

Appendix 1

Scrutiny Investigation Report Welsh-medium Education

Recommendations presented September 2015

Final Progress Report January 2017

Measureable Recommendations	Area	Responsibility	The possible measure / Outcome	Cabinet Member Assessment	Cabinet Member's Comments
<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>	<p>Policy</p>	<p>Education Department</p>	<p>A) The revised Policy Language in place.</p>		<p>Gwynedd Council Education Department Officers have jointly worked with an External Adviser to conduct a Study after receiving the 'Welsh Education Scrutiny Investigation' recommendations.</p> <p>The study mainly related to the second recommendation but the task of defining the linguistic nature of the county's secondary schools also incorporated an element of the first recommendation, namely what is meant by bilingual teaching and learning where that is implemented.</p> <p>It meant auditing relevant documentation by the Council and the Welsh Government, interviewing staff at the schools and focussing on any associated data and information.</p> <p>There will be an opportunity to</p>

Appendix 1

					discuss the Report's recommendations and conclusions during the Services Scrutiny Committee - see report by Alun Charles, External Adviser.
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.	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>		As above – see report by Alun Charles, External Adviser.

Appendix 1

			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).		Schools ensure that pupils develop proficiency skills in both Welsh and English. Through the Literacy and Numeracy Framework the schools report on their success - on subject outcomes and developing their skills across the subjects.
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.		Results and performance data is regularly monitored. Initial reports are presented to the Scrutiny Committee and Cabinet in the Autumn presenting early information to elected members on performance at the end of the key stages. In the report, the following questions

Appendix 1

					<p>are considered:</p> <ul style="list-style-type: none">• How does the Authority's performance compare with that of the previous year?• How does the Authority's performance compare with the targets set for the following year?• Is performance in the core subjects similar?• At which key stage is the performance at its best? In which aspects are improvements required?• Are there underperforming schools? <p>The main messages and main headings are outlined and these will be included in the specification between GwE and the Authority. The Education Department's annual report will be presented to the Scrutiny Committee in March where there will be a further opportunity to scrutinize performance.</p> <p>In addition, the Cabinet Member for Education regularly reports to the Cabinet on what has been achieved in the education field, including the performance measures.</p>
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Appendix 1

					<p>A new system has been established to monitor performance and quality at every level in Gwynedd schools through the County Quality Board (CQB). The CQB allows the Authority and GwE to obtain a full profile of the schools performance and quality, so as to target underperforming schools.</p> <p>Governing Bodies receive reports on the schools performance data, scrutinizing the outcomes.</p>
<p>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.</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 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</p>		<p>The Council supports the school to make further progress of use of Welsh cross-curricularly and across school life.</p> <p>A meeting was held with a delegation of teachers and the Ysgol Friars senior management team in October 2016. The purpose of the meeting was to share information on the Language Charter's requirements/principles. The strategies and activities that have had a positive impact on 'gwe iaith' data in the primary were explained. At the end of the meeting, agreement was reached on specific implementation measures.</p>

Appendix 1

			<p>Committee has programmed its work to monitor the situation on a regular basis.</p>		<p>A further meeting was held with the Manager and Development Officer of Menter Iaith Bangor in December 2016 and an action plan agreed on increasing social use of Welsh at the School.</p> <p>Language Practices Support Project - During 2016-17, the Welsh Government has awarded up to £1000 for every Welsh medium/bilingual secondary schools across North Wales to implement elements of the Project. The funding is expected to be used to implement the following;</p> <ul style="list-style-type: none">• activities that are developed and led by the school's senior pupils in order to try and change junior age-group pupils language practices in a social context.• Intensive work at some of the schools to influence use of language, including preparing whole school plans to address impact on language use.• Language psychology sessions to provide training and guidance to enable school representatives to hold sessions with pupils.
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Appendix 1

					<p>Initial discussions have already been held with the school. Every Secondary School in Gwynedd will provide a report for the Education Department on how they have implemented elements of the Project by the end of March 2017 .</p> <p>In addition, the language Co-ordinator's report confirms that the Welsh ethos is more apparent at Ysgol Friars this year. The school has established and continues to use strategies to promote Welsh such as:</p> <ul style="list-style-type: none">• Eisteddfod Ysgol Friars continues to go from strength to strength;• Maintain the work of the focus Group called 'Camau Bach Cymraeg', that this year Works on promoting the Welsh language outside the school;• "Language Tokens' system and these are shared amongst thoes pupils who make efforts with the language;• Hold a day, to further promote Welsh, during next term. <p>See also recommendation 9.9 contained in Report by Alun Charles that specifically refers to the Bangor</p>
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Appendix 1

					area.						
6. Ensure that the Governors of every school in Gwynedd receive training on the requirements of the Language Policy.	Training	Education Department	A) Every Governor has received training on the requirements of the Language Policy.		Training on the Language Policy requirements has been programmed for Summer Term 2017.						
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.		<p>A series of catchment-area meetings/training with a representative from every school were held during October, November and December 2016 to promote and understand Language Charter requirements. Through the Language Charter, it is ensured that every tier of the school community i.e. pupils, parents, governors, are accountable / active when promoting a healthy approach/increase social use of Welsh. The workforce has been equipped, transferring definite facts about the value of bilingualism and Language awareness.</p> <p>Dates below:</p> <table border="1"> <tr> <td>Y Berwyn Catchment-area</td> <td>10/11/2016</td> </tr> <tr> <td>Dyffryn Ogwen Catchment-area</td> <td>02/12/2016</td> </tr> <tr> <td>Dyffryn Nantlle</td> <td>28/11/2016</td> </tr> </table>	Y Berwyn Catchment-area	10/11/2016	Dyffryn Ogwen Catchment-area	02/12/2016	Dyffryn Nantlle	28/11/2016
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Appendix 1

					Catchment-area		
					Syr Hugh Owen catchment-area	16/11/2016	
					Botwnnog catchment-area	14/11/2016	
					Y Gader catchment-area	07/11/2016	
					Eifionydd catchment-area	11/11/2016	
					Y Moelwyn catchment-area	11/11/2016	
					Tywyn Catchment-area	08/11/2016	
					Ardudwy Catchment-area	07/11/2016	
					Tryfan/Friars Catchment-area	02/11/2016	
					Glan y Môr Catchment-area	08/11/2016	
					Brynrefail Catchment-area	14/11/2016	
					<p>This was done under the guidance of the language co-ordinators at a catchment-area level and the Language Charter co-ordinator. Guidance was given and clear expectations set for headteacher/schools workforce in their catchment-areas as to how to maintain the Charter gold award requirements. A lead document has</p>		

Appendix 1

					<p>been distributed noting all the activities that have had a positive impact on 'gwe iaith' data and the most successful practices when meeting the various requirements.</p> <p>The Education Department is holding discussions with Canolfan Bedwyr, Bangor University regarding the possibility of conducting training for assistants in Gwynedd schools between April and July 2018 - Sabbatical Scheme for Welsh Language. A representative from the University will attend the primary headteachers business meeting in the near future to share information about the course.</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. B) The Services Scrutiny Committee has scrutinised relevant data on a regular basis to ensure implementation of the (Education)</p>		<p>Wales Schools Standards and Organization Act (2013) became law in Wales on 4 March 2013. The Act places a statutory duty on local authorities to prepare and present Welsh in Education Strategic Plan (WESP) for the Welsh Government.</p> <p>These plans outline how LEA's intend to achieve Welsh Government objectives and targets outlined in the Welsh Medium Education Strategy. The Strategy is interpreted within the</p>

Appendix 1

			Language Policy.		<p>context of Gwynedd Council Language Policy and thus achieve the outcomes. The LEA will ensure that the main elements are reflected and receive due focus in the Strategic Plan.</p> <p>Any lack of action as regards Welsh and ensuring progression from one key stage to the next will be subject to the arrangements between the LEA and the schools and playgroups. In this regard, local elected members and Chair of Governors attention is drawn to any matters of concern that are relevant to lack of action on the contents of the Language Policy or the Welsh in Education Strategic Plan.</p> <p>The Department is currently establishing Area Offices for schools in the north east, north-west and south of the county led by a designated 'Area Education Officer' and the 'Business and Services Officers' will co-ordinate the support services and promote working in partnership at a local level.</p> <p>The Business and Services Officers will have a specific role in ensuring</p>
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Appendix 1

					that all schools in Gwynedd comply with the Policy, making the schools and Governors accountable for its implementation.
<p>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.</p>	Monitoring and accountability	Primary / Secondary Schools	<p>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.</p> <p>B) The progress reports have been discussed with the pupils and parents.</p>		See recommendation 3.
<p>10. Ensure robust linguistic progression between KS2, KS3, KS4 and KS5 by implementing consistent and appropriate monitoring methods which would</p>	Monitoring and accountability	Education Department / Primary / Secondary Schools	<p>A) The Council has ensured a robust procedure is in place for monitoring the linguistic progression and</p>		<p>Ensuring progression in Welsh as a subject, and as a learning medium, across the key stages, is a target that has been noted in the Welsh in Education Strategic Plan.</p> <p>An emphasis is placed in the</p>

Appendix 1

<p>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>also for the tracking of language medium across the curriculum by reporting regularly to the Services Scrutiny Committee.</p>		<p>Language Policy on ensuring language progression from one key stage to another. The post of Catchment-area Language Co-ordinator has a core role in this. The Language Co-ordinators are released for 10 days a year to support schools in th catchment-area to implement the Language Policy. Therefore, there is a robust system to co-ordinate and monitor the language progression from the primary to the secondary in the catchment-areas.</p> <p>The LEA also continues to work with the schools Welsh departments through the Secondary Language Co-ordinators forum as well as the Headteachers Strategic Group, focussing on this field.</p> <p>See also the report by Alun Charles, External Adviser.</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</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- 		<p>See recommendation 7.</p> <p>See report by Alun Charles, External Adviser.</p>

Appendix 1

<p>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>languageing skills</p>		
<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 	<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 		<p>The Primary Language Co-ordinators have received thorough training so that they are individuals who are qualified to provide guidance and support for the schools in their catchment-areas. They are in charge of the work of monitoring the Charter.</p> <p>There is a strong element of training through the accreditation visits and there is a great opportunity to share information and good practices between schools. A report is completed on every school's achievement and development against silver and gold award requirements annually.</p>

Appendix 1

<p>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>enable pupils to make greater use of the Welsh websites and online resources.</p>		<p>69 of the schools in Gwynedd met the Gold Standard requirements last year.</p> <p>Through holding a series of meetings with every headteacher in their catchment-areas, messages were shared and every school received clear guidance and guidelines on the criteria that need to be met to maintain gold award requirements and standards. Every school ensures that 'gwe iaith' data is up to date.</p> <p>11 schools across the three areas of Gwynedd have been identified as establishments that implement good practices when meeting Language Charter requirements. The schools identified represent a contrasting cross-section as regards their pupils language/cultural background, and the strategies vary as the schools achieve their vision and implementation programmes.</p> <p>The various strategies that are implemented and the documents/resources that are used to achieve the different objectives in the schools are shared through 'live template'. Every school in Gwynedd has access to the 'good practices' documents and the strategies that have had a positive</p>
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Appendix 1

					<p>impact on the 'gwe iaith' data.</p> <p>Following evidence gathering from the implementation of the Language Charter in Gwynedd schools, the information and examples of good practices in the reports have been gathered to prepare a 'lead document'. Through this document, a clear direction has been set for schools on the strategies and activities that have proved effective when increasing pupils social use of Welsh. This document has been distributed and discussed with every school during meetings held during October, November and December 2016.</p> <p>Increasing the use of technology through the medium of Welsh is a question in the 'gwe iaith'. The schools are fully aware of the requirement and there are several procedures in place to ensure that this progress occurs (this is observed in the action plan targets of a large number of schools). There is also now a refernce to useful websites under the section 'Language Charter' on several school websites. It is ensured that this has accountability through</p>
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Appendix 1

					<p>scrutinizing the re-reading of 'gwe iaith' data, on schools action programmes targets and through the annual validation visits.</p> <p>Through the Language Charter's new web-site, there will be a central bank of relevant information that will provide information sharing on relevant websites for Young people and parents and popular Welsh apps.</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>One of the projects in the Council's Strategic Plan is 'Young people using Welsh socially. The purpose of the project is to ensure firm progression to the Language Charter project that is implemented in Gwynedd primary schools.</p> <p>The target by the end of March 2017 is that a strategy will have been prepared and approved, that will set a clear plan to expand use of the gwe iaith and plan intervention on the basis of its findings.</p> <p>From January 2017, the Leader of the Secondary Language Centre will collaborate with the Education Department to prepare a strategy for the Secondary.</p>

Appendix 1

					<p>The Secondary Strategy will incorporate the recommendations of the report by Cwmni Trywydd, Language Practices Support Project, Welsh Government Strategy: a million Welsh speakers by 2050 and Welsh Government Framework to increase use of Welsh by children and young people. The Young people's role and voice will be key as well as youth services and key stakeholders. The Strategy will place clear expectations and guidance on the county's secondary schools on changing language practices techniques and the various ways of impacting pupils social language within and outside school.</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: i) the Language Policy ii) the Language Charter iii) the school's language practices and ensure their ownership of the policy.</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. B) Processes in place to ensure pupils' ownership of the policy.</p>		<p>The pupils are involved in the discussions on the Language Charter and language practices and it is ensured that pupils and parents have opportunities to understand and discuss the advantages of bilingualism, multi-lingualism cherishing the Welsh Language.</p> <p>The child has a strong voice in the process of promoting social use of Welsh e.g. school Council members implement ideas to influence the</p>

Appendix 1

<p>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.</p>			<p>C) Opportunities have been established for pupils to understand and discuss the benefits of bilingualism, multilingualism and embrace the Welsh language.</p>		<p>wider community to use the Welsh language.</p>
<p>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.</p>	<p>Student Grants</p>		<p>A) The Services Scrutiny Committee has lobbied the Welsh Government to provide a grant for the second degree.</p>		<p>A matter for the Scrutiny Committee.</p>
<p>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.</p>	<p>The benefits of bilingualism</p>		<p>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</p>		<p>In co-operation with the schools, we continue to promote to ensure that pupils and parents have opportunities to understand and discuss the benefits of bilingualism, multilingualism cherishing Welsh. The aim is to change aspects/maintain healthy aspects towards the language and the</p>

Appendix 1

			that all schools in the County are marketing those benefits on their websites, among parents and pupils.		advantages of bilingualism, with every school responsible for presenting a pamphlet that conveys the message of the value of speaking Welsh and the advantage of being fluently bilingual: 'Two languages ...twice the choice' . We will continue to try and inspire or children to make full use of Welsh in their everyday lives explaining the educational, social, cultural advantages and gaining employment and earning money.
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.		The school annually reports on their results and achievements.
18. To support pupils from non-Welsh homes to support the Welsh	The benefits of		A) The Council has established a programme of		An awareness/language psychology pack is being prepared and developed to ensure that the schools workforce

Appendix 1

<p>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.</p>	<p>bilingualism</p>		<p>language awareness sessions.</p> <p>B) The schools have a procedure in place to hold conversations with prospective pupils / parents.</p> <p>C) The Council has shared good practice with all the schools across the County.</p>		<p>understand their role and participation fully when implementing the County and the Welsh Government's vision to encourage and support young people to use Welsh.</p> <p>The language awareness resources pack and the language psychology training will equip the workforce on how to deal with various language situations. In addition, powerpoint presentations are shared with schools staff on how to transfer powerful messages on the value of bilingualism. The new resources pack and training will be trialled during February at two secondary schools.</p> <p>Language Charter Professional Learning Communities have been established to collaborate on projects to raise awareness and promote Welsh at a catchment-area level and good practices are shared.</p> <p>Activities are held that focus on raising the profile and value of Welsh in schools.</p> <p>Through the new Language Charter website, there will be a central bank of relevant information that will enable</p>
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Appendix 1

					information sharing and sharing good practices with the schools and key stakeholders.
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.		When advertising posts, the LEA states that post holders must be able to communicate in Welsh and English to a level appropriate for the post.
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.		The Language Centres continue to provide intensive courses in Welsh for migrants to enable them to integrate into the bilingual community and fully participate in bilingual educational experiences. This provision is core to assisting primary and secondary schools to implement the current Language Policy. The Education Department monitors the use of the Language Centres ensuring that the schools make full use of them. Between 2005 and October 2016, a total of 1628 primary pupils and 510 secondary pupils have benefitted from attending the language centres.

Appendix 1

					Quite a recent development is the appointment of an After Care Teacher for Gwynedd Primary Language Centres who teaches Welsh to groups of latecomers specifically involved in ensuring implementation of the after-care plan for pupils who have attended the Language Centres. This ensures that pupils have appropriate support and continuity on their return to the schools and also ensures the accountability of every school for implementing the after-care packs.
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.		On 14 October 2016, Popdy – the Bangor Language Centre was launched as a specific Centre to promote Welsh in the Bangor catchment area, in partnership with Menter Iaith Bangor, hunaniaith and Welsh Government contact has been made between the Manager & Development Officer, every primary school, the 2 secondary schools and Coleg Menai in the city to promote the Welsh language.
22. Ensure that good practices are shared between the Language	Language Centres	Language Centres / Primary /	A) The Council and the Language Centres share		Good practices are regularly shared between the Language Centres and the schools. The Language Centres

Appendix 1

<p>Centres and the schools.</p>		<p>Secondary Schools</p>	<p>good practice with all the schools on a regular basis.</p>		<p>provide an after care Service in partnership with the schools to ensure that pupils continue to make significant progress in Welsh, and thus share good practices. It is also intended to re-introduce the after care strategy at the primary schools business meetings so as to further promote the strategy. The schools also have opportunities to visit the Language Centres during the school year.</p> <p>In January 2017, a specific webiste for the Language Centres will be implemented. Through this new website, there will be a central bank of relevant information that will share information and good practices with the schools and key stakeholders.</p>
<p>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</p>	<p>Immersion education</p>	<p>Gwynedd Council / Welsh Government</p>	<p>A) The Council in conjunction with the Welsh Government has given full consideration to the establishment of immersion education provision at Ysgol Ardudwy (and</p>		<p>As regards the secondary, the Secondary Language Centre provides immersion education for Ysgol Ardudwy.</p> <p>The Secondary Centre provides places for up to 16 pupils for 8 week periods initially focussing on Y7 pupils and then Y8 with small numbers of Y9 if there is space, according to the specific criteria. The older pupils will</p>

Appendix 1

Language Policy.			others).		be immersed with an intensive course in Welsh within a short period, offering other subjects through the medium of Welsh as well.
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.		The Education Department is holding discussions with the University on several aspects of initial training for teachers. These discussions will continue.

Assessment

Green	Recommendation completed
Yellow	Recommendation partially completed
Red	Recommendation not completed