of Welsh. One notes that she likes to be able to write in Welsh. And everyone else agrees.

5. Do you speak about the Welsh language or about the language in general at school?

No awareness of any discussions about language at the school.

6. Have you participated in the Welsh Language Charter activities?

No knowledge or awareness of the Language Charter.

Year 6 Group (Glancegin)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher and deputy – Welsh every time
- All the teachers always speak Welsh
- Dinner ladies – one is able to speak Welsh but one cannot speak Welsh therefore everyone tends to speak English with them.
- The children usually speak English with each other – they only speak Welsh when they are in class.

What is happening in the school and in what language?

- Lessons - Welsh
- Project 21 performance and show workshops) - Welsh
- School service - Welsh
- Registration - Welsh
- Singing in the hall - Welsh
- School Show (Christmas) - Welsh
- Mathematics - English
- Gold Time (rewarding good behaviour – the pupils' choice) – English
- Show time – Welsh and English depending on what they want.

“Sometimes do it in English because it's easier. When you look for information on the internet, it's in English.” Pupils have been able to ask to do it in English.

- After I question why the language of the classroom is different to the language of the yard *“Everybody hates Cymraeg. Well not everybody. But most of the children who come to this school speak English at home.”*

The Language of Lessons

- The teacher speaks Welsh with the class in Science
- The teacher speaks with the class in Mathematics in both languages
- The teacher with the class in general lessons in both languages (explaining the tasks)
- The teacher speaks Welsh with individuals in Science and Mathematics lessons
- The pupils speak Welsh with the teacher at all times
- Pupils in English every time
- Worksheets/Textbooks – bilingual every time
- Any use of the internet happens in English
- Homework sheets are Welsh and mainly complete the work in Welsh but with bilingual elements e.g. explanatory note in English
- Reading – bilingual. Two books at once every time.
- When doing group work – discuss in English but report back to the class in Welsh.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 2/6 think that their English and Welsh skills are equal
- 4/6 feel that they are better at speaking English
- 3/6 are better at doing school work in English
- 3/6 are better at doing their school work in Welsh
- 3/6 have equal skills in speaking Welsh at home
- 3/6 better at speaking English at home
- 6 are better at socialising in English

3. What are the good points / not so good points of speaking two languages?

- The fact that you are able to speak two languages.
- Being able to speak to Welsh and English people
- *“It’s good because when someone comes up to you and speaks Welsh you are able to speak Welsh back and when someone comes up to you and speaks English, you are able to speak in English with them.”*
- A choice of secondary schools between Tryfan and Friars.

4. If you had the choice, would you choose to do your school work in Welsh/English?

- Everyone is happy to do school work in Welsh.

5. Do you speak about the Welsh language or about the language in general at school?

- The teacher says, *‘You’re lucky to be able to talk two languages because not many people can.’*

6. Have you participated in the Welsh Language Charter activities?

Aware of the Welsh Language Charter. Describe it as a mountain that needs to be climbed (image of a mountain on the wall). *“You can move up the mountain in the picture when you make an effort to speak Welsh. The people on the summit speak Welsh all of the time. It works as a type of scoring system. Everyone wants to reach the top. You get a red wrist band for reaching the top.”*

Ysgol Cae Top

Date	School	Number	Language
18.6.15	Ysgol Cae Top	5 from year 2 5 from year 6	5 from monolingual E homes 5 from bilingual homes (languages including Spanish and Arabic)

Year 2 Group (Cae Top)

This group was more aware of different languages than any of the other groups. A number of the children had spent considerable time in other countries and had parents who spoke another language. The head teacher also noted there had been a gap in the Welsh-medium education of two of the children while they attended school in other countries.

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - Welsh
- Teachers - Welsh
- Assistants – mainly Welsh
- Office staff - Welsh
- Lunch time staff - English

What is happening in the school and in what language?

- Registration - Welsh
- School service – Welsh (singing in Welsh, presenting in Welsh)
- Going to the park - Welsh when speaking to teachers / assistants but English when speaking to each other.
- Breakfast club – English or Welsh (Half the carers are Welsh and half are English)
- Clubs (Half an hour, cooking, and fun). Welsh every time.
- Play time - *“Half English and half Welsh.” It depends who you’re speaking to.*
- Computers - Welsh
- Lunch time – *“English because the dinner ladies don’t speak Welsh.” “Little bit of Welsh, but more English.”*
- Science and Mathematics
- Star of the Week – every Friday – in Welsh. Receive a sticker for speaking Welsh.

The Language of Lessons

- The teacher speaks Welsh with the Science class
- The teacher speaks Welsh with the Mathematics class

- The teacher speaks Welsh with the class in lessons in general
- The teacher speaks Welsh with individuals in Science
- The teacher speaks Welsh with individuals in Mathematics
- The teacher speaks Welsh with individuals in lessons in general
- The pupils speak to each other in both languages during Mathematics, Science and other lessons.
- Textbooks and work-sheets are always in Welsh
- Use computers and the internet always in Welsh in every subject
- Homework in Welsh usually in Science, Mathematics and other lessons but there is an explanatory sheet in English available at parents' request.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/5 is better at speaking English
- 4/5 - both languages are equal
- 3/5 have equal skills at doing their school work
- 2/5 are better at doing their school work in Welsh
- 4/5 better at speaking English at home
- 1/5 is better at speaking Welsh at home
- 4/5 are better at speaking English socially
- 1/5 is better at speaking Welsh socially.

3. What are the good points / not so good points of speaking two languages?

- Being able to speak with other people
- *"I have fun speaking Welsh"*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 5/5 want to do their school work through the medium of Welsh.

5. Do you speak about the Welsh language or about the language in general at school?

- Teachers tell the children to speak Welsh – but do not tell them off
- Teachers tell them kindly not to speak English (the children are happy with this).

6. Have you participated in the Welsh Language Charter activities?

- Stepping to the summit/mountain - Speaking Welsh.

"There is a mountain on the wall of the classroom and photos of us. The teacher moves the photos and put them in different places if you speak Welsh. If you speak Welsh all of the time you make it to the summit in the snow."

"I like to reach the summit. It makes me feel like I've worked hard and done something good"

Year 6 Group (Cae Top).

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - Welsh
- Deputy - Welsh
- Music teachers - mainly English
- Support staff - English
- Governors - bilingual
- Secretary - Welsh
- Teachers – depends on the lessons but Welsh usually

What is happening in the school and in what language?

- Registration - Welsh
- Criw Celf - English
- Sports Club - English
- School service - Welsh
- Reading (reading time in class) - bilingual
- Playtime - English
- Singing - Welsh
- Lunneth - bilingual
- Mathematics - bilingual
- Break time - bilingual

“I’ve heard some people speak Welsh. But it’s not the first language of most of us. It’s easier to speak English because my mum and dad don’t know Welsh.”

The Language of Lessons

- The teacher speaks Welsh with the Science class
- The teacher speaks Welsh and English in the Mathematics class
- The teacher usually speaks Welsh in general lessons
- The teacher speaks Welsh with the pupils in Science lessons
- The teacher speaks Welsh and English with the pupils in Mathematics and general lessons
- The pupils speak Welsh with the teacher in Mathematics, Science and general lessons
- The pupils speak English with each other all the time
- Textbooks and work-sheets are always bilingual
- Information from the web is always bilingual
- Use the web in English in every lesson

- Home work sheets are bilingual in Science lessons
- Home work sheets are English in Mathematics lessons
- Home work sheets are bilingual in lessons in general.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 5/5 are better at speaking English generally
- 4/5 feel they have at doing their school work
- 1 speaks both languages equally at home
- 3/5 are better at speaking English at home
- 1/5 is better at another language (Spanish)
- 3/5 are better at speaking English socially
- 2/5 are equal at both languages socially.

3. What are the good points / not so good points of speaking two languages?

- *“You are able to speak to many more people”*
- *“You have an advantage in secondary school in the language lessons.”*
- New friends
- Helping people to speak Welsh
- *“People respect you.”*
- *“You have a head-start in the secondary school”*

4. If you had the choice, would you choose to do your school work in Welsh/English?

“I want to keep studying in Welsh because I don’t want to lose the language.”

“I want to have a lot of different ones. A lot of languages. Like Latin.”.

- 3/5 want to study in both languages
- 2/5 want to study in multiple languages

5. Do you speak about the Welsh language or about the language in general at school?

The teachers tell the children to speak Welsh quite often.

6. Have you participated in the Welsh Language Charter activities?

Identify the charter as ‘*Camu tua’r Copa*’ (Stepping to the Summit). The idea of climbing the mountain making every effort to speak Welsh.

Ysgol Tryfan

Date	School	Number	Language
17.6.15	Ysgol Tryfan	5 from year 9 5 from year 10	6 from W homes 2 from E homes 2 from W/E home

Years 9 and 10 Group (Tryfan)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- People from specific areas only speak English (areas within Bangor)
- Pupils in the classroom - Welsh
- Pupils outside the classroom – English. *"It depends how you feel towards the language"*
- English Teachers - bilingual
- Cooks - English
- Carers in Hafan - Bilingual
- Assistants – English (the majority)
- Sixth form - Welsh

What is happening in the school and in what language?

- General lessons - Welsh
- Lunch time and break time - bilingual
- Homework club – bilingual
- Physical education lessons - bilingual
- Registration - Welsh
- Revision club – bilingual
- Gardening Club - English
- Chess Club - English
- Upwards Club - English
- Hafan (time out) – English (That is mainly due to the pupils who go there)
- Visitors - bilingual (Some cannot speak Welsh e.g. the Samba lady)

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 6/10 feel they are generally better at speaking Welsh
- 1/10 feels that he is equal at both languages generally
- 3/10 feel they are generally better at speaking English
- 8/10 are better at doing their school work in Welsh
- 1/10 is better at doing school work in English

- 1/10 not sure in terms of school work
- Socially and at home: The same as the first question.

3. What are the good points / not so good points of speaking two languages?

- Able to communicate with a wider group of people
- Easier to speak another language
- Get to know different people
- Better job opportunities
- Better jobs in the long run
- Able to go to a College outside Wales
- Being able to speak two languages is cool
- Helping to keep the language alive
- Better opportunities in terms of: Jobs, school, friends, socialising

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 8/10 would choose Welsh
- 1/10 would choose English
- 1/10 not sure.

Choosing Welsh – *“There is plenty of opportunity to speak English outside school I don’t need to practise more at school.”*

Choosing Welsh - *“I’m used to speaking Welsh at school.”*

Choosing English – *“English will be more useful for me outside Wales.”*

Not certain – *“Good teachers affect my choice.”*

5. Do you speak about the Welsh language or about the language in general at school?

“The teachers say we should speak Welsh.” (at school services, in the corridor, in the classroom.)

“There are posters – but they don’t help much.”

“I think around 60% of this school speak Welsh. There is a high percentage that speaks English in every year.”

“They started a club called Clwb C which was really good. You had children who were good at speaking Welsh with others who were not as able. Like buddies so that people could practise. The sixth form was there too”.

“You have to change to speak English with them, they won’t change.”

“It’s sometimes difficult to speak Welsh with someone you’ve spoken with in English for ten years.”

6. Have you participated in the Welsh Language Charter activities?

Had no knowledge of the Welsh Language Charter.

Ysgol Friars

Date	School	Number	Language
6.7.15	Ysgol Friars	5 from year 9 5 from year 10	2 from W/E homes 8 from monolingual E homes

Years 9 and 10 Group (Friars)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - bilingual
- Teachers – bilingual (Not many able to speak Welsh)
- Office staff - English
- Cooks – English
- Support staff - mainly in English
- There are some specific teachers who appear to make a special effort to promote the use of the Welsh language and use much more Welsh than everyone else. Approximately three of them at the school.

What is happening in the school and in what language?

- School services – English mainly (The responsible teacher does not speak Welsh)
- Lessons – English mainly
- Break time - English
- Lunch time - English
- Welsh Bac – Welsh
- *Tocyn iaith* – Welsh
- There is a lot of Welsh in some lessons e.g. history and music (this depends on the teachers)
- School Eisteddfod – Welsh.

“I don’t like following lessons in Welsh because my English is better. It makes it a Welsh exercise if we do it in Welsh, not the subject.”

“I feel that we are losing our Welsh as we don’t speak it with our friends or in lessons. It doesn’t give you any practice. It’s pushed, it does not happen naturally.”

“I think it’s important to teach the lessons in English because at Friars, English is mostly people’s first language. It is important for us to understand what the teachers are saying.”

“First language people go to Tryfan”.

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 10/10 are generally better at speaking English
- 10/10 are better at doing school work in English
- 10/10 are better at speaking English at home
- 10/10 are better at speaking English socially

"I play netball for Eryri, I speak Welsh with them."

3. What are the good points / not so good points of speaking two languages?

- New friends
- More clever
- Something that's different from other people
- CV
- Good for our tradition in Wales
- Easier to learn another language
- History of Wales
- Keeping the language alive
- More work available after leaving education
- *"You can get a better job in Wales if you are bilingual."*
- *"It's easier to learn a new language if your brain is used to switching between two languages."*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 1/10 would choose to study in both languages
- 9/10 would choose to study in English

"It's easier because we speak English at home. I know more English words."

"But if you had lessons through the medium of Welsh, your Welsh would improve! If you start with both languages half and half in Year 7 it will be fine. You will be able to do both the same."

"It's difficult for me as the one person in my family who is able to speak Welsh."

5. Do you speak about the Welsh language or about the language in general at school?

- People come into French lessons etc.
- Visitors come to the hall to speak with us. People from the Council and things – "It doesn't work and it's boring. *It feels pushed.*"
- *"I wouldn't learn it if I didn't already have it – it's too difficult."*

6. Have you participated in the Welsh Language Charter activities?

No.

Ysgol Cefn Coch

Date	School	Number	Language
19.6.15	Ysgol Cefn Coch	6 from year 2 5 from year 6	2 from W speaking homes 7 from W/E homes 2 from E homes

Year 2 Group (Cefn Coch)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Pupils - Welsh every time
- Teachers – Welsh every time (but English lessons at the end of every afternoon)
- Assistants and support staff – Welsh
- Head teacher - Welsh
- Caretaker – Welsh
- Dinner ladies - Welsh

What is happening in the school and in what language?

- Registration - Welsh
- School service - Welsh
- Radio - Welsh
- Break time – Welsh
- Lunchtime - Welsh
- School Council - Welsh
- Silver/Gold Time – Welsh
- Sports – Welsh
- Breakfast Club – Welsh
- Trips – Welsh

The Language of Lessons

- The teacher always speaks Welsh with the class in Mathematics lessons
 - The teacher speaks Welsh with the class in lessons in general
 - The teacher always speaks Welsh with individuals in Mathematics and other lessons.
 - The pupils always speak Welsh with the teacher.
 - The pupils always speak Welsh with each other.
-
- Textbooks and work-sheets are always in Welsh
 - The homework is reading – one Welsh language book / one English language book for everyone.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/6 feel that their Welsh/English skills are equal in general
- 1/6 feels that she is generally better at speaking English
- 1/6 feel that she is generally better at speaking Welsh
- 6/6 feel they are better at doing school work in Welsh
- 4/6 feel their skills in speaking Welsh/English at home are equal
- 1/6 is better at speaking English at home
- 1/6 is better at speaking Welsh at home
- 6/6 note that their social language skills are equal

“Apart from football – because no one speaks English in our club!”

3. What are the good points / not so good points of speaking two languages?

- Able to understand everyone
- I like to speak Welsh because it's easier

“I like to speak Welsh because it's easy isn't it?”

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 6/6 chose Welsh because they understand it better.

“Welsh really because we don't speak English much.”

5. Do you speak about the Welsh language or about the language in general at school?

Have not discussed the Welsh language at school.

6. Have you participated in the Welsh Language Charter activities?

“If you have spoken a little Welsh, you climb further up the mountain.”

- When they do well the pupils feel pleased and happy. *“Because we've reached the top.”*

Year 6 Group (Cefn Coch)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Assistants and lunchtime staff – Welsh
- Head teacher - Welsh
- Teachers - Welsh
- Caretaker – Welsh
- Pupils - Welsh
- Visitors e.g. police officer - Welsh
- Secretary - Welsh
- Governors - Welsh
- School Council (consider this important!) - Welsh
- Ambassadors (children) - Welsh
- Students - Welsh

But the children from the *caban iaith* (language unit on the campus) receive some English

“Older children who come from elsewhere go straight to the language unit and then they come to us the next term fluent in Welsh. The only time you get with newcomers is if they are in year 1 or lower.”

What is happening in the school and in what language?

- School service - Welsh
- Radio - Welsh
- Welsh/English lessons – bilingual
- After school Clubs - Welsh
- Rugby and football – Welsh but many English words used. *“because we watch it on TV and we know a lot in English...such as hand ball but we speak Welsh in the middle.*
- Reading time – Welsh language and English language books
- Tag rugby / Football / Netball *“What happens on the yard is ... you hear more English words in the middle of Welsh. But it’s Welsh just the same.”*

The Language of Lessons

- The teacher speaks Welsh with the class in Science, Mathematics and general lessons.
- The teacher speaks Welsh with individuals in Science, Mathematics and general lessons.
- The pupils speak Welsh with the teacher in Science, Mathematics and general lessons.
- The pupils speak Welsh with each other in Science, Mathematics and general lessons.

- Textbooks and work sheets are bilingual in Science, Mathematics and general lessons. Depends on the source of the work.
- Information from the web and use of the web in English in Science, Mathematics and general lessons.
- Home work sheets are usually bilingual in mathematics and they're Welsh in general. *"Sometimes there is some help for people who have English speaking parents."*
- The pupils complete their homework in Welsh for Mathematics lessons and other lessons.
- Group discussions are in Welsh in Science, Mathematics and general lessons.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/5 is better at speaking Welsh generally
- 1/5 is generally better at speaking English
- 3 with equal skills in general
- 5/5 are better at doing their school work in Welsh
- 4/5 are better at speaking Welsh at home
- 1/5 has equal skills in both languages at home
- 4/5 are better at speaking Welsh socially
- 1/5 feels that their social language skills are equal

"If we are outside school there are no rules – we just speak the language that comes out of our mouths. At school we mostly speak Welsh because that is what we have learnt we are supposed to speak at school. And I'm happy with this."

"At home if I'm watching You Tube or something, I listen to it in English. So if I turn to my brother immediately afterwards, sometimes I speak English."

"Sometimes if I watch an English language programme I'll go to the kitchen and speak English with mam." But she replies in Welsh."

"If you hear something in one language it is always easier to repeat in the same language rather than translate it. But if it's coming out of my mouth – it's going to be Welsh."

3. What are the good points / not so good points of speaking two languages?

- Able to communicate well
- Help to save a dying language
- Easier to get a job
- Easier to understand and answer
- Must speak English in the real world
- Part of our identity. *"It makes us feel that we are part of the country - so if we are English and can't speak Welsh we don't feel part of things."*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 5/5 choose to have a Welsh medium school. *“We are more fluent at speaking Welsh. So it’s easier to do it in Welsh. If we had been brought up in English, we would prefer to speak English. We have been brought up speaking Welsh and so we like to speak Welsh.”*
- *“I would say that Welsh is easier in any case. It’s phonetic.”*
- *“I don’t like writing English but I enjoy speaking English.”*

5. Do you speak about the Welsh language or about the language in general at school?

- *“Not in school, but I’ve seen leaflets in the shops telling you to start every conversation in Welsh.”*
“It angers me in this area when I see signs and things in English only. The Welsh language should be on top. And you can tell when they’ve used Google translate.”

6. Have you participated in the Welsh Language Charter activities?

- Complete a questionnaire once a year.
- *“It tries to make sure that we speak Welsh.”*
- *“Try to develop us by doing work.”*
- The Welsh Language Charter appears like a mountain on the wall that shows how far you’ve reached.
- Feel that it’s a good method because if you want to do well you compete with your friends
- Feel that it helps those who are not completely confident/fluent.
- *“It’s not useful for those like us who speak Welsh all of the time.”*

Ysgol Tan y Castell

Date	School	Number	Language
19.6.15	Ysgol Tan y Castell	9 from year 6	5 from monolingual W homes 1 from a monolingual E home 3 from W/E home

Year 6 Group (Tan y Castell)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

The children feel that they are divided into two obvious cohorts. The boys tend to speak English and the females speak Welsh. This affects the answers somewhat. Two newcomers amongst the boys who were obviously received everything in English. Nevertheless, they were able to contribute to this conversation in fluent Welsh. There was quite a lot of arguing and it was obvious that both groups were using languages in different ways.

- Teachers - Welsh
- Assistant - Welsh
- Head teacher - Welsh
- Cook - Welsh/English
- Break time helper – Welsh
- Cleaner - Welsh/English
- Music teacher - Welsh/English
- Children - Welsh/English (specific cohorts)
- School Council – Welsh / English
- Bydi buarth (school yard buddy) – Welsh/English
- Young children – Welsh
-

What is happening in the school and in what language?

- Breakfast Club – Welsh
- Break time - mainly in English
- Registration - Welsh
- Reading - Welsh/English (one of each)
- School service - Welsh
- Break time – Mainly in English "*Even the children who come from Welsh-speaking homes. But only the young children*"
- Lessons – mainly in Welsh (explanation in English)
- Lunchtime – Welsh/ English
- The Urdd Club – Welsh all of the time (children who like to speak Welsh choose to attend)
- Gold time - Welsh/ English (the pupil's choice)

The Language of Lessons

- The teacher speaks Welsh with the class in Science, Mathematics and other lessons.
- The teacher speaks in both languages with the individuals in Science, Mathematics and other lessons.
- The pupils speak Welsh with the teacher in Science / Mathematics and other lessons.
- The pupils speak with each other in both languages in Science, Mathematics and other lessons (depending on the cohort).
- Textbooks and work sheets are in Welsh in Science, Mathematics and other lessons.
- All uses of the web are through the medium of English in every subject.
- Homework sheets are bilingual and homework is completed in both languages in terms of Mathematics and other lessons.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/9 are generally better at speaking English
- 2/9 feel their skills are equal in general
- 3/9 are better at doing their school work in Welsh
- 6/9 have equal skills when doing their school work
- 3 are better at doing their school work in Welsh
- 4/9 are better at speaking English at home
- 5/9 are better at speaking Welsh at home
- 9/9 are equal at both languages socially.

3. What are the good points / not so good points of speaking two languages?

- *"You are able to make twice as many friends."*
- *"If you're trying for a job" - (mam has mentioned)*
- Understand people
- Keep the language going
- Part of you.

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 3 would choose Welsh
- 6 would choose to do their work in both languages
- *"We've grown up with it, we don't want it to go. If people were to tell me that I must speak English, I would still speak Welsh."*

5. Do you speak about the Welsh language or about the language in general at school?

- Discussion in the school council on how we can improve the language. This is why the school yard buddies exist in order for year 6 to talk to the younger children.

- Getting told off for speaking English but no punishment.
- The girls wish to see more Welsh but the boys think “No, it’s okay”.
- *“The language centre has changed everything. I can speak Welsh.”* Did not have difficulty in returning to main stream.

6. Have you participated in the Language Charter activities?

- Aware of the mountain. *“But it’s the teachers who decide how you’re doing”*
- They knew where they were in terms of climbing the mountain.

Ysgol Ardudwy

Date	School	Number	Language
19.6.15	Ysgol Ardudwy	3 from year 7 5 from year 9 2 from year 8 10 from year 10	14 home from monolingual W homes 3 from W/E homes 3 from E homes

Years 7,8 and 9 Group (Ardudwy)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Children on the school yard – bilingual (depending on the circle of friends)
- Teachers - Welsh
- Visitors – bilingual (but usually Welsh)
- Members of the School Council - Welsh
- Ancillary staff - bilingual
-

What is happening in the school and in what language?

- Lessons - Welsh
- School service - Welsh
- The baccalaureate - Welsh
- Spelling club (language improvement) - English (for children who find English difficult)
- Home work can be done in both languages (the pupil's choice – if he/she has received permission)
- Posters and everything that's visual - bilingual
- Orchestra - Welsh
- Homework club – Welsh

“There is a lot of English outside the classroom. Some choose Welsh. But there's more English. If one speaks English, everyone changes.”

“Everyone can speak Welsh, but for people who speak English at home, it's just easier to speak English.”

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 8/10 are generally better at speaking English
- 2/10 are generally better at speaking Welsh
- 6/10 are better at doing their school work in Welsh
- 4/10 have equal skills when doing their school work
- 8/10 are better at speaking Welsh at home

- 2/10 are better at speaking English at home
- 5/10 are better in Welsh socially
- 3/10 are equal at both languages socially
- 2/10 are better at speaking English socially

3. What are the good points / not so good points of speaking two languages?

- Easier to learn a third or fourth language
- Able to speak with more people
- Easier to get a job
- Know how to do your work and follow instructions
- A secret language when you're abroad.
- More interesting for when you meet people
- It's an additional skill
- It opens doors and gives you the choice

4. If you had the choice, would you choose to do your school work in Welsh/English?

Did not ask the question in this school (at the head teacher's request).

5. Do you speak about the Welsh language or about the language in general at school?

- Receive a presentation on the language at school service from time to time
- Teachers 'like' to give reminders, but don't have much luck.

6. Have you participated in the Welsh Language Charter activities?

No.

Year 10 Group (Ardudwy)

1. What happens here in terms of the use made of Welsh and English and other languages?

Who is in the school and what language do they speak?

- Pupils – English mainly but some Welsh-speaking groups -
- Caretaker – bilingual (able to speak Welsh but depends on the pupil's home language)
- Kitchen staff - English
- Teachers - Welsh
- Head teacher - Welsh
- Assistants – bilingual (depending on who they're helping)

What is happening in the school and in what language?

- School service - Welsh
- Lessons - Welsh
- Moodle - Welsh
- School Eisteddfod – Welsh
- Break time - mainly in English
- Lunch time - mainly in English

Lessons table - see Appendix 3.

“When I wanted to do my work in English the school refused me.”

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/10 feels that his/her talking skills are equal generally
- 2/10 are generally better at speaking English
- 7/10 are generally better at speaking Welsh
- 7/10 feel that both languages are equal when doing their school work
- 3/10 are better at doing their school work in Welsh
- 1/10 is better at speaking English at home
- 8/10 are better at speaking Welsh at home
- 1/10 is equal in both languages at home
- 3/10 are better at English socially
- 1/10 is better at Welsh socially
- 6/10 are equal at both languages socially.

3. What are the good points / not so good points of speaking two languages?

- Helps to get a job
- Makes us unique
- Identity - the feeling of belonging

4. If you had the choice, would you choose to do your school work in Welsh/English?

Did not ask the question in this school (at the head teacher's request).

5. Do you speak about the Welsh language or about the language in general at school?

- *“Teachers complain and shout at us to speak Welsh”*
- Arguments amongst circles of friends (this is healthier in the pupils' opinion)
- Do not like to have school service about using the language. Feel that the school was condescending towards them.

6. Have you participated in the Language Charter activities?

No.

Ysgol Nefyn

Date	School	Number	Language
25.6.15	Ysgol Nefyn	5 from year 2	1 from a monolingual E home 4 from monolingual W homes
		5 from year 6	1 from monolingual E home 1 from a W/E home 3 from monolingual W homes

Year 2 Group (Nefyn)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher
- Teachers
- Assistants (aunties)
- 'Open the Book' people
- Deputy
- Dinner ladies
- Caretaker

"I never speak English with the teachers otherwise I'd be told off."

All staff in this school can speak Welsh. The pupils unconditionally speak Welsh with all members of staff.

What is happening in the school and in what language?

- Playtime – Welsh (sometimes there are English games as they mimic TV programmes)
- Breakfast Club – Welsh
- Cooking – Welsh
- Gold Time – Welsh
- Urdd – Welsh
- Gold Time – Welsh
- Physical education – Welsh
- Reward cards – Welsh
- Reading Time – Welsh
- School service - Welsh
- Mountain chart – Welsh
- Snack – Welsh

The Language of Lessons

Every lesson and every involvement with others happens in Welsh within the classroom environment. An addition placed at the bottom of homework in English to support parents to support their children.

Everything to do with the internet happens in English.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/5 are better at speaking Welsh generally
- 1/5 feels that he has equal skills in general
- 3/5 feels they have equal skills when doing their school work
- 1/5 feels better at doing his school work in Welsh
- 1/5 feels he was better at doing his school work in English (in his opinion because he is widely read)
- Everyone felt they are equal at home. (This is strikingly odd, considering the linguistic background of the group). By further questioning, it became apparent that the children imitated characters from Frozen for example, and this strongly influenced the language of play at home.
- The same as above socially. Using English to 'act' and imitate.
"Games such as going on holiday. Pretending to be on holiday. Or talking with myself or with the dolls. They speak English I've seen then on the television Elsa and Anna."

3. What are the good points / not so good points of speaking two languages?

- It's cool
- Understanding people from other countries
- It's nice to speak with friends from other countries too
- Teaching other people to speak Welsh

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 2/5 chose to do their school work through the medium of Welsh
- 3/5 chose to do their school work bilingually

5. Do you speak about the Welsh language or about the language in general at school?

Not aware

6. Have you participated in the Welsh Language Charter activities?

A plan called the Mountain Charter – a process of getting photographs of individuals on the picture. The teacher awards those who speak Welsh by moving them up the mountain.

Year 6 Group (Nefyn)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - Welsh
- Teachers - Welsh
- Cook - Welsh
- Welsh Unit – Welsh
- Caretaker – Welsh
- Classroom assistant – Welsh
- Pupils – Welsh nearly all the time (except with new people in the school)

What is happening in the school and in what language?

- Registration - Welsh
- School service - Welsh
- Lessons - Welsh
- Sports – Welsh
- Knitting/football/cricket Clubs - Welsh
- Breakfast Club – Welsh
- Lunch time and breaks – a bit of English because some can't speak Welsh. The Welsh crew feel for them and turn to English.

"We have a play time agreement when we look after the small children This has to be in Welsh. If we don't do it, then they won't."

"I sometimes speak English lunch time because people on my table speak English. They speak English at home."

The Language of Lessons

- Everything in Welsh except for homework.
- Information from the internet is always in English. But it's usually translated or the answers are given in Welsh.
- An explanation of Welsh homework is given to specific individuals.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/5 are better at speaking English socially
- 1/5 equal skills socially
- 1/5 with equal skills at doing school work
- 4/5 are better at doing their school work in Welsh
- 4/5 are better at speaking Welsh at home
- 1/5 are better at speaking English at home
- 2 with equal skills when socialising
- 3 better at socialising in Welsh

3. What are the good points / not so good points of speaking two languages?

- Able to understand everyone
- Assisting communication
- Being different
- *"We can choose which language to speak."*
- Teaching a language to other people – helping them
- Easier to learn another language
- *"It helps you communicate with everyone you wish to communicate with."*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- Everyone would choose to study through the medium of Welsh
- One thought that he would choose English in the secondary school. *"Because my teacher says that my writing in English is better. I read a lot of English."*

5. Do you speak about the Welsh language or about the language in general at school?

- Completed language questionnaires annually (for the council in Cardiff)
- School council is trying to develop playtime to assist children who can't speak Welsh.
- *"There is a questionnaire every term which asks us how important Welsh is to us. And how much Welsh we speak. It goes to the council in Cardiff".*
- *"I understand that this school is Welsh and it's important in this area. So, I've learnt Welsh properly".*
- *"It's a Welsh village in Wales. More and more people speak English and there is a need for places like Llangybi to make us learn to be together and to speak Welsh."*

6. Have you participated in the Welsh Language Charter activities?

- The picture of the mountain on the classroom wall.
- *"Every time someone speaks Welsh, we can move our ticket up the mountain. We did it for a year but now everyone has forgotten about it."*

Ysgol Sarn Bach

Date	School	Number	Language
25.6.15	Ysgol Sarn Bach	4 from year 2	2 from W/E homes 2 from monolingual E homes
		8 from year 6	1 from a monolingual W home 3 from monolingual E homes 3 from W/E home 1 from a W/Hebrew home

Year 2 Group Ysgol (Sarn Bach)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - Welsh
- Teachers - Welsh
- Supply Teachers - Welsh
- Assistants – Welsh
- Caretaker – Welsh
- Children – they don't speak Welsh all the time when playing. Also when we eat at lunchtime we speak English.

What is happening in the school and in what language?

- School Service - Welsh
- Fruit Time – Welsh
- Sports – Welsh
- Urdd – Welsh
- Lunch – Welsh mainly but some English
- Playtime – Welsh mainly but some English
- Lessons - Welsh
- Gold Time – Welsh
- Reading - bilingual

"Year 6 children speak English all the time. But the small children speak Welsh."

The Language of Lessons

- Everything in Welsh in this school.
- Help is available for homework – i.e. there are guidelines for parents
- No use of the internet in this school.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 2/4 are better at speaking Welsh generally
- 2/4 are better at speaking English generally
- 4 are better at doing their school work in Welsh
- 2 are better at speaking Welsh at home
- 1 is better at speaking English at home
- 1 speaks both languages equally at home
- 2 are better at socialising in Welsh
- 2 are equal in both languages socially.

3. What are the good points / not so good points of speaking two languages?

Don't know

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 2 chose to study in Welsh
- 2 chose to study in English

5. Do you speak about the Welsh language or about the language in general at school?

"The teachers always tell us to speak Welsh."

6. Have you participated in the Welsh Language Charter activities?

We've had a questionnaire about Welsh and English – I don't know for whom or for what purpose.

Year 6 Group (Sarn Bach)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Teachers - Welsh
- Assistants – everyone can speak Welsh but sometimes they help in English if some find Welsh difficult
- Cleaner - Welsh
- Lunchtime staff - Welsh
- Head teacher - Welsh
- Visitors – bilingual (depending on the activity)

What is happening in the school and in what language?

- Lessons - Welsh
- Lunch time – more English but some speak Welsh
- Athletics - Welsh
- Reading time - bilingual (personal choice)
- School service - Welsh
- Star of the week – Welsh
- Physical exercise – Welsh
- Trips – Welsh
- Playing football – Welsh but many English words are used. *“We shout things such as ‘Free-kick’”.*
- *“We speak English with each other sometimes. But there is more Welsh I would say. It depends with whom I am speaking.”*

The Language of Lessons

- Everything in Welsh in every subject here.
- Additional support with homework
- Internet use in English.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/8 are better at speaking Welsh generally
- 5/8 are generally better at speaking English
- 2/8 are equal in both languages socially
- 1/8 are better at doing their school work in Welsh
- 5/8 are better at doing their school work in English
- 2/8 have equal skills in both languages in school
- 5/8 are better at speaking English at home
- 2/8 have equal skills in both languages at home
- 1/8 is better at speaking Welsh at home
- 8/8 are better at speaking English socially

3. What are the good points / not so good points of speaking two languages?

- Easier to learn another language
- Helps us to be clever
- Having different friends
- Able to speak with everyone
- Feeling safe

"I don't know I haven't thought much about it, I do it without thinking."

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 6/8 would choose English
- 2/8 would choose Welsh

5. Do you speak about the Welsh language or about the language in general at school?

- *"We talk about the Welsh Language Charter. We went to get a silver award. It means how much Welsh you speak at school. You have to speak loads to get a gold."*
- *"It's important to keep the language alive. Not many people speak Welsh. People come here and change the language rather than us changing them."*
- Discussion in the school council also – how to improve. Playtime campaign and creating new ideas. Skipping and singing etc. in Welsh. Nobody liked that – a feeling that they are forced to play in a prescriptive way.

6. Have you participated in the Welsh Language Charter activities?

As above.

Ysgol Botwnnog

Dyddiad	Ysgol	Nifer	Iaith
7.7.15	Ysgol Botwnnog	5 from year 9 5 from year 10	2 from a W/E home 6 home from W homes 2 home from E homes

Years 9 and 10 Groups (Ysgol Botwnnog)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Teachers – everyone speaks Welsh except for the English department
- Dinner ladies – Welsh (refuse to speak English)
- Caretaker – Welsh
- Technician - Welsh
- Nurse – Welsh
- Head teacher - Welsh
- Pupils – having one English individual tends to change the language of the others. But everyone can speak Welsh. The majority are Welsh.

What is happening in the school and in what language?

- Lessons - Welsh
- Registration - Welsh
- Library – Welsh
- Break time - Welsh
- Lunchtime - Welsh
- Posters – Welsh
- Digital Screen – Welsh
- Workshops (one or two have been in English from external providers)
- School Website – Welsh.

All the above happens in Welsh and all the visual elements, e.g. posters, website are bilingual.

There is additional support for newcomers to receive English medium work packages. But they submit their work in Welsh.

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 2/10 are better at speaking English
- 6/10 are better at speaking Welsh
- 2/10 feel that they have equal skills in both languages
- 6/10 are better at doing their school work in Welsh
- 2/10 are better at doing their school work in English
- 2/10 are equal in both languages in school
- 6/10 are better in Welsh at home
- 3/10 are better in English at home
- 1/10 is equal in both languages at home
- 6/10 are better in Welsh socially
- 2/10 are better in English socially
- 1/10 is equal in both languages socially.

3. What are the good points / not so good points of speaking two languages?

- Better job opportunities
- Able to translate
- Able to speak with more people
- Being a more interesting individual
- Opens doors and provides opportunities
- Building confidence

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 4 wanted to study in Welsh
- 1 wanted to study in English
- 5 want to study bilingually

"I want to do it half and half because although I like to speak Welsh, I find it easier to work in English."

5. Do you speak about the Welsh language or about the language in general at school?

"If you speak English at break time, the teachers question why you are doing that."

"There are posters around the place but they don't work. Nobody notices them!"

6. Have you participated in the Welsh Language Charter activities?

No.

Appendix 2: Focus Group Questions

1. What happens here in terms of the use made of Welsh and English and other languages?
2. Do you feel that you are better at speaking Welsh/English/Equal?
3. What are the good points / not so good points of speaking two languages?
4. If you had the choice, would you choose to do your school work in Welsh/English?
5. Do you speak about the Welsh language or about the language in general at school?
6. Have you participated in the Language Charter activities?

Table 5: Language used in lessons: Ysgol Tryfan, Yr. 9 Pupils (number = 5)

	Science		Mathematics		Other lessons		
Teacher with class	100%		100%		100%		
Teacher with individuals	100%		100%		40%	60%	
Pupils with teacher	100%		100%		40%	60%	
Pupils with each other	60%	40%	40%	60%	60%	40%	
Textbook / Work sheets	80%		20%	100%		80%	20%
Information from the internet	100%		100%		100%		
Using the internet	100%		100%		100%		
E-mail	N/A		N/A		N/A		
Intranet	100%		100%		100%		
Homework sheets	60%	40%	100%		80%	20%	
Completing homework	100%		100%		100%		

Key: Welsh (purple)

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 6: Language used in lessons: Ysgol Tryfan, Yr. 10 Pupils (number = 5)

	Science		Mathematics		Other lessons	
Teacher with class	100%		100%		100%	
Teacher with individuals	20%	80%	100%		100%	
Pupils with teacher	100%		100%		100%	
Pupils with each other	100%		100%		100%	
Textbook / Work sheets	100%		20%	80%	100%	
Information from the internet	100%		100%		100%	
Using the internet	20%	80%	100%		100%	
E-mail	60%	N/A	60%	N/A	60%	N/A
Intranet	N/A		N/A		100%	
Homework sheets	100%		100%		100%	

Key: **Welsh (purple)** **English (light blue)** **Bilingual (blue)** **N/A: Not applicable**

YMCHWILIAD CRAFFU ADDYSG GYMRAEG:TYSTIOLAETH GRWPIAU FFOCWS DISGYBLION

Table 7: Language used in lessons: Ysgol Botwnnog, Yr 9 Pupils (number = 4)

	Science		Mathematics		Other lessons	
Teacher with class	25%	75%	75%	25%	100%	
Teacher with individuals	100%		100%		50%	50%
Pupils with teacher	25%	75%	100%		100%	
Pupils with each other	100%		75%	25%	50%	50%
Textbook / Work sheets	100%		100%		50%	50%
Information from the internet	75%	25%	100%		25%	75%
Using the internet	100%		100%		75%	25%
E-mail	N/A		N/A		N/A	
Intranet	N/A		N/A		N/A	
Homework sheets	75%	25%	100%		75%	25%
Completing homework	75%	25%	100%		75%	25%

Key: **Welsh (purple)**

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 8: Language used in lessons: Yr 10 Pupils (number = 5)

	Science			Mathematics			Other lessons		
Teacher with class	80%		20%	100%			80%		20%
Teacher with individuals	60%		40%	100%			80%		20%
Pupils with teacher	80%		20%	100%			80%		20%
Pupils with each other	40%	60%		80%		20%	60%	20%	20%
Textbook / Work sheets	40%	60%		60%		40%	60%	40%	
Information from the internet	20%	40%	40%	80%		20%	100%		
Using the internet	80%		20%	100%			60%		40%
E-mail	N/A			N/A			N/A		
Intranet	N/A			N/A			N/A		
Homework sheets	60%		40%	100%			40%	60%	

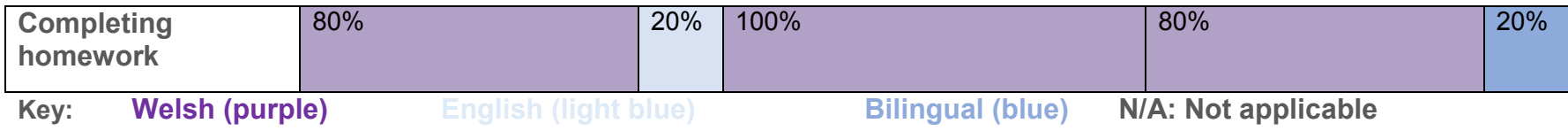


Table 9: Language used in lessons: Ysgol Ardudwy, Yr 7 Pupils (number = 3)

	Science		Mathematics	Other lessons
Teacher with class	100%		100%	100%
Teacher with individuals	100%		100%	100%
Pupils with teacher	100%		100%	100%
Pupils with each other	33.3%	66.6%	100%	100%
Textbook / Work sheets	100%		100%	100%
Information from the internet	100%		100%	100%
Using the internet	100%		100%	100%
E-mail	N/A		N/A	N/A
Intranet	100%		100%	100%
Homework sheets	100%		100%	100%
Completing homework	100%		100%	100%
Discussion Groups	100%		100%	100%

Oral Task	100%		100%		100%	
Reading	66.6%	33.3%	100%		66.6%	33.3%

Key: **Welsh (purple)** **English (light blue)** **Bilingual (blue)** **N/A: Not applicable**

Table 10: Language used in lessons: Ysgol Ardudwy, Yr 8 Pupils (number = 3)

	Science		Mathematics		Other lessons	
Teacher with class	100%		66.6%	33.3%	100%	
Teacher with individuals	100%		100%		100%	
Pupils with teacher	100%		33.3%	66.6%	100%	
Pupils with each other	100%		100%		100%	
Textbook / Work sheets	100%		100%		100%	
Information from the internet	100%		100%		100%	
Using the internet	100%		100%		100%	
E-mail	N/A		N/A		100%	
Intranet	100%		100%		100%	
Homework sheets	66.6%	33.3	33.3%	66.6%	33.3%	66.6%
Completing homework	33.3%	66.6%	33.3%	66.6%	33.3%	66.6%

Key: **Welsh (purple)**

English (light blue)

Bilingual (blue)

N/A: Not applicable

Page 253

Table 11: Language used in lessons: Ysgol Ardudwy, Yr 9 Pupils (number = 4)

	Science		Mathematics		Other lessons
Teacher with class	100%		100%		100%
Teacher with individuals	75%	25%	75%	25%	100%
Pupils with teacher	100%		100%		100%
Pupils with each other	100%		100%		100%
Textbook / Work sheets	100%		100%		100%
Information from the internet	100%		100%		100%
Using the internet	100%		100%		100%
E-mail	N/A		N/A		100%
Intranet	N/A		N/A		100%
Homework sheets	100%		100%		100%
Completing homework	100%		100%		100%
Discussion Groups	100%		100%		100%
Oral Task	100%		100%		100%

Key: **Welsh (purple)**

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 12: Language used in lessons: Ysgol Ardudwy, Yr. 9 Pupils (number = 10)

	Science		Mathematics		Other lessons			
Teacher with class	20%	80%	40%	60%	20%	80%		
Teacher with individuals	30%	70%	90%		70%	30%		
Pupils with teacher	30%	70%	30%	70%	50%	50%		
Pupils with each other	70%	30%	60%	40%	60%	30%		
Textbook / Work sheets	90%		80%	20%	80%	20%		
Information from the internet	30%	70%	30%	70%	60%	40%		
Using the internet	100%		100%		70%	30%		
E-mail	20%	40%	40%	20%	30%	50%	20%	80%
Intranet	40%	60%	40%	60%	40%	60%		
Homework sheets	60%	40%	60%	40%	60%	40%		
Completing homework	100%		100%		100%			

Page 255

Table 13: Language used in lessons: Ysgol Friars, Yr 9 and 10 Pupils (number = 10)

	Science	Mathematics		Other lessons
Teacher with class	100%	20%	80%	100%
Teacher with individuals	100%	60%	40%	100%
Pupils with teacher	100%	40%	60%	100%
Pupils with each other	100%	100%		100%
Textbook / Work sheets	100%	100%		100%
Information from the internet	100%	100%		100%
Using the internet	100%	100%		100%
E-mail	N/A	N/A		N/A
Intranet	100%	100%		100%
Homework sheets	90%	90%	90%	90%

Completing homework	100%	100%	100%
---------------------	------	------	------

Key: **Welsh (purple)** **English (light blue)** **Bilingual (blue)** **N/A: Not applicable**

Agenda Item 10

MEETING:	LANGUAGE COMMITTEE
DATE:	22 OCTOBER 2015
TITLE:	LANGUAGE COMPLAINTS
AUTHOR:	GWENLLIAN MAIR WILLIAMS LANGUAGE DEVELOPMENT OFFICER
PURPOSE OF REPORT	PRESENT THE MOST RECENT COMPLAINTS TO THE COMMITTEE

COMPLAINTS AGAINST THE LANGUAGE SCHEME

DATE	COMPLAINT	RESPONSE.
May 2015	Complaint regarding an English only out of office message from a Councillor (on email).	It was confirmed that members are not accountable to the Language Scheme in the same way as officers of the Council, but a discussion was held regarding the need to give clear guidance to members on the expectation that they will communicate bilingually.. The complaint was drawn to the attention of the Councillor, who apologised and confirmed it had been a mistake. A response was sent to the complainant and a reply was received accepting the explanation.

INFORMAL COMPLAINTS

DATE	COMPLAINT	RESPONSE.
July 2015	Complaint regarding English only materials being used as part of a Public event in Fairbourne (Coastline Management Plant)	It was confirmed that Welsh versions of the reports and posters in question were available in Welsh. A response was sent to the complainant, and the mater moved on to be a Freedom of Information case and is being dealt with by an Officer in the Freedom of Information department.

July 2015	A complaint was referred regarding the lack of Welsh materials on a website that schools are referred to by the Welsh Government for guidance specialist advice on matters relating to outdoor activities (OEAP website)	It seems this matter had already been flagged by the Education Department in late 2014. A new enquiry was sent to the Education and Skills Department of the Government asking if there was any possibility of translating the main guidance material. A response was received from the Government explaining the reasons for not translating the materials. The response was sent to the Council in English only.
------------------	--	--