

GWYNEDD WELSH IN EDUCATION STRATEGIC PLAN

PROGRESS REPORT 2017/18

OUTCOME	TARGET	ACTUAL	PROGRESS REPORT
OUTCOME 1 - MORE SEVEN YEAR OLD CHILDREN EDUCATED THROUGH THE MEDIUM OF WELSH			
<p>The percentage assessed in Welsh as First Language at the end of the Foundation Phase is 97.9% (Summer 2018).</p>	<p>99.1%</p>	<p>97.9%</p>	<ul style="list-style-type: none"> • The results of the Foundation Phase Indicator for this year show a national drop from previous years, and the main reason for this is the use made for the first time of new outcomes in language and mathematics from the FP Framework for assessment. This national drop in results is reflected in Gwynedd results. GwE anticipated this and has focused on improving the provision in the Nursery and Reception classes that will set a firm precedent to attain higher outcomes by the time pupils reach the end of the Key Stage. In light of the summer 2017 FP results, Gwynedd commissioned a report in order to identify the likely reasons for Outcome 5+ results being slightly lower than expected in Gwynedd. One of the main reasons for this, which shows strength in Gwynedd's Language Policy, is the fact that pupils who do not speak Welsh at home are assessed through the medium of Welsh in Year 2; this is reflected to a degree through the Welsh Language assessment this year where Gwynedd's result is slightly lower than the national percentage. In order to respond to this, the Education Department has commissioned a Language Centre teacher to draw up training on the methodology of language immersion for the Foundation Phase workforce, by targeting teachers initially. It is intended to begin holding the training in the spring term of 2019. • Every primary school in Gwynedd have been taught about the advantages of bilingualism, and the Education Department has produced leaflets to promote the advantages of bilingualism for primary schools as part of implementing the Welsh Language Charter. • The aim of the Language Centres is to provide an intensive Welsh language course for incomers to enable them to assimilate with the bilingual society and fully participate in

			<p>bilingual educational experiences. This provision is essential in assisting 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 sector centres in Caernarfon, Dolgellau, Llangybi and Penrhyndeudraeth, and one secondary sector centre in Porthmadog.</p>
<p>OUTCOME 2 - MORE LEARNERS CONTINUING TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM PRIMARY TO SECONDARY SCHOOL</p>			
<p>The percentage of pupils assessed in Welsh (First Language) is 83.4% (Summer 2018).</p>	<p>84.7%</p>	<p>83.4%</p>	<ul style="list-style-type: none"> • There is a difference in the number of children assessed in Welsh in Year 6 (97.9%) and then in Year 9 (83.4%). Nevertheless, the percentage that continues with Welsh as First Language and assessed at the end of KS3 is good. Nevertheless, the performance of Welsh on the expected level has fallen slightly this year, but it is still higher than the 2016 performance. In terms of the national comparison, Gwynedd's performance is slightly lower but the size of the local cohort must be taken into consideration. Performance at one level higher than the expected level has increased over a three-year period, and is higher than the national average. • The Authority's Language Policy places an emphasis on ensuring language progression from one key stage to the next. The Catchment Area Language Coordinator is central to this. The Language Coordinator is released for ten days a year to support schools in the catchment area to implement the Language Policy. They visit the secondary school annually to discuss matters involving progression at KS2 and KS3, including tracking individual pupils according to language cohort. Thus, a strong arrangement is in place to coordinate the linguistic progression from primary to secondary in the catchment area, thus ensuring that pupils who have gained level 3+ in Welsh at the end of KS2 continues with Welsh as First Language in Year 7, and receives a First Language Welsh assessment at the end of KS3.

OUTCOME 3 - MORE 14-16 YEAR OLD PUPILS STUDYING FOR QUALIFICATIONS THROUGH THE MEDIUM OF WELSH**OUTCOME 4 – MORE LEARNERS AGED 14-19 STUDYING SUBJECTS THROUGH THE MEDIUM OF WELSH IN SCHOOLS, COLLEGES AND WORK-BASED LEARNING**

<p>% of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh.</p>	81.2%	Data to follow	<p>Every pupil who has attained a firm Level 3+ at the end of KS2 is expected to pursue a Welsh Language Study Programme [First Language] in order to ensure appropriate progression and continuation. There is also a need to ensure that every pupil studies Welsh as a subject until the end of Y11 and sits appropriate external examinations and tests at the end of KS3 and KS4.</p>
<p>% of learners who register for GCSE Welsh (First Language) who registered for at least five other qualifications at level 1 or level 2 in Welsh.</p>	71.2%		<p>However, there is a desire to increase the percentage by influencing the practices at one school that contributes considerably to the number of pupils not assessed in Welsh as First Language at the end of the key stage. That school has created an Action Plan, which includes specific targets, deadlines, and evaluation criteria in response to the requirements of the Gwynedd Secondary Sector Language Strategy. Consequently, the school has committed to increasing the number of pupils who pursue the mother tongue track in KS3 and KS4, and who are educated in Welsh or bilingually.</p> <p>Promoting the development of bilingual education continues to be one of the 14-19 Network's strategic priorities and appropriate linguistic progression is ensured as a core part of the terms of reference of the Network's executive groups. Every 14-16 grant-funded course must be available bilingually.</p> <p>Five of the seven collaborative post-16 vocational courses provided by Coleg Menai for schools in the Arfon area are offered to learners as a bilingual provision. Many of the collaborative courses between schools are also provided in Welsh or bilingually.</p> <p>Bilingual interactive e-learning resources continue to be developed through the work of the 14-19 Network's e-learning team, funded through 14-19 grant funding. Use of these resources is promoted through the e-learning User Group, which includes representatives from every school and Further Education College across Gwynedd, Anglesey and North Wales and through an annual training programme. Through regional collaboration, bilingual training is provided on how to use these resources.</p>

			<p>Specific work was completed in 2015-16 through a specific Welsh Government grant in order to prepare interactive e-learning resources. The purpose was to promote use of the Welsh language in the workplace / post-16 studies in the Construction, Business, Hospitality, and Health and Care / Childcare sectors. The resources will be located on the Post-16 Consortium, FE Colleges, and HWB websites.</p> <p>The 16+ Learning Partnership's Transformation agenda steers the post-16 strategic planning work. One of the main work streams will identify the probable effect of the collaborative model on the Welsh language medium/bilingual provision. Attention is also given to identifying the main factors that influence post-16 learning medium.</p> <p>Another element of the Post-16 Consortium's work will be to identify opportunities in the economy where use of Welsh is essential for work.</p> <p>Gweriniaith and Bangor University commissioned work to gain a clear picture of the number of Welsh only courses, English only courses and bilingual courses that are run in the area where the Consortium operates. Where courses are stated as being bilingual, a detailed analysis was carried out on the percentage taught through the medium of Welsh. Every organisation has received a separate report and a county report has been shared with officers.</p> <p>The Education Department is also in the process of looking at the current provision and arrangements in the post-16 field across the county, including the Welsh/bilingual provision, with the intention of submitting a report to the Cabinet in 2018/19 in order to consider whether there is any case for change.</p>
OUTCOME 5 - MORE LEARNERS WITH HIGHER SKILLS IN WELSH			
5.	% of pupils at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh First Language. (Summer 2018).	77.2%	70.1%
			<ul style="list-style-type: none"> The Welsh Language Charter has now been main-streamed as part of the Council's core work. During 2017/18, every primary school in Gwynedd implemented the Welsh Language Charter as usual, receiving support and guidance as required by the catchment area's Language Co-ordinator. Every school completed the language web in September 2017, and then in the summer term of 2018 in order to be able to measure

<p>% of Foundation Phase pupils who gained a 5+ outcome for teacher assessments in Welsh (Level 2+/Outcome 5+) (Summer 2018).</p>		<p>83.4%</p>	<p>the increase in the use of the Welsh language within the educational year. Every school received support to draw up an action plan in response to the Welsh Language Charter and the language web data, and held a number of activities on an individual school level along with catchment area collaboration under the Language Charter's name.</p>
<p>% of KS2 pupils who gained Level 4 for teacher assessments in Welsh (Summer 2018).</p>		<p>90.8%</p>	<p>On 12 June 2018, a meeting was held where Mr Dyfrig Elis AEM gave a presentation on 'Inspecting the Welsh Language'. The purpose of the meeting was to raise awareness and share key information of Estyn's current expectations and requirements regarding the Welsh language.</p> <p>This invitation was open to Headteachers, staff members who had a responsibility for the Welsh language, Governors and elected members.</p>
<p>% of KS3 pupils who gained Level 5+ for teacher assessments in Welsh First Language (Summer 2018)</p>		<p>92.8%</p>	<ul style="list-style-type: none"> • The Secondary Sector Language Strategy has been included in the Council Plan as one of the Department's main projects. The vision for the project is a system of progressive and excellent secondary schools that promote the Welsh language in all aspects of their work. The purpose of the project is to ensure a robust follow-up to and build upon the Language Charter project that is operational in Gwynedd's primary schools.
<p>% of KS3 pupils who gained Level 5+ for teacher assessments in Welsh Second Language (Summer 2018)</p>		<p>91.9%</p>	<p>On 24 October 2017, the Secondary Sector Language Strategy was adopted by Gwynedd Council Cabinet. The aim of the Secondary Sector Language Strategy is to promote curricular and social use of Welsh among children and young people and to develop it as an effective medium for all aspects of a school's life and work.</p> <p>During 2017/18, a Gwynedd Secondary Sector Language Strategy Co-ordinator was appointed.</p> <p>During the year, a language web questionnaire was drawn up to measure the use of Welsh by secondary school pupils, and as a follow-up to the language web that has been implemented in primary schools. The language web was completed at secondary schools with Year 7 only in September 2017, and then with Year 7 and 8 in September 2018, with the pattern continuing until every secondary pupil completed the language web annually from 2021 onwards.</p> <p>During 2017/18, every school developed individual action plans in response to the Secondary Sector Language Strategy with support from the Co-ordinator, and these action plans are still operational.</p>

				<p>Also, a School Council or Language Council was established in every secondary school to discuss promoting the Welsh language and plan PCAI activities.</p> <p>Specific support was provided to the workforce of Ysgol Uwchradd Tywyn and Ysgol Friars (see the details in Outcome 7).</p>
OUTCOME 6 – WELSH-MEDIUM PROVISION FOR LEARNERS WITH ADDITIONAL LEARNING NEEDS (ALN)				
				<ul style="list-style-type: none"> • Every pupil with additional learning needs has access to Welsh medium services in Gwynedd. Welsh medium and bilingual provision and services are available for all types of ALN. • The new provision of ALN and Inclusion services jointly between Gwynedd and Anglesey came into force in September 2017, and the Welsh language was a core element of the provision. We will take steps to hold an annual audit of ALN and Inclusion services in order to address any gaps in the provision. • It was agreed that a common Additional Learning Needs and Inclusion Strategy would be adopted, which would address the needs of pupils and young people of Gwynedd and Anglesey in an effective and efficient manner. The aims and objectives of the whole range of services have been noted clearly in the Strategy. The need for a new Strategy became apparent following an analysis of the experiences of children and young people with additional learning needs. Monitoring, assessing demand, and planning around the needs of children and young people and their families is central to the new provision and we will continue to ensure access to fully bilingual services.
OUTCOME 7 - WORKFORCE PLANNING AND CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)				
				<ul style="list-style-type: none"> • During 2017/18, there was collaboration between the regional GwE consortia and Welsh Government to conduct a Language Skills Audit of the Education Workforce. Approximately 66% of Gwynedd schools have completed the Audit, and we will continue to target the remainder of the schools to complete the Audit during 2018/19. Detailed work has been completed to look at the findings of the Skills Audit, and to consider which linguistic training and support is required on the workforce of our schools, and we are collaborating with various providers to satisfy some needs. One

			<p>example is that the Council's Language Tutor will hold a Welsh language improvement course for 12 staff of one secondary school in 2018/19.</p> <ul style="list-style-type: none">• In light of financial support, a pilot scheme was implemented at Ysgol Friars in 2017/18 to support staff to develop their skills and confidence to use Welsh. The pilot scheme was responsible for providing the support of a part-time tutor at the school to provide intensive and practical support to a small number of staff regarding the Welsh language, with the aim of enabling them to teach through the medium of Welsh in due course. This pilot scheme will continue at Ysgol Friars, and current staff and more will be part of the scheme in 2018/19.• In light of financial support, a pilot scheme was implemented at Ysgol Uwchradd Tywyn in 2017/18. The original purpose of this pilot scheme was to provide a tutor to support staff with their skills and confidence in Welsh, whilst at the same time, commissioning Cwmni'r Frân Wen to take care of the pupils in activities that increased their awareness of the Welsh language. The buzz around this pilot scheme spread wider than the school and into the community. In light of this pilot scheme, the school received a Daily Post Award for the 'Best School in the Community' and also the 'Secondary School of the Year'. Bangor University's Education Department held a detailed evaluation of the schemes implemented at Ysgol Uwchradd Tywyn, and the conclusions of the report state: <i>"...the five teachers have certainly benefited over a very short period of time, and the result of their efforts seems to begin to be taking hold on the classroom floor. The ethos of increasing the use of Welsh is very strong within the school and out in the community, and the sense of joint-ownership of the challenge is obvious among school staff and local business owners. Including the community in their efforts is a key step, and a step that will certainly pay off before long. The challenge will be to ensure that the same enthusiasm is seized and cascaded amongst pupils (accepting that there will always be a few that are unwilling to undertake the challenge), and that this enthusiasm transforms into a voluntary and natural use of the language within their social networks."</i>
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