

MAIN SUCCESSES/HIGHLIGHTS

You should include no more than 5 of your main successes/highlights in this section.

OUTCOME 1:

The Authority's Language Policy places an emphasis on immersing 0-7 year old learners in the Welsh language, ensuring that they only receive a Welsh assessment at the end of the Foundation Phase. We are extremely proud that **98.5%** of learners in 2018-19 have been assessed in Welsh as a First Language at the end of the Foundation Phase, which is a 0.6% increase compared with 2017-18.

OUTCOME 2:

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 Coordinators are released by the Authority 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 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3. The fruits of the Catchment Area Language Coordinators' work can be seen in the fact that **84.5%** of Year 9 learners in 2018-19 have been assessed in Welsh (First Language), which is a 1.1% increase compared with 2017-18.

OUTCOME 5:

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn, Bala. As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd, and we take pride in the fact that **70.7%** of our learners at the end of Key Stage 4 have gained grades A*-C in GCSE Welsh First Language in 2018-19, which is a 0.6% increase compared with 2017-18 (70.1%).

WELSH LANGUAGE CHARTER: As a consequence of drawing up a self-evaluation and implementing the requirements of the Language Charter in 2018-19, and as a consequence of a detailed validation process, 41 schools achieved the requirements of the gold award, and 31 schools achieved the requirements of the silver award. Between Autumn 2018 and Summer 2019, an increase was also seen in the language web, which reinforces the positive actions of our primary schools in the field of informal use of Welsh, fostering positive attitudes, and promoting the Welsh language in the field of music, television and the web.

SECONDARY SECTOR LANGUAGE STRATEGY:

Every pupil in years 7 and 8 in the secondary schools completed the Language Web during the Autumn Term 2018. This developed upon the usual procedure whereby it was only completed with year 7. The results were shared with the schools, and used as a basis to their self-evaluations and action targets for the educational year. All schools applied for funding from the Language Practices Support Project (PCAI) to enable them to hold events at the school to promote the informal use of

Welsh, and a variety of activities were held. It was a privilege to see the fruits of the labour of school representatives who came together to create a video to promote the advantages of a bilingual education at Gwersyll yr Urdd, Glan-llyn and publicity materials were published to coincide with that. A Pilot Scheme was commenced jointly with Ysgol Bro Idris in order to look in more detail at how learners' attitudes towards the Language change as they transfer from Key Stage 2 to Key Stage 3. It will be interesting to see what findings will be made in order to steer the provision further in the secondary schools.

OUTCOME 6:

We take pride in the fact that we are able to provide the entire range of services to our most vulnerable learners through the medium of Welsh.

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, every pupil with additional learning needs (ALN) can access the services through the medium of Welsh in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

WHOLE SCHEME OVERVIEW

Red/Amber/Green

You should note your current target, your attainment this year and provide a self-evaluation of red/amber/green.

There is no target in Gwynedd's current WESP, but rather a vision and aim as outlined below:

Vision:

Our vision is to ensure that children and young people attain the highest standards in order to maintain the language, culture and economy locally.

Aim:

The Education Department's Language Policy sets an ambitious aim of ensuring that all pupils in the County have the appropriate linguistic skills in Welsh and English, in order to enable them to fully participate in the bilingual society of which they are part. This coincides well with the main aim of the Welsh in Education Strategic Plan, which is to ensure the development of Welsh as a subject and teaching medium from pre-school age onwards, and to promote the use our children and young people make of Welsh as a social language.

Here is our self-evaluation (red/amber/green) for every outcome:

OUTCOME 1:	More seven year old children educated through the medium of Welsh		
MEASURE:	% of learners assessed in Welsh as First Language at the end of the Foundation Phase		
TARGET:	99.2%	2018-19 PERFORMANCE	98.5%
Every child (apart from rare exceptions) are assessed in Welsh as a First Language at the end of the Foundation Phase. Although the performance is 0.7% lower than the target, the performance, considering that it includes the whole cohort, remains consistently good, and ensures that children are immersed in Welsh in accordance with the Language Policy.			

OUTCOME 2:	More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school.		
MEASURE:	% of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh		
TARGET:	86.2%	2018-19 PERFORMANCE	84.5%
<p>Although the performance is 1.7% lower than the target, the performance, considering that it includes the whole cohort, remains consistently good. There is some difference between the % of children assessed through the medium of Welsh in Year 6 (98.3%), and the % in Year 9 (84.5%), and we will continue to focus on the transfer period from primary to secondary in order to maintain / increase the % of Year 9 learners who are assessed in Welsh (First Language).</p>			

OUTCOME 3:	More 14-16 year old pupils studying for qualifications through the medium of Welsh.		
OUTCOME 4:	More students aged 14-19 studying subjects through the medium of Welsh in schools, colleges and through work-based learning.		
MEASURE:	% of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh		
TARGET:	86.2%	2018-19 PERFORMANCE	78.1%
MEASURE:	% 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.		
TARGET:	73.3%	2018-19 PERFORMANCE	64.2%
<p>The performance is below target for both measures, however, we have foreseen this, and in co-operation with every secondary school in Gwynedd, we have established a baseline of the language medium of the curriculum provision according to the 5 definitions of the provision for KS3, KS4 and KS5. As a result, from September 2019 onwards, we will agree on specific targets with each secondary school in order to increase:</p> <ul style="list-style-type: none"> • The Welsh medium provision across the curriculum in KS3, KS4 and KS5. • Number/% of learners who study a range of subjects through the medium of Welsh in: <ul style="list-style-type: none"> - KS3 - KS4 - KS5 			

OUTCOME 5:	More learners with higher skills in Welsh.		
MEASURE:	% of pupils at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh First Language.		
TARGET:	78.1%	2018-19 PERFORMANCE	70.7%
OBJECTIVE:	Increase the % of Foundation Phase pupils who gain a 5+ outcome for teacher assessments in Welsh (First Language) (Level 2+/Outcome 5+)		
PERFORMANCE:	78.8%		
OBJECTIVE:	Increase the % of KS2 pupils who reach Level 4+ for teacher assessments in Welsh.		
PERFORMANCE:	86.9%		
OBJECTIVE:	Increase the % of KS3 pupils who reach Level 5+ for teacher assessments in Welsh		

PERFORMANCE:	91.9%
<p>Although the performance is 7.4% lower than the target, the performance, considering that it includes the whole cohort, remains consistently good, and we will continue to focus on maintaining / increasing the % of learners who gain A*-C grades in First Language GCSE. Performance against the objectives in the Foundation Phase, KS2 and KS3 are also consistently good considering that it includes the whole cohort.</p>	

OUTCOME 6:	Welsh-medium Additional Learning Needs (ALN) provision.
<p>We take pride in the fact that we are able to provide the entire range of services to our most vulnerable learners through the medium of Welsh.</p> <p>As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, every pupil with additional learning needs (ALN) can access the services through the medium of Welsh in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.</p>	

OUTCOME 7:	Workforce planning and Continuous Professional Development (CPD)
<p>As a consequence of the Language Skills Audit undertaken with the workforce of our schools across the north Wales region in 2017-18, detailed work has been done to look at the Audit's findings, and consider what training and linguistic support is needed by our schools' workforce. In addition, specific schemes in order to develop the language skills of the workforce have been held at Ysgol Friars and Ysgol Uwchradd Tywyn.</p>	

KEY ANNUAL DATA

OUTCOME 1:

In 2018/19, **98.5%** of learners were assessed in Welsh as First Language at the end of the Foundation Phase.

OUTCOME 2:

In 2018/19, **84.5%** of Year 9 learners were assessed in Welsh (First Language).

OUTCOME 3 and OUTCOME 4:

In 2018-19, **78.1%** of learners registered for GCSE Welsh (First Language) also registered for at least to other qualifications in Welsh.

In 2018-19, **64.2%** of learners registered for GCSE Welsh (First Language) also registered for at least five other qualifications at level 1 or level 2 in Welsh.

OUTCOME 5:

In 2018/19, **70.7%** of learners at the end of Key Stage 4 achieved grades A*-C in GCSE Welsh First Language.

In 2018/19, **78.8%** of Foundation Phase learners gained a 5+ Outcome for teacher assessments in Welsh (Level 2+/Outcome 5)

In 2018/19, **86.9%** of KS2 pupils gained Level 4+ for teacher assessments in Welsh.

In 2018/19, **91.9%** of KS3 pupils gained Level 5+ for teacher assessments in Welsh First Language.

In 2018/19, **77.1%** of KS3 pupils gained Level 5+ for teacher assessments in Welsh Second Language.

ALIGNMENT WITH RELEVANT POLICY FIELDS

For example:

Child Care Sufficiency Assessments, 21st Century Schools and Colleges Programme.

Gwynedd's Welsh in Education Strategic Plan aligns with the following strategic documents and policy:

- Cymraeg 2050
- Council Plan
- Welsh Language Promotion Plan
- 21st Century Schools and Colleges Programme
- Welsh Language Charter
- Secondary Sector Language Strategy
- Child Care Sufficiency Assessment

OUTCOME LEVEL RISKS

You should elaborate on individual county matters that could impact your attainment per outcome.

OUTCOMES 1-4

One of the risks to achieving and maintaining the current levels of the above outcomes in the primary sector, but more so in the secondary, is the increasing challenge to the County's Language Policy from the direction of parents on a single school and Authority level.

All schools in Gwynedd are empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism.

Nevertheless, some catchment areas are experiencing difficulties in terms of convincing parents of the advantages of a Welsh and bilingual education.

OUTCOMES 1-4

Following a cut in the Education Improvement Grant that finances the Gwynedd Language Centres, in 2018-19 a consultation was held on an alternative staffing structure in order to maintain the Language Centres' service in the future.

On 2 April 2019, Gwynedd Council Cabinet resolved as follows:

- To remove the TLR allowance for teachers at every Language Centre, and incorporate the after-care as a part of the core provision of the Language Centres, thus abolishing the existing after-care post.
- To implement a pilot scheme of the staffing structure of a teacher and assistant, increasing the teacher: pupil ratio at one Language Centre for a one-year period, and for it to be closely monitored to identify whether it affects the quality of the education and the children's attainment.

- In order to buy time to consider the findings of the pilot, to approve bridging funding to address the continued deficit after implementing (ii) above, until the findings of the pilot are known.

As a result of the Cabinet's decision, from September 2019, the Education Department will implement a pilot scheme at Maesincla Language Centre with a staffing structure of a teacher and assistant, and to carry out research to measure the impact of the pilot on the linguistic progress of the children.

ASSURANCE / ACTIONS TO MITIGATE RISKS

For example;

L.A. looking at finance structures to ensure the continuation of the provision.

OUTCOMES 1-4

In order to mitigate some of the risks associated with the current challenges to the Gwynedd Language Policy, in 2019-20, we as an Authority will be proactive in providing specific support to some areas in response to the challenges from parents. We will also be distributing further material promoting the advantages of bilingualism to all Gwynedd secondary schools.

OUTCOMES 1-4

As a result of the Cabinet's decision, it is anticipated that any financial deficit in the Language Centres' budget as a result of the cut in the Education Improvement Grant for 2019-20, will be coped with, namely the period of implementing the pilot scheme at Maesincla Language Centre. The intention is to return to Cabinet to present the research findings after the implementation of the pilot scheme. There is currently no specific timetable for returning to Cabinet.

IMPLEMENTATION AND MONITORING

You should elaborate on your methods and internal processes of monitoring progress, as well as the monitoring work through the county education forum.

No County Education Forum currently exists in Gwynedd as an entity, therefore, the purpose of the Forum is achieved by means of the following structures:

Language Committee / Education and Economy Scrutiny Committee

We report annually on the implementation of our WESP to the Council's Language Committee every January, where we are challenged by members on attainment and discussions are held on the priorities for the coming period. If an issue is of concern to the elected members and is a field that should be scrutinised, they can refer it to the Education and Economy Scrutiny Committee.

21 Century Schools Programme

A Programme Board has been established to ensure progress and resolve barriers in the context of Band A and Band B projects in the 21C Programme, along with the Early Years field. Every reorganisation project has its own project board, and robust project management arrangements,

with considerations about the Welsh language and Linguistic Impact Assessments of any statutory reorganisation proposal included in those processes we implement to ensure the effective implementation of the 21C Schools Programme.

Catchment Area Language Coordinators

The Language Coordinators are released by the Authority 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 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3. The Language Coordinator is accountable to the Authority and reports on the tracking and follow-up to the Authority twice a year.

County Quality Board

Monthly meetings are held of the County Quality Board, chaired by the Head of Education Department, with the Authority and GwE's Education Officers in attendance to discuss schools that are of concern and to agree on the appropriate challenge and support for them to enable them to move in the right direction. At the County Quality Board, attention is also given to the results of the summer, to the Estyn inspection results of schools, and to the schools' categorisation process. If a situation arises where the results in the field of Welsh are of concern, or the results of Welsh on a single school level are of concern, the matter is referred for the attention of the County Quality Board.

Challenging Performance

We have Departmental business plans for the following:

- Welsh Language Charter
- Secondary Sector Language Strategy
- Language Centres

These business plans will be monitored each quarter in accordance with the Departmental performance management process.

To this end, performance challenging meetings are held with the Cabinet Member three times a year where we report on the above business plans, and projects included in the Council Plan, namely the projects of the 21C Programme, as well as the Secondary Sector Language Strategy. The content of these meetings will formulate the Performance Report of the Cabinet Member for Education that will be presented at the Cabinet meetings.

LOOKING AHEAD/MILESTONES

You should elaborate on any significant developments in mind for the following year.

GENERAL

In 2019/20 we will establish a Welsh Project Board chaired by the Head of Education Department, which will place a clear focus on:

- WESP
- Language Centres
- Welsh Language Charter
- Secondary Sector Language Strategy.

The Project Board will be responsible for considering the new regulations and drawing up a draft of the WESP for September 2021 to correspond with the requirements, consult on the new WESP, and establish a County Education Forum to lead on the WESP and the Welsh language field in general, from September 2021 onwards.

OUTCOME 1

We will provide training on the language immersion principles in the Foundation Phase for the workforce of our primary schools in order to reinforce our Language Policy, and aim to maintain and increase the percentage of learners who reach Outcome 5+ at the end of the Foundation Phase.

OUTCOMES 2-4

As a consequence of establishing a baseline, we will agree on specific targets with each primary school in order to increase:

- The Welsh medium provision across the curriculum in KS3, KS4 and KS5.
- Number/% of learners who study a range of subjects through the medium of Welsh in:
 - KS3
 - KS4
 - KS5

During 2018-19, desktop research has been carried out to look at the current post-16 provision across Gwynedd. The methodology selected included focus group discussions, questionnaires for parents and learners, along with interviews with headteachers, with the medium of the provision included as a part of the work's brief. This work of looking at the post-16 provision will continue in 2019-20, with the intention of reporting back to stakeholders on the findings of the research, which would then form the basis to the consideration of any further steps.

As a part of the schemes of the 21st Century Schools and Colleges Programme, approved by Welsh Government, any statutory proposal will be subject to a Linguistic Impact Assessment, despite the fact that the aim of the Language Policy is the same for all Gwynedd schools.

Here are the schemes for Band A and Band B of the Programme that is already operational in Gwynedd:

- Ysgol Godre'r Berwyn
- Ysgol y Garnedd, Bangor
- Ysgol y Faenol, Bangor
- Our Lady's School, Bangor
- Ysgol Treferthyr, Cricieth

Apart from Ysgol Godre'r Berwyn which has now opened in September 2019, all other schemes will remain operational in 2019-20.

OUTCOMES 5 and 7

From 2019-20 onwards we will implement a regional system of primary / secondary linguistic planning on a cluster level, and we will do so in two fields:

- Informal Use of Welsh
- Workforce Language Skills

Every cluster will be expected to draw up a Welsh Cluster Plan that will respond to their specific needs (primary and secondary) in terms of encouraging the informal use of Welsh through the work of the Language Charter and Secondary Sector Language Strategy, as well as identifying their priorities in terms of the development of the workforce's language skills. The Education Workforce Census will assist to that end, in particular in Gwynedd as we have been promoting the use of self-assessment of the Council's corporate language skills as a basis for the Census, therefore, every headteacher will have detailed information and data about his/her staff's language skills.

We have seen a small reduction in general across the key stages (FP, KS2 and KS3) for the % of learners who reach the higher outcomes for teacher assessments in Welsh. We will address this issue during 2019-20.

OUTCOME 6

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, monitoring, assessing the demand and planning around the needs of children, young people and their families, will be central to the provision and we will continue to ensure access to fully bilingual services.

SUMMARY OF OUTCOMES (maximum of 600 words)

You should include a brief summary of your progress under each outcome.

OUTCOME 1:

In 2017-18, new outcomes in Language and Mathematics from the Foundation Phase Framework were used for assessment for the first time. Despite progress being seen in the % of learners assessed in Welsh as a First Language at the end of the Foundation Phase, a reduction was seen in the % of Foundation Phase learners that reached Outcome 5+ for teacher assessments in Welsh (level 2+/Outcome 5). GwE anticipated this reduction, and focused on improving the provision in the Nursery and Reception classes that will set a firm foundation to attain higher outcomes by the time pupils reach the end of the Foundation Phase. The Authority will also provide training on immersion principles in the Foundation Phase.

Every school in Gwynedd is empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism.

OUTCOME 2:

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 Coordinators are released by the Authority 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 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3. The fruits of the Catchment Area Language Coordinators' work can be seen in the fact that **84.5%** of Year 9 learners in 2018-19 have been assessed in Welsh (First Language), which is a 1.1% increase compared with 2017-18.

OUTCOME 3 and OUTCOME 4:

The % of learners who registered for GCSE Welsh (First Language) registered for at least two other qualifications in Welsh, or registered for at least five other qualifications on level 1 or level 2 in Welsh is below the target. However, the Authority had foreseen this, and through the Secondary Language Strategy and in co-operation with every Secondary School in Gwynedd, we have established a baseline for the language medium of the curriculum provision according to the 5 definitions of the provision for KS3, KS4 and KS5. This will be a means for us to focus on increasing the provision, as well as the number of learners studying numerous subjects in Welsh in KS3, KS4 and KS5.

In collaboration with every secondary school in Gwynedd, a baseline was established of the medium of the curricular provision, in accordance with the five definitions of the provision for KS3, KS4 and KS5.

During 2018-19, desktop research has been carried out to look at the current post-16 provision across Gwynedd. The methodology selected included focus group discussions, questionnaires for parents and learners, along with interviews with headteachers, with the medium of the provision included as a part of the work's brief. This work of looking at the post-16 provision will continue in 2019-20, with the intention of reporting back to stakeholders on the findings of the research, which would then form the basis to the consideration of any further steps.

OUTCOME 5:

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn. As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd than in any other county in Wales, and we take pride in the fact that **70.7%** of our learners at the end of Key Stage 4 gained grades A*-C in GCSE Welsh First Language in 2018-19. .

Nevertheless, we have seen a small reduction in general across the other key stages (FP, KS2 and KS3) for the % of learners who reach the expected outcomes for teacher assessments in Welsh, and we will focus on maintaining / increasing these % in the next period.

OUTCOME 6: ADDITIONAL LEARNING NEEDS PROVISION

Every pupil with additional learning needs (ALN) has access to Welsh-medium services in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

OUTCOME 7: WORKFORCE PLANNING AND CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

As a consequence of the Skills Audit undertaken with the workforce of our schools across the north Wales region in 2017-18, detailed work has been done to look at the Audit's findings, and consider what training and linguistic support is needed by our schools' workforce. During 2018/19, the following training was held:

- Language Improvement: Ysgol Glan y Môr, Pwllheli
- Language Improvement: Ysgol Syr Hugh Owen, Caernarfon
- Continuation of pilot schemes to develop the language skills of the workforce at Ysgol Friars and Ysgol Uwchradd Tywyn.