



Mi allwch ddarllen y ddogfen yma yn Gymraeg hefyd. Ewch nôl i'r dudalen we, a chliciwch ar y botwm iaith ar dop y dudalen.

Gwynedd Category 3 Secondary Schools Scrutiny Investigation Report

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FOREWORD BY THE CHAIR

The Welsh language is one of Gwynedd's treasures and education is one of the most important ways of ensuring that it is passed on from generation to generation. It is therefore vitally important that our schools act to immerse our young people in the language, to give them solid linguistic skills and create an ethos that promotes the use of the language in school and beyond.

There is great interest in Welsh-medium education among members of Cyngor Gwynedd's Education and Economy Scrutiny Committee and among other councillors. We are proud of the innovative work carried out in Gwynedd schools and the obvious commitment that the Education Authority and the staff in our schools have to Welsh-medium education. We also note the Welsh in Education Strategic Plan (WESP), which includes targets for increasing the number of learners who pursue their education through the medium of Welsh, in accordance with the Welsh Government's ambition to reach one million Welsh-speakers. Nevertheless, some concerns arise: the decline highlighted by the census in the number of Welsh-speakers in the county, especially among those of school age; the impact of the pandemic on young people and the disruption to their education, and concern that the targets and aspirations in the WESP may not be achieved.

This scrutiny investigation looks at the secondary sector, and the 12 schools (out of 14) that have been designated as Category 3, according to the Welsh Government's new linguistic categorisation system. Three of these were chosen, namely Ysgol Dyffryn Nantlle, Ysgol Eifionydd and Ysgol Godre'r Berwyn. Questionnaires were sent to these schools, their documentation was scrutinised and meetings were held with officers from the Education Department, before visiting the schools and speaking to the headteachers and staff, pupils and governors.

During the investigation, many encouraging aspects were identified as well as issues that raise concern and hinder the aim of increasing the numbers that receive Welsh-medium education. We have included recommendations and suggestions in the report, focusing on issues that the Education Department is able to achieve but also paying attention to issues where other bodies can take action and where Cyngor Gwynedd should try to persuade them.

I would like to thank everyone in the schools who have given of their time to welcome us and speak to us openly and eloquently about their educational experiences; the Cabinet Member and officers in the Education Department; the Corporate Support officers for their help with the work, and my fellow members.

Councillor Paul Rowlinson
Chair of Investigation

1. Recommendations

1. That the Education Authority makes annual requests to the schools for data on the language medium of their provision and checks the situation.
2. That the Education Authority sets specific targets to increase the Welsh-medium provision for all secondary schools which are compatible with the county targets, and monitors achievement.
3. That the Education Authority again asks the WJEC to publish every year how many candidates complete examination papers through the medium of Welsh and English for each subject. The figures should be published at national and county levels and individual school figures given to those schools.
4. That the Education Authority adapts the model Language Policy for schools, putting more emphasis on the Welsh language and making it clearer regarding what is meant by "bilingualism".
5. That the Education Authority unequivocally outlines its position in terms of dealing with appeals to requests rejected by schools to change the medium of learning to English for specific learners.
6. That the Education Authority develops and increases the collaboration with the two Category T3 schools in a way that will hasten their journey to become Category 3 schools.
7. That the Education Authority, in partnership with schools, finds new ways of promoting the benefit of studying through the medium of Welsh.
8. That the Education Authority strengthens the partnership with the *Coleg Cymraeg Cenedlaethol*, and focuses on showing young people and parents that there is a wide range of Welsh-medium courses in higher and further education.
9. The Authority should provide more guidelines/training on how to educate latecomers who have no Welsh or English. The Education Authority should also consider using examples of learners' successes, promoting the advantages of Welsh-medium education. Similarly, the advantages of attending a Language Centre should be communicated to latecomers, reporting on specific learners' experience and conveying the perspective of their parents to show other parents the benefit of attending a Language Centre for their children.
10. That the Education Authority strengthens the linguistic provision/support for latecomers joining in years 10 or 11.
11. That the Education Authority collaborates with other organisations and the Gwynedd Language Initiative to increase the provision of Welsh-medium social activities for young people.

12. The Education Authority should promote the offer from the Welsh Government to provide free Welsh lessons for teachers who wish to develop their Welsh skills.
13. That the Education Authority promotes the opportunities/benefits that derive from teaching in the county to attract more Welsh-medium teachers to work in Gwynedd. It should also support the efforts to increase the number of bilingual teachers available for the whole of Wales.
14. That the Education Authority requests that Secondary Schools' Senior Management Teams pay specific attention to their Welsh-medium provision by regularly putting it on meeting agendas.
15. That the Education Authority requests that the Secondary Headteachers' Forum places the Welsh-medium provision as an item on the Forum's meeting agendas at least once a year.
16. The Welsh Government should tackle the lack of study resources in Welsh, especially on-line.
17. That the Education Authority holds discussions with GwE in relation to support on issues that are specific/unique to the County.

2. Purpose of the Scrutiny Investigation

- 2.1** The members of the Education and Economy Scrutiny Committee recognised the need to address the Welsh-medium provision in the County's Secondary Schools. We are proud of the innovative work that can be seen in Gwynedd schools and the commitment of the Education Authority and the staff in the schools to develop and present education through the medium of Welsh. The Welsh in Education Strategic Plan (WESP) sets targets for increasing the number of learners who study through the medium of Welsh. The purpose of the investigation is to look at the current provision, consider what could prevent the Authority from achieving the targets and to make recommendations.
- 2.2** At the Committee's informal meeting on 8 December 2022, a draft brief was considered for the scrutiny investigation. The members of the Committee welcomed the intention to carry out an investigation and to do so in a constructive manner, making beneficial recommendations based on evidence.
- 2.3** The Scrutiny Forum (a meeting of scrutiny chairs and vice-chairs), has a role to advise on the prioritisation of scrutiny investigations within the context of the resources available. At the meeting of the Forum on 11 January 2023, consideration was given to the draft brief and the investigation was prioritised.
- 2.4** The investigation brief was adopted at the meeting of the Education and Economy Scrutiny Committee on 2 February 2023. The main question that the investigation addresses is:
- 'What is the Welsh-medium provision in our secondary schools and what plans are in place to increase the provision in Key Stage 3, Key Stage 4 and Key Stage 5 in Gwynedd?'
- 2.5** The investigation brief can be seen in **Appendix 1**. Twelve of the 14 secondary schools in the county are categorised in category 3, with the other two in category T3, i.e. Transitional 3 which are schools that do not yet meet category 3 criteria but are in the transitional process with plans to attain that category in due course. This investigation considers the category 3 schools only.

3. Background

- 3.1** A general principle that has been identified in terms of the medium of education in the Gwynedd Welsh in Education Strategic Plan 2022-32 is:

"All the county's schools should operate in a way that contributes to the aims and objectives of the Welsh in Education Strategic Plan, to increase and improve planning for Welsh-medium education provision."

The Strategic Review is included as **Appendix 2**.

- 3.2** One of the outcomes set out in the Welsh in Education Strategic Plan is:

"More learners studying for Welsh (as a subject) qualifications and subjects through the medium of Welsh".

- 3.3** A model Language Policy has been drawn up by the Education Authority with schools adapting it for use in the schools. It is the responsibility of school Governing Bodies to adopt a Language Policy for their school. See the model Language Policy in **Appendix 3**.

4. Methodology

4.1 The investigation considered how the Authority's Education Language Policy was being implemented in three category 3 secondary schools (one each from Arfon, Dwyfor and Meirionnydd). It was decided, at the Education Department's suggestion, to consider the following schools on the basis that post-16 considerations could be included in two out of the three schools, i.e.

- Ysgol Dyffryn Nantlle
- Ysgol Eifionydd
- Ysgol Godre'r Berwyn.

4.2 Four meetings of the Investigation were held between March 2023 and July 2023 where all members of the investigation were present. A visit to the three schools was also conducted. The meetings and visits enabled members of the investigation to gather evidence and the findings and recommendations were discussed.

4.3 In the first meeting, members familiarised themselves with the brief and the general context and the individual schools' context were set. The Model Language Policy for schools was considered and background information/data about the situation of the schools in question was presented by the Head of Gwynedd's Immersion Education System. The data can be seen in **Appendix 4**.

4.4 It was decided at the meeting:

- To contact the schools to receive a copy of their Language Policy and Development Plans.
- To organise another virtual meeting in order to draw up questions to ensure that all schools received the same questions. A questionnaire would not be sent out to the schools but some of the questions drawn up would be shared before the visit to ensure that answers were available when visiting.
- To find out when it would be convenient for members of the investigation to visit the schools for a whole day/a large part of a day.
- To hold face-to-face visits to the schools in order to obtain an awareness of the atmosphere and question individuals.

- That discussions took place with the individuals who had been listed in the brief, together with the Language Ability Tracking Officer (if relevant) and the Head of the Welsh Department in the schools.

4.5 In the subsequent meeting, consideration was given to the background data presented in the previous meeting together with data in relation to the schools' Welsh-medium provision. The additional data showed the situation of the schools' Welsh-medium provision across the Key Stages, including data in relation to vocational subjects. See the data in **Appendix 5**.

4.6 The Language Policy and School Development Plans of the three schools in question were considered before proceeding to draw up draft questions for the different factions in the schools and agreeing on dates to conduct the visits to the schools and which members would attend.

4.7 Following the meeting, the draft questions were refined and it was decided which questions should be sent in advance to the schools. A subsequent conversation was held to ensure that the questions would enable the members to obtain the necessary information in order to achieve in accordance with the investigation's brief. A copy of the questions is in **Appendix 6**.

4.8 Visits were conducted to the schools on the following dates with the members and officers noted present:

School	Date	Present
Ysgol Godre'r Berwyn	5 June 2023	Councillors Paul Rowlinson (Chair), Cai Larsen, Huw Rowlands and Rhys Tudur Bethan Adams, Lead Officer of the Investigation
Ysgol Dyffryn Nantlle	9 June 2023	Councillors Paul Rowlinson (Chair), Cai Larsen, Huw Rowlands and Rhys Tudur

		Bethan Adams, Lead Officer of the Investigation
Ysgol Eifionydd	15 June 2023	Councillors Paul Rowlinson (Chair), Beth Lawton and Rhys Tudur Llywela Haf Owain, Senior Language and Scrutiny Advisor

- 4.9** Details of the individuals who contributed to the discussions during the visits are included under the next heading, 'The Evidence considered' on page 11. The members of the investigation appreciate and are grateful for the time given to them and the information received.
- 4.10** A meeting of the investigation was held to discuss the responses to the questions sent in advance and the visits. The impressions of the members who were not present for a visit were discussed from the comments/responses received.
- 4.11** There was also a discussion on findings and draft recommendations arising from the work of the investigation.
- 4.12** Before reaching a conclusion regarding the final content of the draft report, a meeting was held with the Education Cabinet Member and officers of the Education Department.

5. The evidence considered

5.1 The Scrutiny Investigation Group considered evidence:

- By receiving a **presentation by officers of the Education Department on the general context, the Model Language Policy and the individual schools' context.**
- By **addressing background data on the schools** along with **data in relation to the Welsh-medium provision in the schools.**
- By **considering the Language Policies and School Development Plans** of the schools involved in the investigation.
- **Visiting the schools to discuss and hold focus groups.** A discussion was held with the following:

Ysgol Godre'r Berwyn Headteacher, Head of the Sixth Form and learners from years 9 and 10.

Ysgol Dyffryn Nantlle Headteacher, Assistant Headteacher, Curriculum Leader, Head Pupils, Sixth Form Pupils and members of the Language Forum along with Staff/Parent-governors.

Ysgol Eifionydd Headteacher, Language and Literacy Coordinator, Chair and Vice-chair of the Language Forum, Members of the School Council and learners who had attended a language centre.

- By receiving a **written response to questions sent in advance** by two schools.

6. Main findings

- 6.1** The information/data received about the Welsh-medium provision of the schools involved in the investigation was encouraging. It can be seen in Appendix 4 that 97.6% of KS3 learners in the three schools follow 80% or more of their courses through the medium of Welsh and that 87% study at least five subjects other than Welsh through the medium of Welsh. The commitment of the schools in question to encourage learners to study through the medium of Welsh and to act in accordance with their Language Policy was evident. The Language Policy of Gwynedd secondary schools is central to the provision in the schools.
- 6.2** Over the last few years, following the lockdown period, the schools saw an increase in the number of requests to change the medium of learning to English for specific learners. A tendency was seen for the number of requests to increase as the years went up. It was noted that some parents misinterpreted the Language Policy, believing that the term "bilingual" meant placing an equal emphasis on both languages as a learning medium.
- 6.3** The three schools try to ensure that every pupil studies each subject and sits each examination in Welsh. When requests are received to study through the medium of English, the schools refuse or try to persuade the parents to change their minds. One school said that it had to comply with the parent's wish; considerations could be conveyed to argue for the benefits of learning through the medium of Welsh but it could not be enforced. Concern was expressed about opening the floodgates by granting requests. The Education Department confirmed that this is not the case. The Language Policy allows schools to insist that learners study through the medium of Welsh. The Policy needs to be clarified on this matter.
- 6.4** COVID-19 has had an impact on learners' language skills and oracy. This should be borne in mind when assessing progress against the targets of the Welsh in Education Strategic Plan.
- 6.5** With the advent of the Curriculum for Wales, it is not clear how learners' attainment will be measured. It was noted during discussions that some primary schools still use levels under the former curriculum as it is a useful yardstick. It was stated that it is easier to

persuade parents that their children continue to study through the medium of Welsh when information relating to levels is used. It is necessary to consider how learners' attainment in Welsh is measured with the Curriculum for Wales.

- 6.6** It is recognised that establishing a Language Forum in the schools is a positive step to include the voice of the learners. In one of the schools, learners in year 11 are responsible for the Language Forum. It was noted that the main aim of the Forum is to organise and hold activities that encourage pupils to speak Welsh. Getting learners to take ownership of organising activities and promoting the language is most welcome.
- 6.7** It was a concern that one school which had more than 75% Welsh-speaking households had a higher percentage indicating that they were confident in English compared to the percentage who were confident in Welsh.
- 6.8** When drawing up recommendations, the investigation identifies some matters that are within the control of the Education Authority and other matters where the Education Authority needs to attempt to persuade other organisations.

6.9 Matters within the control of the Education Authority

- The need to define bilingual education more clearly in the Language Policy – a lack of clarity creates communication problems with parents. Some interpret bilingualism to mean that there is a right to have an equal emphasis on both languages as a learning medium.
- The support given by the Education Authority to the schools when there is a challenge to the Language Policy as well as the uncertainty that schools have about their rights.
- The need to set specific targets to increase the Welsh-medium provision for all schools, targets which are compatible with the county targets. Otherwise, the county targets are just numbers on paper, without a plan to achieve them.
- The need to strengthen the partnership with the *Coleg Cymraeg Cenedlaethol*, and focus on showing young people and parents that there is a wide range of Welsh-medium courses in higher education.
- That schools' Senior Management Teams be asked to pay attention to the Welsh-medium provision by regularly putting it on meeting agendas.

- Encourage collaboration/common standards between schools.
- As learners do not attend language centres after year 9 it brings more English into the oral medium of learning of those years.
- That there is a need to consider ways of adapting the relationship with GwE - especially in relation to having more scope to place the expectations of a particular county on the consortium.
- Consideration should be given to the relationship between Additional Learning Needs and studying in English.
- Working more intensively with specific schools to offer an increased Welsh-medium education.
- That statistics should be gathered, collated and monitored more thoroughly and consistently.

6.10 Matters where the Education Authority's influence is more limited

- Estyn's findings regarding the Welsh-medium provision.
- A lack of higher education courses in Welsh.
- A lack/cost of Welsh-medium resources.
- The decisions of the governing bodies of some schools.
- Learners wishing to attend universities in England.
- Not enough on-line resources in Welsh.
- External providers not using the Welsh language. A number of the courses they provide available in English only.
- The wishes of some parents.

7. Recommendations

Gwynedd is the foremost county in Wales in terms of Welsh-medium education. In order to continue on the journey, the Investigation has identified recommendations in order to increase the Welsh-medium provision in Gwynedd's secondary schools. Detailed below are the findings based on the evidence received during the investigation which have led to the formulation of the recommendations.

Data and Targets

The team would like to see solid data where it is possible to see how much education is delivered through the medium of Welsh in order to enable the Authority to measure progress. Data on the language medium of the specific schools' provision was received. As noted in paragraph 6.1 above, the data received about the Welsh-medium provision of the schools involved in the investigation was encouraging, but one Headteacher stated that the Authority had only recently started collecting the data.

One Headteacher emphasised the need to check the Welsh-medium provision for all secondary schools. The way schools report/interpret data could be different and not convey the true situation in a comparative way.

It is believed that by gathering, collating and monitoring statistics more thoroughly and consistently, secondary schools will be encouraged to increase their Welsh-medium provision.

Recommendation 1 - That the Education Authority makes annual requests to the schools for data on the language medium of their provision and checks the situation.

The schools that were part of the investigation are aware of the targets in the Gwynedd Welsh in Education Strategic Plan 2022-32 (WESP).

It was noted that there was not much monitoring before the current WESP. Data had been requested in the months prior to the investigation. It became evident that targets were not

being set for schools to increase the Welsh-language provision by the Education Authority or GwE. It was noted that the Education Authority had recently made a request to all secondary schools to include at least one priority in their School Development Plan that relates to the Welsh language. It was explained that the schools were accountable to requests from the Education Authority and GwE.

It was expressed that schools responded to the priorities of the school Governors rather than the Education Authority. The members of the investigation are of the opinion that setting specific targets in terms of increasing the Welsh-language provision for all secondary schools and monitoring achievement would be a means of ensuring that the target identified in the Welsh in Education Strategic Plan 2022-32 is attained.

Recommendation 2 - That the Education Authority sets specific targets to increase the Welsh-medium provision for all secondary schools which are compatible with the county targets, and monitors achievement.

One measure of how much education is provided through the medium of Welsh is the number of learners who sit external examinations in Welsh. In two of the three schools, learners received only one examination paper while the other provided Welsh and English copies of the examination papers to the learners. In that school, some learners who had studied the subject through the medium of Welsh would decide to complete the English paper in the exam. Because of this, it is not possible to be sure how many learners complete an examination paper in Welsh.

The Headteacher added that the number of people asking for an English-medium examination paper has increased recently despite the learners having studied the subject through the medium of Welsh throughout their time at the school. As a result of this, the school asks everyone to confirm on paper in which language they wish to complete the examination in order to monitor the situation. However, it was noted that the only way to monitor the actual situation is to ask the WJEC for figures of the numbers who complete examination papers for each subject through the medium of Welsh and English. It was noted that this would provide hard and accurate data of the true situation. It was suggested that this would be an effective way of obtaining the county and national picture.

The members of the investigation agree with this viewpoint and are of the opinion that receiving data on the numbers of learners who complete examination papers for each subject through the medium of Welsh and English from the WJEC would be valuable.

The Authority noted that it had asked the WJEC for such data but that the WJEC had refused.

Recommendation 3 - That the Education Authority again asks the WJEC to publish every year how many candidates complete examination papers through the medium of Welsh and English for each subject. The figures should be published at national and county levels and individual school figures given to those schools.

Language Policy

A model Education Language Policy is provided by the Education Authority for schools (Appendix 3). One Headteacher noted that the school could not change the model Language Policy, only adapt it to suit the school. On the contrary in another school, it was noted during a conversation with staff and parent-governors, that the school's Language Policy is reviewed annually and that there was no need to change it as it is still suitable and continues to reflect the school's situation. The three schools were committed to acting in accordance with their Language Policy.

The Policy states that for pupils who are proficient in Welsh "it is expected that a vast proportion of their curriculum will be through the medium of Welsh" (page 4 of the policy) stating that their linguistic needs consist of a "bilingual education" (page 5 of the policy). Welsh is therefore the medium of education in the schools.

Over the last few years, however, the number of requests submitted to schools by parents to change the medium of learning to English for specific learners has increased. Before the lockdown period the schools received one or two requests to change the medium of learning but the numbers are higher since then. This clearly makes it more difficult to increase the numbers who study through the medium of Welsh and therefore this section of the report looks at the reasons why some pupils and their parents are not keen to receive a Welsh-medium education and what can be done to buck this trend.

Examples were received where the term 'bilingualism' in the Language Policy is misinterpreted. Some parents were under the mistaken impression that the policy meant a right to full bilingualism, with an equal emphasis on both languages. One Headteacher therefore noted that he did not totally agree with the emphasis on bilingualism in the model Language Policy.

The Headteacher elaborated that it would be advantageous to make the model Language Policy clearer and less ambiguous. The Headteacher was of the opinion that it would mean that everyone knew what the situation was from the start and that it would be a tool in terms of speaking to parents in relation to changing language.

It was noted that the Language Policy is referred to when encouraging/supporting learners to continue to study subjects through the medium of Welsh. It was explained that it was the Headteacher or Head of Year who deals with requests to change the subjects' medium of learning from Welsh, rather than the subject teacher at that school.

From the data of one school which had more than 75% speaking Welsh, it was noted that a higher percentage of children indicated that they were confident in English compared to the percentage who indicated that they were confident in Welsh. This is noted as a matter of concern and it is believed that the Policy should put more emphasis on the Welsh language so that children can be completely fluent in it.

The members of the investigation are of the opinion that defining bilingual education more clearly in the model Language Policy is necessary, as a lack of clarity creates communication problems with parents. The Education Authority is asked to reconsider the model Language Policy and adapt/strengthen it as necessary.

Recommendation 4 - That the Education Authority adapts the model Language Policy for schools, putting more emphasis on the Welsh language and making it clearer regarding what is meant by "bilingualism".

In the same way that clarity is needed in relation to the Language Policy, clarity and consistency is needed in the way complaints or appeals are dealt with in terms of changing the medium of learning to English. The need is seen for the Education Authority to provide

guidelines for the schools to use, as guidance from the Authority would benefit the schools. It would mean that there is no ambiguity if decisions are made based on the same principles. By acting consistently across the secondary schools it would reassure parents that all requests are treated fairly.

It was noted in one school that the Education Authority, in exceptions, decided that learners with additional learning needs study through the medium of English.

One Headteacher noted that the Education Authority needs to market the model Language Policy with parents as she feels that the school is rather on its own when arguing for and explaining the content of the Language Policy.

Reference was made to a request from parents for their child to transfer to one of the category T3 schools. It was explained that the learner is fluent in Welsh but as the father is non-Welsh speaking, he is of the opinion that he would be able to give his child more help. The application was refused as there was no place at that school but there is still concern that learners may apply to transfer because of the learning medium.

It was noted that the school had to go with the parent's wish in terms of changing the language medium for studying subjects. The considerations are explained but cannot be enforced. Concern was expressed about opening the floodgates by granting requests along with concerns that the requests are increasing and are greater than what has been seen in previous years.

One Headteacher noted that it would help if the Education Authority supported a school's point of view in a more confident way when requests are received to change the language of learning for specific learners. It was stated that the learners in question were able to sit an examination through the medium of Welsh. It was felt that the support for schools would give them confidence that they are providing the right answers rather than the parents leading. The Authority told the investigators that the language policy enables the schools to resist these requests but it is clear that the schools feel they need more support.

Recommendation 5 - That the Education Authority unequivocally outlines its position in terms of dealing with appeals to requests rejected by schools to

change the medium of learning to English for specific learners.

It was noted that the provision of the category T3 secondary schools (Ysgol Friars and Ysgol Tywyn) was a challenge because some learners are willing to travel a considerable distance to attend them due to the language medium of the provision. It was suggested that in order to realise the vision of the Welsh in Education Strategic Plan these schools need to increase the numbers who study through the medium of Welsh every year. As category 3 schools already provide Welsh-medium education to a very high percentage of learners, this is the only way to attain the targets in the Welsh in Education Strategic Plan. An officer from the Education Department noted that firm plans are in place to do this.

This would help to prevent learners from excluding themselves from studying through the medium of Welsh by moving to another school.

Recommendation 6 - That the Education Authority develops and increases the collaboration with the two Category T3 schools in a way that will hasten their journey to become Category 3 schools.

Promoting the Benefits of Welsh-medium Education

The benefits of studying through the medium of Welsh should be conveyed to parents which mean that their children will have an additional skill with the ability to communicate in two languages when speaking and writing. As noted on the Welsh Government website on the web-page 'Continuing with Welsh-medium education':

“Across Wales more employers than ever before are looking for staff with bilingual skills

Just over a third of employers think Welsh language skills are important for their customer service, and over a quarter of employers think they would benefit from more Welsh language skills. Children’s bilingual skills develop best if used daily, and Welsh-

medium or bilingual education gives a child a daily opportunity to develop their language skills, becoming increasingly fluent and confident."¹

When speaking to pupils, it became apparent that some still have negative beliefs, namely:

- the belief that studying subjects through the medium of Welsh is a disadvantage when progressing to university, especially scientific/mathematical subjects, that the terms are very different. In reality, many of the terms are the same in both languages, with a different spelling; where there are differences, it is easy to learn terms in both languages at the same time
- the belief that non-Welsh speaking parents can help their children if they study through the medium of English but not through the medium of Welsh. In reality, the process where the learner explains the Welsh text to their parent and discusses it in English and then answers the question in Welsh often ensures a more thorough understanding and learning
- the belief among some parents and children that English is easier than Welsh in the sciences (see the Welsh-language Resources section on pages 32-34).

It was noted that some parents strongly feel that their children should study subjects through the medium of English from GCSE onwards and threaten to move their children from the school. It was stated that the situation is different when there is a request to change language in relation to learners with additional needs.

One school explained that they hold a fair for year 9 learners before they select their GCSE subjects where they convey the importance of the Welsh language. This is good practice and schools can consider taking advantage of the GCSE selection process as a good opportunity to promote study through the medium of Welsh.

In terms of learners' language choice in the sixth form at one of the schools, approximately two or three learners usually studied through the medium of English in the past but half the class now studies through the medium of English.

1 Welsh Government, Continuing with Welsh-medium education - <https://www.gov.wales/cymraeg-education/schools/continuing-with-welsh-medium-education> Viewed 01.08.2023

The data and information received in discussions as part of the investigation shows that the linguistic situation of these secondary schools has changed over the years. In one school, it was noted that there were 20 learners from non-Welsh backgrounds in year 7, although the indigenous children of the area preserved their Welshness. At another school, it was stated that 81% of learners spoke Welsh fluently with a quarter of the learners coming from non-Welsh speaking households. This reflects the linguistic nature of the areas in question.

Recommendation 7 - That the Education Authority, in partnership with schools, finds new ways of promoting the benefit of studying through the medium of Welsh.

Coleg Cymraeg Cenedlaethol

Schools were enquired about their contact/relationship with the *Coleg Cymraeg Cenedlaethol*. At one school, it was noted that the *Coleg Cymraeg Cenedlaethol* visited occasionally and another school said that an officer from the *Coleg Cymraeg Cenedlaethol* visited the school once a year.

A conversation with a cross-section of learners highlighted that provision in the universities was a factor that affects choices in terms of selecting a study language, especially in Key Stage 5. As courses were in English at university, it was stated that there was not much purpose to study through the medium of Welsh. It was noted that discussions in the sixth form were in Welsh with some completing essays in English and others in Welsh.

Provision available in colleges and universities influences learners, making them more likely to choose to study subjects through the medium of English. One learner studied the level 3 Engineering course in Coleg Menai and as the Pearsons examination board was more Anglicised, the resources were in English. He noted that he was comfortable studying in Welsh but hoped to follow a course at Swansea University in English and that there were considerations in terms of the international context.

Other examples are:

- A learner studying a subject in Coleg Menai and Ysgol Gyfun Llangefni with English-medium provision. The resources and past exam papers in English but personally more comfortable doing it in Welsh.
- A learner studying a photography course through the medium of English. Welsh provision available but a disadvantage to write in Welsh as it cannot be done in university.

There is a need to raise learners' awareness of the opportunities that are available to them and of the Welsh-medium provision in universities. It is believed that the *Coleg Cymraeg Cenedlaethol* has a crucial role to promote the benefits of higher and further education through the medium of Welsh and to influence universities to increase their Welsh-medium provision.

Recommendation 8 - That the Education Authority strengthens the partnership with the *Coleg Cymraeg Cenedlaethol*, and focuses on showing young people and parents that there is a wide range of Welsh-medium courses in higher and further education.

Latecomers

It is believed that there is also a need to convey to parents how beneficial it is for their children to attend language centres. Members of the investigation questioned learners who had attended the language centres and they were eager to find out what impact it had afterwards. At one school, some of these learners studied GSCE / A Level subjects through the medium of Welsh and others did not. It was noted that they did not study entirely through the medium of Welsh but they felt more a part of the school and felt comfortable to ask for help. They had more sense of belonging to the school after learning Welsh. Another school experience is that learners who had attended a language centre usually completed examinations in English. It was stated that there were positive aspects to attending a language centre. The decision to study through the medium of Welsh or not relied to an extent on when they had arrived at the school and also on the individual learner's decision. For example, siblings could arrive at the same time but then follow a totally different linguistic path.

Confirmation was received from one school that all latecomers attended a language centre. It was explained that it was sometimes difficult to persuade parents that their child should attend.

It was detailed that learners who had attended a language centre received additional support and they were provided with bilingual notes. It was noted that some learners coped better than others with some following a first language course and others staying in the same class but following a second language course.

At one school, it was reported that many non-Welsh-speaking pupils had attended a language centre and that they were strongly encouraged to take advantage of the opportunity. When the families of latecomers visit the school for the first time, it is explained to them that Welsh is used and promoted as the main language of the school although the school is a bilingual school. It was elaborated that pupils returned from the language centre to the school with the ability to speak and understand Welsh but they often did not have enough confidence to speak Welsh.

Concern was expressed that some pupils refuse the offer to attend a language centre and it seemed that this was an increasing trend. It was explained that some, including Ukrainians, had decided not to go as they were there for a short period but others who intended to remain in the area also refuse the offer. It was reiterated that there was a desire to see a procedure in place that forced everyone to attend the language centre but the Authority had no right to do so.

The Headteacher noted that the new pattern where pupils attend the language centre for four days per week and return to their school on the fifth day worked well as it gave pupils the opportunity to make friends and socialise with other pupils at the school. It appeared that pupils who spoke English in addition to another language when they attended the language centre found learning Welsh easier.

After returning to the school, learners follow a second language course with the senior classroom assistant. On some occasions, when there is a staff shortage, learners must join other classes for first language learners.

Learners who attended a secondary language centre noted that they did not speak Welsh on the school yard with their friends due to a lack of confidence. However, they said they were very proud of the opportunity received to learn Welsh and to learn about Welsh culture. The learners elaborated that attending the immersion centre had equipped them to be able to follow a conversation and lesson at school and to understand what was happening when others spoke Welsh. They were also open to use more Welsh in future.

Teachers need to develop a special skill when teaching a class that includes non-Welsh speakers. An example was provided at one of the schools where learners from Ukraine with no Welsh or English are taught. It was detailed that teachers use *Google Translate* in class to communicate with the learners and to explain the work they needed to complete. It was explained that there was no assistant for these learners with teachers adapting and nurturing a difficult skill. It was noted that it would be welcomed should good practice in such a situation be shared.

Recommendation 9 - The Authority should provide more guidelines/training on how to educate latecomers who have no Welsh or English. The Education Authority should also consider using examples of learners' successes, promoting the advantages of Welsh-medium education. Similarly, the advantages of attending a Language Centre should be communicated to latecomers, reporting on specific learners' experience and conveying the perspective of their parents to show other parents the benefit of attending a Language Centre for their children.

Only learners up to year 9 attend language centres in Gwynedd. It is recognised that it is not practical for latecomers joining a school in years 10 or 11 to attend a Language Centre for a period when studying for GCSE. Nevertheless, members of the investigation believe that linguistic provision/support is needed for these latecomers in some form. It was felt that the shortcoming in terms of presenting Welsh to them was a loss for the learners and prevented them from feeling like they belonged.

One Headteacher noted that spending a term at a language centre would make it easier for them to acquire the language. He elaborated that it was difficult to include English-speaking

learners when they arrived at the school in years 10 or 11 and make them feel part of the school.

When non-Welsh speaking learners arrived in years 10 and 11, he detailed that changing between both languages was inevitable. Teachers would give presentations in Welsh and then speak to the learners in question in English. It was noted that there were no assistants for these learners. Teachers require a special skill to adapt their teaching method in this manner.

It was noted at another school that consideration should be given to offer older secondary pupils also a place at language centres as some wished to learn Welsh.

Information/a session in terms of language awareness for latecomers in years 10 and 11 would be an option. By being more aware of the linguistic situation and the history behind the fight for the Welsh language, it could provide learners with a different perspective in terms of the language's importance. This, in turn, could enable other learners/teachers to practise their language robustness, by including the specific learners in Welsh conversations and explaining further if learners do not understand.

A sense of belonging is vitally important. By strengthening the linguistic provision/support for latecomers who join a school in years 10 or 11, something could be done about the increased use of English in the oral teaching medium of years 10 and above.

Recommendation 10 - That the Education Authority strengthens the linguistic provision/support for latecomers joining in years 10 or 11.

Ethos of the Schools and Social Activities

There is a strong Welsh ethos in the three schools that were visited, with assemblies and social activities conducted in Welsh. However, use of Welsh outside the class varies greatly between the three. It was seen in one school that the language of the school yard had used to be entirely in Welsh but a lot of English could now be heard. A number of children switched naturally from one language to the other. Another concern is the fact that a number

of parents, some of them former pupils, choose to speak English at home with their children although they can speak Welsh.

In another school, it was noted that the language of corridors was Welsh and English, half and half. It was noted in the third school that they were very fortunate socially, with learners communicating in Welsh in most instances but with some pockets more prone to change to speak English. It was stated that a skills day was held every half term where they take pride in the area's Welshness and culture. It was noted that the Curriculum for Wales places more emphasis on the Welsh language.

It was stated that activities are a more natural way of showing use of the Welsh language.

Evidence was received at one of the schools stating that they offered a number of social activities in Welsh. It was explained that it was more difficult in years 10 and 11 as teachers were reluctant to release learners for social activities as they were studying for exams. Responses to the voice of the learner questionnaire had highlighted that year 11 learners wished to have more social activities.

A parent-governor suggested that assimilating people who move into the area would be of benefit to reach the aim of the Gwynedd Welsh in Education Strategic Plan 2022-32. It was elaborated that parents can be semi-detached from the community as they were non-Welsh speakers.

As Hunaniaith moves from the Council to become an independent Language Initiative, it was noted that work should be done on the "soft stuff" encouraging individuals to do things in Welsh. The need to hold more Welsh-medium social events was emphasised.

During a conversation with School Council members, reference was made to the fact that Welsh and English were used in the youth club and that the Welsh football team had helped to raise the profile and support the Welsh language. It was elaborated that COVID-19 had affected young people's use of Welsh especially given that the internet had played a key part in the lives of young people during this period.

The experience of one learner in year 10 highlighted an example of learning Welsh changing an individual's life. He noted that it had opened the door to a career in agriculture as well as a social life through the medium of Welsh. Young Farmers and friends had played a crucial role in terms of having the opportunity to use Welsh and increase his confidence. He noted that more Welsh-medium clubs were needed such as Young Farmers to ensure opportunities for young people to use Welsh outside the school.

It is noted in the Chair's foreword to the inquiry report into the legislative framework that supports Welsh-medium education provision from the Senedd's Culture, Communications, Welsh Language, Sport, and International Relations Committee:

"It is important to note...the integral role of organisations such as the Urdd and Mentrau Iaith in supporting the development and the delivery of Welsh language provision across Wales. Their work, in partnership with local authorities and schools, provide pupils with opportunities to use Welsh within school grounds but outside the classroom through sports and other activities. Ensuring continuous support and development of such provision is vital if the targets within Cymraeg 2050 are to be met."²

Promoting the long-term benefits that derive from studying through the medium of Welsh is essentially important but there is a need to promote the short-term benefits in terms of enjoying with friends and the sense of belonging.

The importance of ensuring that Welsh-medium activities are available in the community, where there is an opportunity for individuals to use Welsh naturally using everyday language, is emphasised. An opportunity is seen with the transfer of the Youth Service to the Education Department to strengthen the relationship with other organisations and the Gwynedd Language Initiative.

Recommendation 11 - That the Education Authority collaborates with other organisations and the Gwynedd Language Initiative to increase the provision of Welsh-medium social activities for young people.

2 The Senedd's Culture, Communications, Welsh Language, Sport, and International Relations Committee, Inquiry report into the legislative framework that supports Welsh-medium education provision May 2023. (<https://senedd.wales/media/r5sgnreu/cr-ld15837-e.pdf>), 6. Viewed 01.08.2023.

Building a Bilingual Workforce

An inquiry report into the legislative framework that supports Welsh-medium education provision was published by the Senedd's Culture, Communications, Welsh Language, Sports, and International Relations Committee in May 2023.

It was noted in the report:

"Building a bilingual workforce is one of the greatest challenges facing the Welsh Government and its key partners. We recognise that there are challenges recruiting teachers, in both Welsh and English, across the board. However, a shortage of Welsh-medium teachers could undermine Cymraeg 2050 and the targets within it."³

One school noted that they had been fortunate to successfully recruit Welsh-medium teachers to teach occupational courses. It was detailed that E-sgol, technology enabling students to join classes in other schools via video link was used in the sixth form. Reference was made to a psychology course provided last year through the medium of English with the lecturer located in Amsterdam.

It was added that it was challenge to recruit teachers, including those who spoke Welsh.

As an example of the impact of teachers who are less confident in Welsh, one learner noted that he enjoyed studying GCSE history and other subjects through the medium of Welsh but he was the only one out of ten learners in the history class who studied through the medium of Welsh. The Headteacher said that the teacher in question was on loan from another secondary school and tended to use English but a new teacher would be replacing him by September 2023.

3 The Senedd's Culture, Communications, Welsh Language, Sport, and International Relations Committee, Inquiry report into the legislative framework that supports Welsh-medium education provision May 2023. (<https://senedd.wales/media/r5sgnreu/cr-ld15837-e.pdf>), 54. Viewed 01.08.2023.

One Headteacher noted that she wanted learners to return to school as teachers. She believed that this would be a boost in terms of selling to learners at the school that good jobs are available where the Welsh language is used.

Recommendation 12 - The Education Authority should promote the offer from the Welsh Government to provide free Welsh lessons for teachers who wish to develop their Welsh skills.

Attracting Welsh-medium teachers to work in Gwynedd by promoting the benefits of working in the county and developing the Welsh skills of the current education workforce is necessary to reach the aim of having a highly-skilled bilingual education workforce. This is absolutely key if we are going to increase the Welsh-medium provision in the county's secondary schools.

Recommendation 13 - That the Education Authority promotes the opportunities/benefits that derive from teaching in the county to attract more Welsh-medium teachers to work in Gwynedd. It should also support the efforts to increase the number of bilingual teachers available for the whole of Wales.

Action by Schools

The Education Authority has made a request to the county's secondary schools to include at least one priority in the School Development Plan that relates to the Welsh language. One Headteacher noted that they had added the development of a Language Council to the School Development Plan. Teachers were given a presentation about the expectations in terms of the Welsh language. It was noted that a working group with representatives from different departments had been established to ensure that everyone responded to the requirements.

Assurance was received during a school visit that the Senior Management Team placed an emphasis on the Language Policy and that teachers were aware of the requirements.

By paying particular attention to a school's Welsh-medium provision at the senior management team meetings of every secondary school in the county, members of the

investigation believe that a specific focus placed on the provision would be of assistance to ensure progress in the Welsh-medium provision.

Recommendation 14 - That the Education Authority requests that Secondary Schools' Senior Management Teams pay specific attention to their Welsh-medium provision by regularly putting it on meeting agendas.

Similarly, it is believed that the Secondary Headteachers' Forum should discuss the Welsh-medium provision on a regular basis. This would be an opportunity to encourage collaboration and to reach an agreement on general standards between schools.

One Headteacher noted that more discussions and collaboration take place in the primary sector. Collaborating with other schools was not as effective in the secondary sector. Every school is on a journey as they progress to implement the Curriculum for Wales with the change of being less reliant on data, new teaching methods and preparing new resources. It was noted that there is no model to provide the curriculum and, therefore, it was a good thing that experimentation occurred but collaboration was difficult in the secondary sector.

It was stated that the Headteacher had little understanding in terms of the Welsh-medium provision of other secondary schools. It was detailed that there were alliances but individual schools had to look into a specific matter.

It is believed that it would also be an opportunity for schools to share good practice, such as holding a fair for year 9 learners before they select their GCSE subjects, conveying the importance of the Welsh language; learners taking ownership of organising activities and promoting the language; and how to make the Welsh language and our identity visible in the schools. Members of the investigation are of the opinion that a sense of belonging is vitally important. Members were very pleased to see materials around the schools that encourage pride in the Welsh language. One school had made a special effort to make the Welsh language and its identity completely visible with artistic murals of the area's celebrities on the school walls. They included poems and quotes that raised awareness of the area's identity and history and they were worth seeing.

Recommendation 15 - That the Education Authority requests that the Secondary Headteachers' Forum places the Welsh-medium provision as an item on the Forum's meeting agendas at least once a year.

The Secondary Headteachers' Forum determines what to discuss at their meetings but by placing an item at least once a year on the Forum's meeting agenda, it is believed that it would be an opportunity for the Education Authority to provide guidance and for Headteachers to share ideas about ways to increase Welsh-medium provision in both Category T3 and Category 3 secondary schools.

Welsh-language Resources

It is known that the lack of Welsh-language academic resources is a great barrier to the development of Welsh-medium education. It became apparent that the sciences and mathematics are subjects where more learners are choosing to study through the medium of English in Key Stages 4 and 5. Members of the investigation were told that a number of learners who want to proceed to study medicine and veterinary science in universities chose to study the sciences through the medium of English.

During discussions, a number of learners stated that they found it easier to study subjects through the medium of Welsh. Learners came from households with a mixture of linguistic situations, households with one non-Welsh speaking parent, two Welsh-speaking parents and two non-Welsh speaking parents.

It was noted at the schools that Welsh was the teaching language in lessons with teachers speaking English with specific learners. It was stated that specialist terms in scientific subjects were taught bilingually.

In one of the schools, approximately twelve learners in year 11 studied the sciences through the medium of English. It was noted that not quite as much Welsh-language resources were available; provision had improved but it was a challenge in terms of the sciences. It was noted that resources needed to be translated in a manner that made them understandable for learners.

In general, it was noted that sufficient high quality Welsh-language resources were available but, on some occasions, the translation was not as readable. The concern of some learners/parents was highlighted in terms of undertaking research work in Key Stage 5. It was explained that learners aiming towards attending Russell Group universities were competing with others and needed to prepare for interviews in English. It was difficult to persuade learners to study through the medium of Welsh as a result of this.

Attention was drawn to the fact that no Welsh-only science course was available at a university in Wales. It was noted that only one unit was available through the medium of Welsh in Bangor University.

At one of the schools, it was explained that Welsh and English notes were provided for less confident learners. It was stated that providing funding to pay for translating teachers' notes would save the teachers from having to translate them themselves.

When considering additional learning needs, it was noted that there was a perception that 'posh' and 'difficult words' were used in the sciences. It was stated that there were more syllables in Welsh and that sentences had more multi-clauses. Therefore, the learners required more reading ability. Research could be commissioned into the style of materials in the sciences and recommendations published in the guidelines for translators.

In terms of studying a GCSE history course, a learner in year 10 noted that he found it easier to study through the medium of Welsh but others found it easier to find information and study through the medium of English. More English resources for a history exam were available on *BBC Bitesize*.

In response to a question of what would make fluent speakers more willing to study through the medium of Welsh, it was noted that more Welsh-medium on-line information/resources would be beneficial.

A learner noted that there was more use of textbooks in the Sixth Form. It was detailed that *BBC Bitesize* resources were not available in Welsh for A Level and that they followed the English syllabus. Reference was made to the lack of Welsh-medium flash card provision and that the resources of AQA and OCR examination boards were in English.

This was reiterated in observations received in a conversation with staff/parent-governors. The need for core materials to be available in Welsh was noted. The materials available is one of the factors when selecting a medium of language. Attention was drawn to the fact that humanities books of the Curriculum for Wales' syllabus were only available in English at present despite the promises made. It was noted that it was a problem in other schools and that resources should be shared in terms of translation.

One learner studied all their GCSE subjects through the medium of Welsh with the exception of Biology and Chemistry. They elaborated that the reason for this was that on-line English resources went into more depth in these subjects.

In order to convince learners and parents of the benefits of studying through the medium of Welsh and to make it easier for learners, the lack of Welsh-medium study resources, especially on-line, needs to be addressed. Members of the investigation are of the opinion that it is necessary for the Welsh Government to ensure an appropriate level of Welsh resources by influencing providers or commissioning more Welsh resources.

Recommendation 16 - The Welsh Government should tackle the lack of study resources in Welsh, especially on-line.

GwE (North Wales Regional School Improvement Service)

During the discussions, it was stated that GwE provided for the north Wales region. It did not scrutinise specific matters unless there was a concern about them.

One Headteacher noted that the GwE provision for the region was "*one size fits all*".

Another Headteacher noted that GwE occasionally raised the matter in terms of increasing the Welsh-medium provision.

When the Education Authority or GwE visit, it was explained during a discussion in one school that observing lessons and scrutinising books showed the school's Welsh-medium provision.

Reference was made to the targets of the Welsh in Education Strategic Plan and it was suggested that GwE should be requested to examine difficult/specific matters, as well as the strategic work.

Members of the investigation are of the opinion that ways of adapting the relationship with GwE should be considered. In particular, in relation to having more scope to set specific county expectations on the consortium.

Recommendation 17 - That the Education Authority holds discussions with GwE in relation to support on issues that are specific/unique to the County

8. Conclusion

8.1 It was a pleasure to witness the commitment of the three schools to introduce and develop Welsh-medium education and to speak to some of the staff, learners and governors. This report has identified good practice and also barriers to developments. We have made recommendations for the Education Authority and others and we greatly hope that these recommendations will be of assistance when planning and realising progress in the Welsh-medium provision of Gwynedd secondary schools.

ACKNOWLEDGEMENT

Members of the investigation greatly appreciate the time given to them by those who contributed evidence during the investigation. Discussions indicating the implementation of Welsh-medium provision in the schools in question were beneficial. In particular, members of the Scrutiny Investigation wish to thank the following who contributed evidence and gave valuable support to the investigation:

- Bethan Adams (Scrutiny Advisor, Lead Officer for the Investigation, Corporate Support Department)
- Rhodri Jones (Democracy Services Officer, Support Officer for the Investigation, Corporate Support Department)
- Councillor Beca Brown (Cabinet Member for Education)
- Garem Jackson (Head of Education)
- Debbie Anne Jones (Assistant Head: Corporate Services, Education Department)
- Rhys Meredydd Glyn (Head of Gwynedd Immersion Education System, Education Department)
- Gwyn Tudur (Assistant Head: Secondary, Education Department)
- Llywela Haf Owain (Senior Language and Scrutiny Advisor, Corporate Support Department)
- Bethan Emyr Jones (Headteacher, Ysgol Godre'r Berwyn)
- Delyth Humphreys (Head of Sixth Form, Ysgol Godre'r Berwyn)
- Learners from years 9 and 10 at Ysgol Godre'r Berwyn
- Rhian Parry Jones (Headteacher, Ysgol Dyffryn Nantlle)
- Enid Price Huws (Assistant Headteacher, Ysgol Dyffryn Nantlle)
- Huw Gwynne Evans (Deputy Headteacher, Ysgol Dyffryn Nantlle)
- Head Pupils, Sixth Form Pupils and members of the Language Forum, Ysgol Dyffryn Nantlle
- Sioned Jones, Elen Williams, Siân Edith and Siôn Owen (Staff/Parent-governors, Ysgol Dyffryn Nantlle)
- Dewi Bowen (Headteacher, Ysgol Eifionydd)
- Catrin Elan Roberts (Language and Literacy Coordinator, Ysgol Eifionydd)
- Chair and Vice-chair of the Language Forum, Ysgol Eifionydd
- School Council members, Ysgol Eifionydd
- Learners who had attended a language centre, Ysgol Eifionydd

APPENDICES

Appendix 1 - Investigation Brief

Appendix 2 - Gwynedd Welsh in Education Strategic Plan 2022-32

Appendix 3 - Model Language Policy

Appendix 4 - The Background Data of the Investigation's Schools 2023

Appendix 5 - Data of the schools' Welsh-medium provision

Appendix 6 - Questions for the Schools

APPENDIX 1 - INVESTIGATION BRIEF

A	<p><u>What is the matter being considered?</u></p> <p>A general principle that has been noted in terms of education medium in the Gwynedd Welsh Education Strategic Plan 2022-32 is:</p> <p><i>"All the county's schools should operate in a way that contributes to the aims and objectives of the Welsh in Education Strategic Plan, to increase and improve Planning for Welsh-medium education provision."</i></p> <p>One of the outcomes set out in the Welsh in Education Strategic Plan is:</p> <p><i>"More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh."</i></p> <p>Education and Economy Scrutiny Committee members have identified the need to give attention to the Welsh-medium provision in the County's Secondary Schools.</p> <p>The investigation will consider the implementation of the Authority's Language Education Policy in three category 3 secondary schools (1 school from Arfon, Dwyfor and Meirionnydd). The Education Department suggests the following schools based on the fact that post-16 considerations could be included in 2 out of the 3 schools, namely:</p> <ul style="list-style-type: none">➤ Ysgol Dyffryn Nantlle➤ Ysgol Eifionydd➤ Ysgol Godre'r Berwyn
B	<p><u>The Investigation's Aim</u></p> <p>The main question to address is:</p> <p>'What is the Welsh medium provision in our secondary schools and what plans are in place to increase the provision in Key Stage 3, Key Stage 4 and Key Stage 5 in Gwynedd?'</p> <p>It is intended to do this by asking the following questions:</p> <ul style="list-style-type: none">• How are the key elements of the Authority's Education Language Policy applied in the different schools' policies and especially within the School Development Plan?• To what extent do category 3 schools in Gwynedd ensure a solid Welsh ethos that enables the learners to use the Welsh language in every social context in the school?• What are the opportunities to make progress in terms of the schools' Welsh medium provision across the curriculum in KS3, KS4 and KS5?• To what extent is it ensured that learners continue to improve their Welsh skills from one key stage to another?• What are the obstacles to being able to make progress in terms of the schools'

	<p>Welsh medium provision across the curriculum in KS3, KS4 and KS5 and what support is needed to overcome those obstacles?</p> <ul style="list-style-type: none"> • What opportunities/obstacles does the Curriculum for Wales offer as secondary schools prepare to implement the new curriculum from September 2023 onwards?
C	<p><u>Background</u></p> <p>Details of the current situation in Gwynedd</p> <ul style="list-style-type: none"> - Current provision and plans in progress - Policies
CH	<p><u>Collect Evidence</u></p> <ul style="list-style-type: none"> - Leaders of Gwynedd Council <ul style="list-style-type: none"> o Education Cabinet Member o Head of Education - Officers <ul style="list-style-type: none"> o Assistant Head of Department: Secondary - In three category 3 secondary schools <ul style="list-style-type: none"> o Head Teacher o Curriculum Coordinator o Cluster Coordinator (in the context of Welsh Language Cluster Schemes) o Learner's Language Forum o Focus Groups with Learners o Parent Representatives on the Governing Body o The Immersion Education System - Focus Groups with learners who are newcomers
D	<p><u>Analysis</u></p> <ul style="list-style-type: none"> - Consider the evidence received from those interviewed - Consider research information and background information
DD	<p><u>Create Report</u></p> <ul style="list-style-type: none"> - Note main observations supported by evidence - Make recommendations for short term improvements - Make recommendations for longer term improvements - Discuss and agree draft report with leaders of the work within the Council - Present draft final report to the Scrutiny Committee for comments and agreement - Publish final report
E	<p><u>Action Plan</u></p> <ul style="list-style-type: none"> - Cabinet Member/Education Department to produce an action plan in response to the recommendations. - Invite the Education Cabinet Member and officers to discuss the Action Plan with the Scrutineers.
F	<p><u>Track Progress</u></p> <ul style="list-style-type: none"> - An update to enable the scrutineers to assess progress.

FF	TIMETABLE		
	What	Lead	Date
1	Agree Brief	Lead Officer Cabinet Member Head of Department	January 2023
2	Adopt the Brief	Education and Economy Scrutiny Committee	2 February 2023
3	Investigation Members' First Meeting - Context – Education Cabinet Member, Head of Education and Assistant Head of Department: Secondary - Formulate Questions	Investigation Members and Lead Officer	21 March 2023
4	Meeting to discuss - The Schools' Background Data - The Schools' Language Policy and Development Plan - Formulate questions	Investigation Members and Lead Officer	18 May 2023
5	Interviews - Hold Interviews - Minute Three category 3 secondary schools: o Head Teacher o Curriculum Coordinator o Cluster Coordinator (in the context of Welsh Language Cluster Schemes) o Learner's Language Forum o Focus Groups with Learners o Parent Representatives on the Governing Body o The Immersion Education System - Focus Groups with learners who are newcomers	Investigation Members and Lead Officer	June 2023
6	Meeting to discuss the school visits and formulate draft recommendations	Investigation Members and Lead Officer	29 June 2023
7	Analysis and draft reports	Investigation Members and Lead Officer	July 2023
8	Final Report	Cabinet Member Investigation Members Head of Department Lead Officer	August 2023

WELSH IN EDUCATION STRATEGIC PLAN



Name of Local Authority

Gwynedd

The duration of this Plan

September 2022 - 31 August 2032.

This Welsh in Education Strategic Plan (WESP) is made under section 84 of the *Schools Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019*¹⁻². We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed:

Date:

(This Plan needs to be signed by the Chief Education Officer within your local authority)

¹ [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

² [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

Our ten-year vision for increasing and improving the Welsh-medium education provision planning in our area

"I am pleased to publish the **Gwynedd Welsh in Education Strategic Plan for 2022-2032**. The Plan reflects my vision of having a Welsh-medium and bilingual education system that puts the needs of all our learners at the heart of our provision. The Plan sets a clear commitment and direction for ensuring that learners in Gwynedd attain the highest standards in order to maintain the language, culture and economy locally.

The Council's Departments, schools and wider partners are committed to accomplishing all the aims and objectives of the **Welsh in Education Strategic Plan** and consequently to supporting Welsh Government's strategy to reach the goal of a million Welsh-speakers by 2050, ensuring that there are opportunities at every stage of an individual's life to learn Welsh and to learn through the medium of Welsh. The vision of the Welsh Language Promotion Plan for Gwynedd (2013-23) has been incorporated, and as well as that, consideration has been given to the requirements of the following acts and strategies when forming the Plan: *The Well-being of Future Generations Act (2015)* *Prosperity for All: The National Strategy: Taking Wales Forward (2016-2021)*, *the Progressive Agreement (2016)*, *ALN and Education Tribunal (Wales) Act (2018)*."

Councillor Beca Brown,
Cabinet Member for Education.

"It is a very exciting time for the Welsh language, and I would like to ensure high quality provision, experiences and support through the medium of Welsh that respond to the needs of the learners and their families, enabling them to develop as independent and confident bilingual learners and to succeed and thrive. As an Authority, we are committed to achieving our target of 100% of our reception /five year old pupils receiving their education through the medium of Welsh.

Similarly, I would like to ensure that the entire workforce of our schools is confidently bilingual, receiving support to nurture their confidence and skills in the Welsh language, and able to transfer those skills effectively to teach and learn through the medium of Welsh and bilingually in the classroom.

Our aim is to ensure that all stakeholders will take effective action in relation to the Welsh language in order to ensure continuity from one key stage to the next in accordance with the arrangements noted in the **Partnership Agreement** between the Authority and the schools and cychoedd meithrin. In this context, the attention of local elected members and the Chair of Governors would be drawn to any issues of concern that relate to inaction on the content of the Language Policy or Welsh in Education Strategic Plan."

Garem Prytherch Jackson
Gwynedd Head of Education

Contact

For further information about the Welsh language, the Education Language Policy, or the Welsh in Education Strategic Plan, please contact:

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Accessible Versions

If desired, we can provide accessible versions of the Gwynedd Welsh in Education Strategic Plan 2022-32 upon request, this includes:

- Large print version
- Audio version
- Braille version
- BSL version

Please contact the Head of Education to order an accessible version.

EXPLANATORY NOTES

The document regularly refers to the following.

LANGUAGE POLICY:

Background:

Specific expectations are set for Gwynedd Council's Education Department to contribute to national strategies and legislation in terms of promoting and increasing the use of the Welsh language.

It is a requirement, under section 84 of the School Standards and Organisation (Wales) Act (2013), and to comply with the Welsh in Education Strategic Plans (Wales) Regulations 2019, for all Local Education Authorities to prepare and submit a Welsh in Education Strategic Plan, outlining the vision of Welsh medium education within the authority over the next ten years. A statutory requirement is also placed on the Council under Section 44 of the Welsh Language Measure (Wales) 2011 to draft and publish county strategies outlining how it will contribute to the national aim set by the Welsh Government's Welsh Language Strategy, Cymraeg 2050, to increase the number of speakers throughout Wales and to increase the opportunities for people to use the Welsh language every day. The Gwynedd county language strategy - Welsh Language Promotion Plan for Gwynedd 2018-23 - sets the commitment and vision for the county, and the work of the Education Department and aims of the WESP contribute to the objectives of this county strategy.

Promoting the use of the Welsh language is also one of Gwynedd Council's improvement objectives, with the Council's Strategic Plan stating that the aim is to see: "The people of Gwynedd taking advantage of opportunities to use the Welsh language in the community, the workplace and in accessing public services".

Therefore, this policy has been drafted in order to give a summary of the expectations placed on Headteachers and their schools in relation to promoting the use of the Welsh language, and to confirm the procedures that already exist in this context.

The policy is split into four sections, outlining best practice under the following headings:

- **Education Medium**
- **Social Use**
- **Recruitment and Appointment of Staff**
- **Administration and Communication**

Every Headteacher, in consultation with his/her staff and the Governing Body, is expected to approve and adopt this Language Policy.

It is the Headteacher's responsibility to ensure the success of the Language Policy in his/her school, and the Headteacher is expected to provide clear guidance in order to establish a thorough understanding of the policy's aim and to ensure that the efforts of classroom teachers are reinforced by all the school's staff through ensuring an appropriate Welsh ethos in the school.

GENERAL OBJECTIVES

The main aim of the policy is to ensure that Headteachers, school staff and Governors are aware of the expectations to use and promote Welsh in all parts of the operation of schools in the county, and ensure that the rights of pupils and the school's extended family to use Welsh when dealing with the school is always respected.

In implementing this policy, the school and governing body will ensure:

- that all pupils in the county possess appropriate linguistic skills in Welsh and English, and that this expectation is consistent across each school.
- that there is an appropriate provision to enable every pupil to develop bilingual proficiency. In this context, schools are expected to continue to foster the skills of those pupils who are Welsh first language, and introduce Welsh to those who are Welsh learners.
- that all of the county's education establishments are expected to reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in their curricular provision.

Although the general aim of the policy in terms of the education medium is to develop bilingualism, the balance is weighted in favour of the Welsh language. This is especially true in the early years (nursery, and in the years leading up to the end of the Foundation Phase) in order to set firm foundations for further development. For the other Key Stages, it is expected that a purposeful strategy is implemented to enable pupils from Welsh speaking and non-Welsh speaking households to develop their grasp of both Welsh and English. In this context, the emphasis placed on both languages at different times in the pupil's development, will differentiate according to the pupil's linguistic background and the area served.

1. EDUCATION MEDIUM

GENERAL PRINCIPLE

All the county's schools should operate in a way that contributes to the aims and objectives of the Welsh in Education Strategic Plan, to increase and improve planning for Welsh-medium education provision.

2. SOCIAL USE OF WELSH

GENERAL PRINCIPLE

Every school is expected to nurture positive attitudes among pupils and the workforce towards the language, creating pride and increasing the use of the language within and outside the classroom.

3. RECRUITMENT AND APPOINTMENT

GENERAL PRINCIPLES

Every school is expected to act in accordance with the Recruitment and Appointment Policy (2021) and to ensure that the Welsh language receives appropriate attention when advertising jobs and recruiting.

It is expected that Governing Body appointment panels will be aware of the need to consider language needs when they appoint.

It is expected for Welsh to be noted as an essential/key skill for **every post**, and the exact level of linguistic skills needed to achieve the requirements of the post - *speaking and listening, reading, comprehension and writing* - shown clearly in the Person Specification when advertising.

It is expected that individuals appointed will possess the linguistic skills that are noted for the post. If an individual is appointed, who does not possess the essential skills noted for the post in question, then they will be expected to commit to a training programme in order to improve their language skills.

4. ADMINISTRATION

GENERAL PRINCIPLE

All educational establishments in the county are expected to communicate with pupils, parents and the school's extended family bilingually, respecting the choice of language and the right of individuals to use Welsh when dealing with the school.

Although it is generally expected that information will be provided bilingually, it is also recognised that Welsh is the operational, natural language of schools, and schools are encouraged to consider circumstances where it is appropriate to communicate only in Welsh.

The Governing Body is expected to review and approve the Language Policy in accordance with the annual system to review policies.

THE LANGUAGE OF LEARNING:

The aim of the Language Policy is to ensure that all the pupils within the county, in all of our schools, have the appropriate linguistic skills in both Welsh and English. All of the county's education establishments are expected to reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in their curricular provision. The 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. In KS2, the aim is to continue to develop the pupils' grasp of Welsh, giving attention to the development of their skills in both languages. In secondary schools, every pupil who has attained the necessary level, namely level 3+ at the end of KS2, is expected to pursue Welsh and English as subjects until the end of Year 11. Secondary schools build upon the foundations set in the primary by ensuring that each pupil continues to develop skills in Welsh and in English.

THE AUTHORITY'S LANGUAGE DESIGNATIONS:

In an attempt to obtain consistency in terms of linguistic requirement expectations (Language Designations), for posts across all Council departments (including schools), the Education Officers have been working closely with Human Resources Officers, Democracy and Language Officers, and Learning and Development Officers on the work of determining our expectations in terms of linguistic requirements for the appointment of our schools' workforce. The Language Policy and School Safe Recruitment and Selection Policy make the linguistic requirement expectations of the Education Department clear to Headteachers and Chairs of Governing Bodies. It is expected for Welsh to be noted as an essential skill for every teaching post, with the exact level of linguistic skills needed to achieve the requirements of the post - speaking and listening, reading and comprehension, and writing - being clearly shown in the Person Specification when advertising. We have amended the Job Descriptions, Person Specifications, Language Policy and School Safe Recruitment and Selection Policy in our schools to ensure that they include a reference to the Language Designations. Consequently, when appointing to the education workforce, it is expected for the Language Designations to be included in every advertisement, in line with the Education Department's expectations.

IMMERSION EDUCATION SYSTEM:

As a result of the pandemic, Language Centre staff had to adapt and transform the way they provided support for newcomers to acquire the Welsh language. On 6 July 2021, the Cabinet approved a new vision for a modern immersion education system in Gwynedd, which places the learner at the centre, as they and the county's newcomers are supported to acquire the Welsh language. This new vision also includes a capital investment of £1.1 million from the Welsh Government for the purpose of establishing new immersion education sites in Bangor and Tywyn, as well as improving existing facilities at the Eifonydd site, Porthmadog. It is hoped that the new-look immersion education system will come into force on 1 January 2023.

ANNUAL CENSUS OF THE EDUCATION WORKFORCE:

We have given particular attention to supporting the language skills of our secondary schools' workforce in an attempt to facilitate the future of the Welsh-medium provision across the curriculum in Key Stages 3, 4 and 5 by trialling a Welsh Government Work Welsh for Teachers pilot with teaching staff in one secondary school in the county. Based on the latest Education Workforce Language Census data, we are also targeting and supporting some schools across the county to ensure that they are able to respond to the linguistic needs of their staff by promoting access to opportunities to learn Welsh or increase their confidence in Welsh, as well as respond in full to the language policy of Gwynedd schools in terms of the teaching medium and administrative language of the school. We are committed to work with specific schools in order to increase their use and provision of Welsh, in line with the Council's Language Policy, which will lead to an increase in the % of nursery children who will transfer to Welsh-medium education, and an increase in the % of secondary pupils who will study subjects through the medium of Welsh and sit exams in Welsh at the end of Key Stages 4 and 5.

GWYNEDD SECONDARY SCHOOLS' LINGUISTIC CATEGORIES:

The Authority is working with the Welsh Government to endeavour to ensure that School Linguistic Categorisation is appropriate to respond to WESP outcomes. The Welsh Government aims to facilitate all schools to move towards Category 3, or to receive additional support from the Authority or Welsh Government, to strengthen their Category 3 provision, by 2032. The Authority will map and

hold discussions with the schools where there is any change to its' linguistic category. We will outline the new procedure at Primary and Secondary headteachers strategic meetings and hold talks / training with Governing Bodies.

Outcome 1

More nursery children/ three-year-olds receive their education through the medium of Welsh

Where are we now?

The aim of the Language Policy is to ensure that all the pupils within the county have the appropriate linguistic skills in both Welsh and English. It is ensured that every Early Years setting sets a strong foundation for Welsh, ensuring that every child is given a Language, Literacy and Communication skills assessment in Welsh on entry and at the end of part-time nursery education, and at the end of the Foundation Phase. There are 58 education settings without Early Years provision in Gwynedd. All nursery education settings that are managed by the Council are settings that educate children through the medium of Welsh.

Please see below our current situation in terms of the number of nursery children/three-year-olds educated through the medium of Welsh.

Gwynedd Cylch Meithrin Data 2018-19 (No data available for 2019-20 due to COVID):

Area	Cylch Meithrin Numbers	Number/% of nursery three-year-old children transferring to Welsh-medium education	
Arfon	28	834	99.3%
Dwyfor	18	301	100%
Meirionnydd	19	346	100%

Linguistic designation data for other childcare provision in the County:

Provision	Welsh	Bilingual	English
Nurseries	13	5	1
Cylchoedd Meithrin/ <i>Playgroup</i> - that do not provide NE	7	1	
Childminders	39	7	12
After-school/Holiday Clubs	10	4	

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

We will aim to continue to maintain the high standards of achieving the target of 100% of three-year-old children being educated through the medium of Welsh. We will make the most of each opportunity to communicate and jointly plan with external bodies in the Early Years field, including Mudiad Meithrin, to strengthen and expand Welsh-medium childcare provision, in order to ensure an unbroken path to bilingual education, in line with the county's Language Policy. We will

continue to work with public bodies such as Cymraeg i Blant, Regional Consortia, RhAG, Urdd Gobaith Cymru and the Mentrau Iaith. The *Flying Start* tendering processes will place emphasis on identifying Welsh Medium provision, and Gwynedd Council will go out to tender in the Summer of 2022.

How?:

We will continue to:

- use the data from childcare provision in order to plan Welsh-medium education in the county.
- plan to ensure that the Authority fulfils the statutory requirement of securing a nursery place for every child from the term after his/her third birthday.
- provide information to parents on the availability of Welsh-medium education and the type of Welsh-medium education offered, on the Council's website and on relevant social websites.
- ensure that the Family Information Service for parents/carers and prospective parents/carers provides information on the advantages of raising children bilingually.
- provide parents and carers with information on the benefits of Welsh-medium education.
- make the best use of information regarding the advantages of bilingualism and multilingualism.
- regularly monitor all settings, to ensure compliance with the requirements of the county's Language Policy.
- promote the 'Steps' courses for those settings identified as English-medium settings.
- provide an additional start-up grant to purchase Welsh-language resources and books for new guardians.
- ensure that any childcare or education resource grants identify the need to order Welsh or bilingual books only.

Where do we expect to be at the end of our ten-year Plan?

At the end of our ten-year plan, the Early Years Education Service will be maintaining the same high standards, and ensuring appropriate provision to allow each pupil to become bilingually proficient in all provisions.

Key Data

No births data is available. Note that births are generally lower - with 1300 births recorded in 2022. The targets below are based on existing PLASC information (2019/20/21) and take into account the nursery class numbers of one specific English-medium school targeted by the Authority to meet the expectations of the Gwynedd Language Policy.

% of nursery/three-year-old children educated through the medium of Welsh.

2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
100%	100%	100%	100%	100%
2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
100%	100%	100%	100%	100%

Outcome 2

More reception class children/ five-year-olds receive their education through the medium of Welsh

Where are we now?

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. The aim of the Language Policy is to ensure that all the pupils within the county, in all of our schools, have the appropriate linguistic skills in both Welsh and English. The county does not define schools according to language categories since the same Language Policy is implemented in every school. An appropriate provision to enable every pupil to develop bilingual proficiency must be ensured. There are 80 primary schools, two all-through schools and two special schools in Gwynedd.

Every school in Gwynedd except one, operate the County's Education Language Policy, which means that every child is immersed in Welsh up to the age of 7. In receiving capital funding from the Sustainable Learning Communities program, and in dealing with any school reorganisation process, the Education Authority will follow the requirements of the School Organisation Code and carry out a Language Impact Assessment on any potential impact on the Welsh language, ensure that we maintain or increase the number of Year 1 children and all other school years taught through the medium of Welsh.

In the context of the Authority's use of the Welsh Language Capital grant, the Authority intends to invest heavily in intensive immersion provision across the county, to ensure that the learning environment and provision is modern and of a good quality and available across the county for new entrant learners. This immersion provision ensures a solid foundation for learners to continue to acquire Welsh within the county's bilingual education system when returning to their mainstream schools.

The Authority has also seen an opportunity through the Welsh Language Capital Grant to secure the capacity of some schools in the county that are located in areas of linguistic significance (namely over 70% communities). There is a need to increase the capacity of these schools in the light of local population growth as a result of housing developments in accordance with the Local Development Plan. The grant is therefore a means of enabling the Authority to ensure that there is sufficient space in the local school for the new population coming to housing developments in naturally Welsh speaking areas of Gwynedd, thus providing a means of maintaining and increasing the number of children Year 1 and all other school years taught through the medium of Welsh.

A series of webinars were produced as part of our plans to train teachers and assistants in immersion education strategies. These Language Immersion webinars will contribute to ensuring effective language immersion provision in our schools that will reinforce the work done in the Language Centers.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

We will:

- pilot a support and immersion scheme for learners in year 5 and 6 target groups in the Bangor and Tywyn catchment primary schools to acquire Welsh confidently and equip them to be able to follow subjects through the medium of Welsh in Secondary.
- develop our ongoing projects, the Virtual Scheme of the village of *Aberwla*, expanding the linguistic experiences of our learners through this innovative digital platform.
- extend the VR provision to include all locations developed by the author Anni Llŷn within the New 'Aberwla' immersion scheme.
- invest in equipment for each of the Language Centers.
- commit to reaching our target of 99%, by planning and delivering language interventions to target and support the language skills of any member of teaching staff who lacks confidence in their use of Welsh, or non-Welsh.
- consider our plans for investment through the Welsh-medium Late Immersion Grant (3 years).
- support the workforce at Our Lady's School, Bangor (which is a church school) by arranging Welsh lessons specifically tailored to meet the individual needs of staff members, which will mean more reception class / five year olds be educated through the medium of Welsh.
- aim to ensure that 100% of our reception class/five-year-old children receive their education through the medium of Welsh, by arranging appropriate training to support and assist staff who will require support to enable them to do so.
- ensure that each reception class/5 year old learner in Gwynedd is educated through the medium of Welsh.
- ensure that the requirements of the Authority's Language Designations are acted upon, and that robust plans are in place to provide support where needed.
- ensure that arrangements for newcomers to Welsh-medium education are clearly and effectively communicated with parents and carers.
- equip the Foundation Phase workforce with immersion education principles so that they can respond to the needs of pupils who are new to the school, and/or new pupils who transfer back to the school following a period in the Immersion System.
- use Welsh as the school's official assessment language at the end of the key stage.

How?:

We will:

- train teachers and assistants regarding early immersion in the Foundation Phase across the County, especially the Anglicised areas, but also provide input to restore the linguistic skills of groups of learners from non-Welsh speaking homes in schools generally following gaps in their learning due to Covid .
- produce a pack for schools that feeds the primary and secondary Language Centers on their return - a transition pack for the mother school to be aware of language patterns that need to be practiced and strengthened, giving priority here also to the well-being aspect.
- employ a teacher over 3 years to act as a Welsh and Literacy advisory teacher in the Foundation Phase to target FP classes within the County.
- commission work to promote the development of our learners' digital competence within our immersion system in the context of coding and the use of apps that promote language use opportunities.
- commission original work by an author to create simple books / e-books to introduce idiomatic Welsh language patterns to enhance the language of our latecomers.

- continue to commission Canolfan Bedwyr to assess language skills and identify the baseline of the linguistic ability of staff, to enable them to tailor bespoke, and differentiated courses to meet their needs.
- set appropriate targets for school staff to enable their progress to be monitored.
- consider how proposed changes to categories of schools according to Welsh-medium provision will affect the County's commitment to increase the provision of Welsh-medium education in English-medium and bilingual / dual-stream schools within the County.
- ensure that schools build on the foundation established at the nursery stage by continuing to develop five-year-old pupils' grasp of Welsh.
- provide newcomers to the county with support from the Immersion Education System to develop Welsh skills at an early stage.
- provide a programme of appropriate linguistic immersion training for FP staff - teachers and assistants.

Where do we expect to be at the end of our ten-year Plan?

At the end of our ten-year plan, the Service will show an increase in Welsh-medium education provision, which allows each pupil to develop bilingual proficiency. The county's newcomers will benefit from an innovative immersion education system, which is flexible and provides a contemporary immersion education of the highest standard, nurturing their skills in Welsh to enable them to succeed and thrive in our schools and become bilingually proficient speakers.

Key Data

No births data is available. Note that births are generally lower - with 1300 births recorded in 2022. The targets below are based on existing PLASC information (2019/20/21) and take into account the numbers of reception class/five-year-old learners of one specific English-medium school targeted by the Authority to meet the expectations of the Gwynedd Language Policy.

% of five-year-old children educated through the medium of Welsh.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
1116	98.82%	1117	98.8%	1118	99%	1122	99.3%	1124	99.5%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
1125	99.6%	1126	99.7%	1127	99.8%	1128	99.9%	1130	100%

Outcome 3

More children continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another

Where are we now?

The Language Coordinators in each Cluster within the county are held accountable by the Authority's Language Charter Coordinator and the Secondary Sector Language Strategy Coordinator. The Cluster Coordinators:

- encourage and inspire discussions which ensure collaboration between all schools.
- ensure clear lines of communication when making decisions.
- attend termly Cluster Meetings, arranged by the Authority, and which are attended by a representative of GwE.
- report back to a contact in each primary school, and the secondary school within the cluster, regarding discussions and decisions.
- promote collaboration, in line with the outcomes of the Authority's Welsh in Education Strategic Plan (WESP).

All of the county's education establishments are expected to reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in their curricular provision. We support primary and secondary schools to work together closely in partnership to target parents/carers in order to promote linguistic progression, and ensure that all staff members who are likely to come into contact with parents are aware of the key messages regarding Welsh-medium and bilingual education, as well as linguistic progression, in order to respond to potential questions.

Our current situation:

As a result of the COVID-19 pandemic, no data is available for 2019-20 and 2020-21.

2018-19	Year 9 learners being assessed in the medium of Welsh (First Language)	84.5%
2018-19	Foundation Phase learners gaining Outcome 5+ in Welsh (teacher assessments)	78.8%
2018-19	KS2 learners gaining Level 4+ in Welsh First Language (teacher assessments)	86.9%
2018-19	KS3 learners gaining Level 5+ in Welsh First Language (teacher assessments)	91.9%
2018-19	KS3 learners gaining Level 5+ in Welsh Second Language (teacher assessments)	77.1%

THE CURRENT SITUATION IN GWYNEDD SECONDARY SCHOOLS 2021-2022:

We will review school categorization arrangements in line with the Welsh Government's 2021 Categorization of Schools' Policy.

Category 2A	At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.
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Category 2B	At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.
Category 2C	50 - 79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.
Category 2CH	All subjects, except Welsh and English, are taught to all pupils using both languages.

The Authority will work closely with the Secondary schools within the County to produce, support and monitor appropriate Action Plans to achieve the targets set. Training will be available to upskill the workforce, and resources will be invested to support this at from September 2022 with the appointment of a Welsh Language Development teacher. There are plans to establish an Immersion Education Center on the site of Tywyn Secondary School as part of the Authority's vision to respond to the linguistic needs of the area.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

We will:

- within the first year, map and hold discussions with the schools where there is any change to their language category.
- ensure that all children continue to develop linguistically to fulfill the requirements of the Curriculum for Wales Linguistic Progression Steps to ensure that they improve their Welsh language skills when transferring from one stage of their statutory education to another.
- appoint a Welsh Language Development teacher at one designated secondary school within the County.
- ensure cross-county consistency by ensuring that every pupil who has a particular standard in Welsh as a First Language at end of Yr. 6 continues with Welsh as a First Language in Yr7 and is assessed as Welsh First Language at the end of Yr.9, and in doing so increase the % assessed in Welsh as a First Language at the end of Yr.9.
- increase the percentage of pupils who continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another, thereby having a positive influence on the % going on to sit a GCSE examination in Welsh First Language.
- monitor and ensure consistency across schools in order to ensure an increase in the % of those assessed in Welsh First Language at the end of Yr. 9.
- work with specific schools to ensure linguistic progression from primary to secondary.
- ensure access to Gwynedd’s Immersion Education System, which offers education of the highest standard from year 2 onwards, and offer appropriate follow-up support to any pupils who are primary/secondary newcomers to the county.

How?:

We will:

- monitor standards in a detailed and consistent way in our schools.
- share good practice for teaching, co-educating, modelling, training, monitoring, preparing and producing resources.

- plan appropriately to ensure that pupils taught bilingually continue to be taught bilingually when transferring from one year group to another.
- work with schools to ensure that pupils follow a linguistic path which is a natural development from one year to the next, and from one transition period to the next, and monitor this carefully.
- discuss and jointly identify with schools the opportunities to increase the Welsh-medium provision available, setting achievable targets which enable them to fulfil the requirements of the school's Language Designation.
- strengthen transition from primary to secondary to ensure purposeful progression to the Language Charter's/Language Strategy's work.
- upskill the workforce while nurturing pupils' confidence to use and develop their oral skills across the school.
- prepare a brief outlining the expectations placed by the Authority in relation to promoting the use of Welsh, and how the Authority, through this agreement, will support specific schools to confirm the procedures in place already exists in this context.
- support specific schools in ensuring that the Headteacher, staff and Governors of the school are aware of the expectations to use, promote and promote the Welsh language throughout the operation of the school, and to ensure that the right of the pupils and the school's extended family to make use of the Welsh language in all dealings with the school is always respected.
- expect to see a bespoke strategy implemented to enable pupils from both Welsh and non-Welsh speaking homes to develop their grasp of both Welsh and English.

Where do we expect to be at the end of our ten-year Plan?

There will be an increase in the number of children who continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another. The increase will be reviewed annually, and will form the basis for further interventions and action. The county's pupils will benefit from an innovative, embedded immersion education system, which provides a contemporary immersion education of the highest standard for learners, enabling them to succeed and thrive in our schools and become bilingually proficient speakers.

Key Data

The targets below are based on increasing the number of Welsh-medium classes in three specific schools targeted by the Authority to meet the expectations of the language categories of schools, e.g. increase the number of Welsh-medium classes and the number of pupils sitting GCSE Welsh First Language in one large secondary school over a ten-year period from one class to four classes (approximately 120 children).

% of pupils continuing to improve their Welsh-language skills when transferring from one stage of their statutory education to another.

	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Yr.2/Yr.3	98.3%	98.9%	99%	99.3%	99.5%
Yr.6/Yr.7	79.6%	79.6%	79.6%	79.6%	82.1%
Yr.9/Yr.11 Sitting GCSE Welsh First Language	84.5%	84.5%	84.5%	84.5%	86.1%

2027 - 2028		2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
Yr.2/Yr.3	99.6%	99.7%	99.8%	99.9%	100%
Yr.6/Yr.7	82.1%	82.1%	82.1%	82.1%	86.9%
Yr.9/Yr.11 Sitting GCSE Welsh First Language	86.1%	86.1%	86.1%	86.1%	88.6%

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

Appropriate progression and continuation is expected in the language medium of teaching each pupil from one key stage to the next. Every pupil who has studied Welsh (First Language) as a subject in primary school is expected to continue to do so in secondary school, and to sit an assessment/examination in the subject at the end of Year 11. Every pupil who has been taught through the medium of Welsh in primary school is expected to continue to do so in secondary school, and to sit external assessments/examinations through the medium of Welsh. Through the Immersion System, newcomers are supported to continue to develop their Welsh-language skills and proficiency, including studying qualifications in Welsh (as a subject) and subjects through the medium of Welsh.

Gwynedd's secondary schools are collaborating with Menai College of Further Education and Meirion Dwyfor College of Further Education which is part of Grŵp Llandrillo Menai to provide a broad and balanced Curriculum for KS4 and KS5 learners in the county. Y10, Y11, Y12 and Y13 pupils attend colleges one afternoon a week to follow courses that are mostly vocational in nature.

After schools have gone through the process of selecting pupils for their KS4 and Post-16 education, schools transfer the core knowledge of pupils out of SIMS by secure electronic means to the colleges. As part of the spreadsheet for each school, the school identifies a language medium in which pupils wish to receive their college education. In this way the teachers and administrative staff at the college are aware of the language medium of choice for each pupil. All the processes of registering with the examination boards and specifying the language medium of examination papers follow this information.

During their college studies the schools seek out the views of a learner and validate that they are receiving their education through the medium of language as highlighted at the start of the course. If there is any discrepancy contact the Gwynedd and Anglesey 14-19 Course Co-ordinator and Senior Management Team at the college to resolve any discrepancy. The agreed protocols state that it is not possible for pupils to change the language medium of their college education without discussion with the Senior Management Team in their school and their parents. Any change in the language medium of teaching and learning at the college for individual pupils will only be achieved following such discussions and guidance from the school to the college's administrative and teaching staff.

As part of the annual process of planning the collaborative course provision is the identification of the language medium of provision for each course. All installments (Schools and Colleges, Pupils and Parents) are aware of the provision available before choosing a course. Annually in reviewing the course offer and planning for the following academic year there is encouragement and support from the LEA for course providers to increase their Welsh medium provision. An increase in the number of courses available through the medium of Welsh in the Colleges for 14-19 partnership course pupils from schools has emerged over the last 10 years.

Gwynedd Secondary schools work together to provide a broad and balanced Curriculum for KS4 and KS5 learners in the county. Year 10, Year 11, Year 12 and Year 13 pupils attend other schools during the week to follow Level 2, Level 1 and Entry Level courses for Year 10 and Year 11 and Level 3 for Year 12 and Year 13.

After the schools have gone through the process of selecting pupils for their KS4 and Post-16 education, the schools transfer the core knowledge of the pupils out of SIMS electronically into the SIMS system the school that provides the course when using CTF. As part of the SIMS data for each school the school identifies the language medium that the pupils wish to receive their education at the other school. Through this method the teachers and administrative staff at the school delivering the course are aware of the language medium of choice for each pupil. All the processes of registering with the examination boards and specifying the language medium of examination papers follow this information.

During their studies at the school providing the course, the pupils' mother school seeks out the views of a learner and validates that they receive their education through the medium of language as highlighted at the start of the course. If there is any discrepancy contact the Gwynedd and Anglesey 14-19 Partnership Course Co-ordinator and Senior Management Team at the school providing the course to resolve any discrepancies. The agreed protocols state that it is not possible for pupils to change the language medium of their education at the school providing the course without discussion with the Senior Management Team in their mother school and parents. Any change in the language medium of the teaching and learning at the school providing the individual pupils.

As part of the annual process of planning the provision of co-operative courses between schools is the identification of the language medium of provision for each course. All installments (Schools, Pupils and Parents) are aware of the provision available before choosing a course.

Annually in reviewing the course offer and planning for the following academic year there is encouragement and support from the LEA for course providers to increase their Welsh medium provision.

An increase in the number of courses available through the medium of Welsh in schools for pupils of 14-19 partnership courses between schools has emerged over the last 10 years.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

There will be an increase in the number of learners who:

- are registered to sit GCSE Welsh (First Language) as a subject.
- achieve grades A*-C in GCSE Welsh First Language.
- are registered for at least three other qualifications through the medium of Welsh in Years 10 and 11.
- are registered for at least five other qualifications at Level 1 or Level 2 through the medium of Welsh in Years 10 and 11.
- are registered to sit Welsh (First Language) as an A level subject.
- study Level 3 qualifications through the medium of Welsh.

The positive influence of the county's Immersion System on pupils' progress will be clear to see.

How?:

- each school will respond to targets to achieve the increase, and appropriate support will be offered and consistently monitored in order to enable them to achieve the increase.
- ensure that the workforce regularly completes a Language Self Assessment on Self Service.
- consider the linguistic profile of the workforce of those schools that are currently coloured red, alongside the requirements of the Authority's Language Designations, in order to prioritize a program of Training to support the linguistic skills of staff.
- monitor the progress and impact of the training to ensure the expected development to meet the requirements of the language categories.
- conduct an audit of Key Stage 4 and Post-16 provision and respond to findings.
- ensure that the requirements of the Authority's Language Designations are incorporated into Recruitment and Appointment policies, and kept under review.
- consider the location of the new Bangor Area Immersion Unit to more easily support the new entrants' transition and immersion process. This is already a plan for the other school in the South of the school, Ysgol Tywyn.
- map the proposed Welsh-medium provision within the existing and new categories in accordance with the guidance on categorizing schools according to the Welsh-medium provision.
- work with schools with potential to increase Welsh-medium provision, aiming to change the category of those schools according to Welsh-medium provision.
- work closely with the Secondary schools within the County to produce, support and monitor appropriate Action Plans to achieve the targets set. Training will be available to upskill the workforce, and resources will be invested to support this.
- invest in a Welsh Language Development teacher in one of the County's Secondary schools in order to increase Welsh-medium provision.

Where do we expect to be at the end of our ten-year Plan?

We will continue to maintain the high numbers of learners who:

- are registered to sit GCSE Welsh (First Language) as a subject.
- achieve grades A*-C in GCSE Welsh First Language.
- are registered for at least three other qualifications through the medium of Welsh in Years 10 and 11.
- are registered for at least five other qualifications at Level 1 or Level 2 through the medium of Welsh in years 10 and 11.
- are registered to sit Welsh (First Language) as an A level subject.
- study Level 3 qualifications through the medium of Welsh.

The positive influence of the county's Immersion Education System on pupils' progress will be rooted.

Key Data

Current Data:

		%	Number
2020/21	Learners registered for GCSE Welsh (First Language) and who registered for at least three other qualifications through the medium of Welsh.	71.3%	876
2020/21	Learners registered for GCSE Welsh (First Language) and who registered for at least five other qualifications at Level 1 or Level 2 through the medium of Welsh.	67.8%	793
2020/21	Learners registered for GCSE Welsh (First Language).	87%	1068
2020/21	Learners at the end of Yr.11 who achieved grades A*-C in GCSE Welsh First Language.	75.3%	755
2020/21	Learners at the end of Yr.11 who achieved grades A*-C in GCSE Welsh Second Language.	91.3%	240
2020/21	Learners registered to sit Welsh (First Language) as an A level subject.	12.3%	44

Numbers and % of learners studying for qualifications in Welsh (as a subject) and subjects through the medium of Welsh:

Numbers and % of learners registered to sit GCSE Welsh (First Language) and registered for at least three other qualifications through the medium of Welsh.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
876	71.3%	884	72%	896	73%	908	74%	936	76.2%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
946	77%	956	78%	970	79%	982	80%	996	81.1%

Numbers and % of learners registered to sit GCSE Welsh (First Language) and registered for at least five other qualifications through the medium of Welsh.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
793	67.8%	795	68%	806	69%	829	71%	853	73%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
865	74%	876	75%	888	76%	900	77%	913	78.1%

Learners registered to sit Welsh (First Language) as a GCSE subject.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
1068	87%	1080	88%	1092	89%	1105	90%	1117	91.2%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
1129	92%	1142	93%	1154	94%	1166	95%	1188	96%

Learners registered to sit Welsh (First Language) as an A level subject.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
44	12%	47	13%	51	14%	55	15%	58	16%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
62	17%	65	18%	69	19%	73	20%	73	20%

Learners who study Level 3 qualifications through the medium of Welsh.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
182	50%	193	53%	200	55%	207	57%	218	60%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
226	62%	233	64%	240	66%	248	68%	259	70%

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

The main aims of the Language Charter and the Secondary Sector Language Strategy are achieved by:

- supporting the development of pupils' language skills to be able to use the Welsh language
- immersing learners in positive attitudes regarding the Welsh language
- offering opportunities to use Welsh in a range of situations
- creating a desire to want to use Welsh

The commitment and ownership of the leadership team in each school is strongly in its favour and has high expectations in terms of its implementation. Schools' staffing structures denote clear responsibilities and accountability for implementing various aspects of school life involving the Welsh language, and in partnership with the broader community, in order to ensure full ownership of the language. The role of the Language Coordinators is clear and is implemented consistently across all clusters within the county.

Each school carefully plans to offer formal and informal opportunities and experiences for the pupils to use the Welsh language. Every opportunity is given to pupils to use or practise the language and to help them realise that there is a rich social and cultural world associated with the Welsh language.

- Data from the workforce's Welsh Language Self-assessment is used to ensure that any training needs are met in order to support pupils' oral skills.
- The Gwe Iaith (Language Web) will be completed twice during a school year. The data will be used to discover a baseline of learners' linguistic patterns and practices within and outside school walls. The data regarding their attitudes and their confidence in using Welsh will be used for further action.
- An accountability procedure is agreed between the Education Officers, GwE Regional Consortia and the Language Coordinators of each catchment area.
- There is an understanding of the various measures and methods of measuring impact used in the implementation of each Welsh Cluster Scheme.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

Schools will ensure that:

- they give the Welsh language prestige and value by encouraging more use of the Welsh language as a medium of learning and socialising and by continuing to implement the Language Charter and the Secondary Sector Language Strategy.
- positive attitudes regarding using the Welsh language are promoted among pupils and parents.
- the Language Council operates effectively in each school.

- there is close collaboration with external partners such as the Urdd and Hunaniaith, so as to nurture healthy attitudes and increase the use of Welsh in different contexts in school.
- the Pupil's Voice is central to plans to promote the use of Welsh socially and through digital and social media.
- the Gwe laith data will be used as a baseline when agreeing on implementation steps.

How?:

We will:

- continue to promote the principles of the Language Charter and Language Strategy, in order to lead to further progress in the social and curricular use of the Welsh language among pupils.
- continue to support schools to promote positive attitudes regarding using the Welsh language among pupils and parents.
- ensure that the Language Council is in place in each school and understands its roles and responsibilities.
- continue to facilitate close collaboration between schools and external partners such as the Urdd and Hunaniaith, so as to nurture healthy attitudes and increase the use of Welsh in different contexts in school.
- support schools to ensure that the Pupil's Voice is central to plans to promote the use of Welsh socially and through digital and social media.
- encourage collaboration between schools within the county in order to share good practice and create links which will promote the use of the language.
- create connections and opportunities to extend the sharing of good practice beyond the county's boundaries.
- support schools to be able to use the Gwe laith data as a baseline when agreeing on implementation steps.
- continue to hold discussions with the Language Coordinators on the most manageable and effective ways of disseminating good practice and share this with clusters within the Authority.
- establish an Outcome 5 Project Board to ensure collaboration and communication with relevant stakeholders eg Urdd, YFC, Hunaniaith, with a view to mapping the activities offered by partnerships within the County.

Where do we expect to be at the end of our ten-year Plan?

The main objectives of the Language Charter and the Secondary Sector Language Strategy will form a central part of each school's Development Plan. There will be robust commitment and ownership of them, as well as high expectations in terms of their implementation. The impact of the implementation will be seen through the data collected.

Key Data

Increase opportunities for learners to use Welsh in different contexts in school:

Percentage of primary/secondary school children who have completed the Gwe laith who are confident to use Welsh in their daily lives.

2022 - 2023									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
75%	75%	78.5%	78.5%	79%	85%	80%	87%	82%	90%
2027 - 2028									
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
83%	91%	84%	92%	85%	93%	86%	94%	87%	95%
Number of primary/secondary children who are members of the Urdd in schools.									
2022 - 2023									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
3973	1855	3980	1860	3985	1865	3990	1870	3995	1875
2027 - 2028									
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
4000	1880	1005	1885	1010	1890	1015	1895	1020	1990
Number of primary/secondary schools achieving the highest expectations of the Language Charter/Secondary Sector Language Strategy.									
2022 - 2023									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
75%	75%	78.5%	78.5%	79%	85%	80%	87%	82%	90%
2027 - 2028									
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
83%	91%	84%	92%	85%	93%	86%	94%	87%	95%

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Where are we now?

Under ALN Legislation (2018), which came into force in September 2021, we have a statutory duty to ensure that learners can access additional learning provision through the medium of Welsh. 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. Every member of staff within the ALN&I Service is fluent in Welsh and is able to provide bilingually. The language medium of input depends on individuals' learning needs.

Challenges exist for some specialist posts in maintaining the level of Welsh-medium provision, specifically in the field of Educational Psychology, and it is likely to be a challenge in the field of Sensory Impairment input within the next ten years.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

The Additional Learning Needs and Inclusion Service will:

- continue to provide education for pupils with additional learning needs through the medium of Welsh, and bilingually, along each step of the educational journey.
- continue to plan a provision around the needs of children and young people and their families.
- continue to implement the Gwynedd and Anglesey ALN&I Strategy.
- continue to assess the capacity and capability of the Welsh-medium ALN workforce, using the outcomes to plan the workforce appropriately.

How?:

We will:

- engage with parents/carers in order to ensure that they understand the provision and the support available through the medium of Welsh.
- use the findings of reviews held under section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 in order to improve provision for individuals with additional learning needs, and to plan the workforce within the ALN sector.
- hold an annual audit of ALN and Inclusion services if gaps appear in the Welsh-language provision.
- monitor, assess the need, and plan around the needs of children and young people and their families, and continue to ensure access to fully bilingual services.
- consider any reasonable requests for assistance and support from other counties in the region which face difficulties with their Welsh-medium provision.

Where do we expect to be at the end of our ten-year Plan?

The level of specialist staffing (i.e. posts that are statutory within the ALN and Education Tribunal (Wales) Act 2018 in Gwynedd will be sufficient to respond to the demand. We will have a suitable recruitment plan for long-term workforce planning, and every provision and intervention necessary to promote the inclusion of learners with ALN will be available bilingually.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

Following the completion of the Education Workforce Language Skills Questionnaire, detailed work has been undertaken to examine the findings, and to consider what linguistic training and support is needed for our schools' workforce. Courses and training were organised to respond to the needs highlighted by conducting the questionnaire. We work closely with Canolfan Bedwyr, Bangor University and GwE Regional Consortia to ensure that appropriate Welsh Language Learning courses are available for the education workforce at Foundation, Intermediate and Higher level or for Language Improvement and Confidence Building. The education workforce (teachers, teaching assistants, kitchen assistants) is expected to update the Language Skills Questionnaire every year at the beginning of the school year in order to ensure that the data is up to date, and to allow for the planning of appropriate training and support for them, which will enable them to teach Welsh (as a subject) and teach through the medium of Welsh. The requirements of the Language Designations will be implemented in the recruitment process, and targets will be monitored to ensure an increase in numbers.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

- There will be an increase in the percentage of teachers who are confident to teach Welsh (as a subject) and teach through the medium of Welsh in our schools.
- There will be an increase in the percentage subjects taught through the medium of Welsh in Years 10 and 11, and Years 12 and 1.
- All teaching posts advertised will include a reference to the post's Language Designation.
- The Governors of each school will understand the linguistic requirements of advertised posts and the implications of failing to appoint in accordance with the linguistic requirements of the post.

How?:

We will:

- use data from the Workforce Annual Census to guide workforce planning and to estimate how many teachers will be needed in the future, based on predictions.
- collaborate with GwE regional consortia and the National Academy for Educational Leadership in order to ensure an adequate supply of headteachers for the Welsh-medium sector.
- collaborate with regional consortia and initial teacher education providers in order to ensure an adequate supply of Welsh-medium teachers.
- assist teachers and support workers to improve their Welsh-language skills and Welsh-medium teaching skills through the use of courses such as the Sabbatical Scheme and plan aftercare for individuals at the end of a course, in cooperation with GwE regional consortia
- support the schools' workforce to develop and refresh their Welsh-language skills, as well as their ability to learn and teach in Welsh.

- provide and promote Continuing Professional Development which supports training for teachers in Welsh-medium and bilingual teaching methodology, using examples of good practice that is already in place at several schools, as well as recent research, to do so.
- develop training for assistants and teachers by holding collaborative workshops on developing enriching and extended Oracy opportunities in Foundation Phase classes.
- Support one specific school by appointing a Welsh Language Development teacher.

Where do we expect to be at the end of our ten-year Plan?

We will continue to maintain the high percentage of teachers who are confident to teach Welsh (as a subject) and teach through the medium of Welsh in our schools. We will continue to:

- ensure high percentages of subjects taught through the medium of Welsh in Years 10 and 11, and Years 12 and 13.
- ensure that all teaching posts advertised include a reference to the post's Language Designation.
- work with the Governors of each school to ensure that they fully respond to the linguistic expectations of the Gwynedd Schools Language Policy and the Gwynedd Schools Safe Recruitment and Selection Policy.

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh:

Number and percentage of teachers who are confident to teach Welsh (as a subject) and through the medium of Welsh in our schools.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary 99.2%	Secondary 86.3%	Primary 99.2%	Secondary 87%	Primary 99.5%	Secondary 89%	Primary 99.7%	Secondary 90%	Primary 100%	Secondary 93%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
Primary 100%	Secondary 94%	Primary 100%	Secondary 96%	Primary 100%	Secondary 97%	Primary 100%	Secondary 98%	Primary 100%	Secondary 100%

Number (total) and percentage of subjects taught through the medium of Welsh in Years 10 and 11.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
296	69.5%	302	71%	306	72%	311	73%	315	74%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
319	75%	323	76%	328	77%	332	78%	340	80%

Number (total) and percentage of subjects taught through the medium of Welsh in Years 12 and 13.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
132	57.9%	132	58%	134	59%	136	60%	139	61%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
141	62%	143	63%	145	64%	148	65%	150	66%

How we intend to work with others to achieve our vision

GWYNEDD EDUCATION LANGUAGE FORUM TERMS OF REFERENCE

PURPOSE:

Oversee all aspects of the WESP, ensuring suitable commissioning, progress on action steps and outcomes, and coordination of action in order to achieve the outcomes as a whole. This will include:

- Overview of all outcomes
- Providing guidance and general advice on all outcomes
- Briefing and challenging progress on action steps
- Commissioning work by the individuals who lead the outcomes along with commissioning other services as needed
- Authorising any significant changes to an individual outcome or the WESP as a whole
- Considering any external restrictions on outcomes or the WESP as a whole
- Identifying and removing any internal or external barriers to an individual outcome or the WESP as a whole.

MEETING FREQUENCY:

The Education Language Forum will meet up to 3 times a year. If issues arise that need to be raised by the individuals who lead on the individual outcomes of the WESP, then it will be possible to arrange additional meetings as needed.

ROLE:

The Education Language Forum is authorised to work within time, funding and quality restraints to ensure that all individual outcomes, and the WESP as a whole are achieved.

The Education Language Forum is expected to mitigate any risks that arise, remove obstacles, as well as monitor performance and progress in terms of the individual outcomes and the WESP as a whole.

The Education Language Forum will implement an appropriate governance framework to support the WESP in order to achieve the expected outcomes.

DOCUMENTATION:

Relevant documents for members' attention will be distributed approximately one week in advance. The documentation will be circulated electronically, and a hard copy will be available as needed.

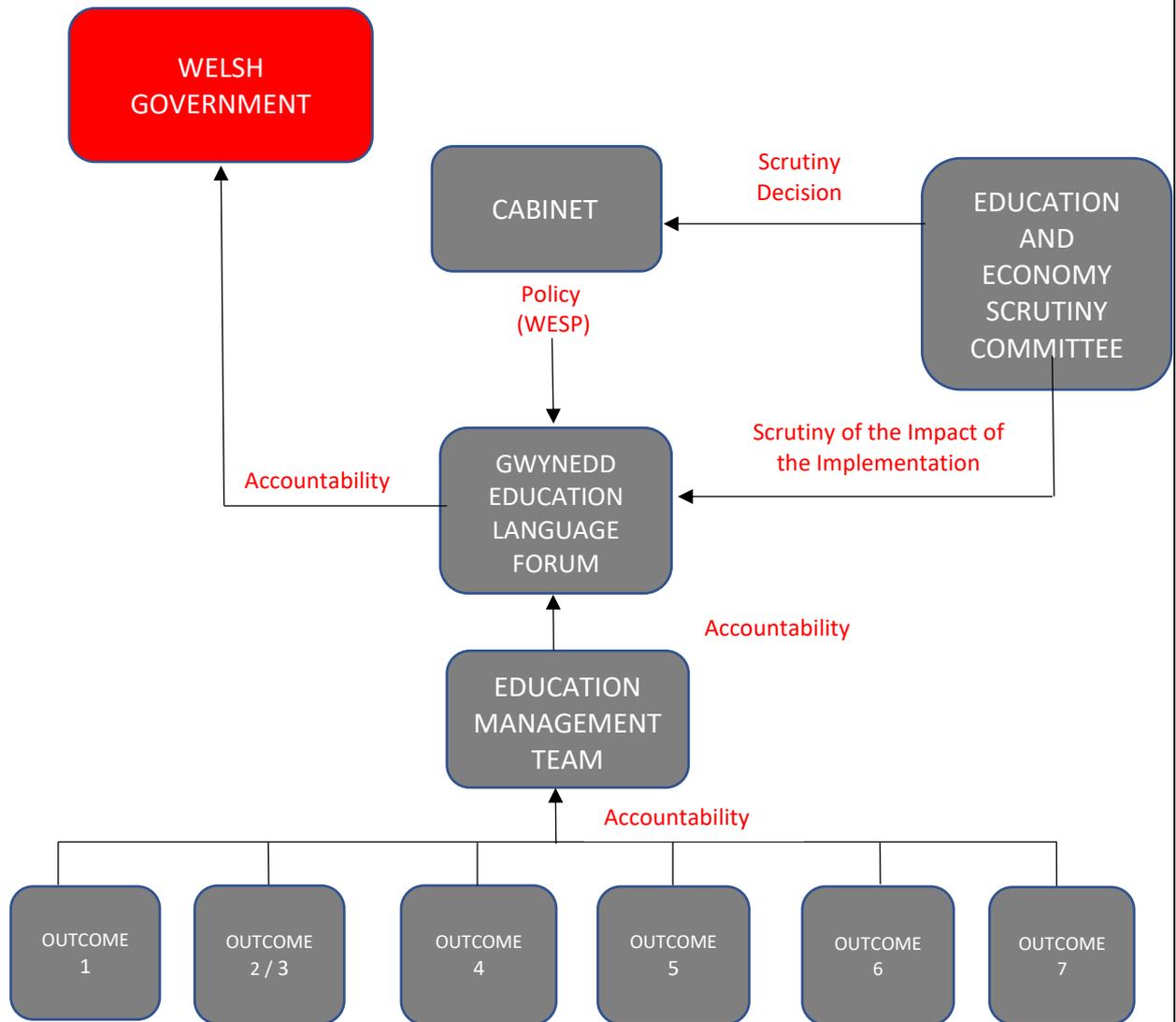
REPORTING ARRANGEMENTS:

The output of the Education Language Forum meetings is expected to be recorded and kept as part of the WESP documentation. The documentation of the Education Language Forum meetings and the outputs will contribute to forming the Education Department's Annual Report on the implementation of the WESP. The WESP Annual Report is presented to the Education and Economy Scrutiny Committee before being forwarded to the Welsh Government.

TIMELINE:

The Education Language Forum will last the duration of the WESP, which is 10 years. The Terms of Reference will be reviewed annually, or occasionally as necessary.

WESP STRUCTURE



MEMBERSHIP OF THE GWYNEDD EDUCATION LANGUAGE FORUM

Garem Jackson (Chairman)
 Debbie Anne Jones
 Rhys Glyn
 Iwan Hywel
 Llywela Haf Owain
 Beca Brown

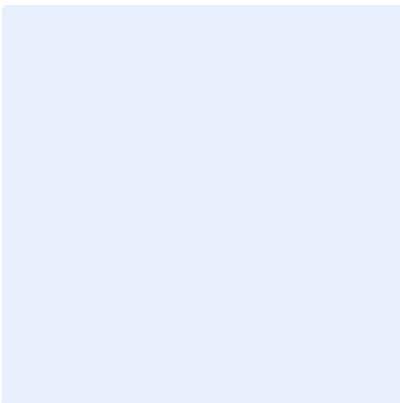
Head of Education
 Education Corporate Services Manager
 Head of Immersion Education System
 Hunaniaith Chief Officer
 Senior Language and Scrutiny Officer
 Cabinet Member for Education

Menna Jones	Cabinet Member Corporate Support (Language)
Representative	Education and Economy Scrutiny Committee
Elfed Wyn ap Elwyn	Language Committee
Gwern ap Rhisiart	WESP Outcome 1 Leader
Rhys Glyn	WESP Outcome 2 Leader
Rhys Glyn	WESP Outcome 3 Leader
Gwyn Tudur	WESP Outcome 4 Leader
Sian Eirug/Gwenan Ellis Jones	WESP Outcome 5 Leader
Ffion Edwards Ellis	WESP Outcome 6 Leader
Gwyn Tudur	WESP Outcome 7 Leader

APPENDIX 3

POLISI IAITH YSGOLION GWYNEDD 2021 ***GWYNEDD SCHOOLS LANGUAGE POLICY 2021***

Ysgol



Dyddiad Cymeradwyo/Date Adopted:
Dyddiad Adolygu/Review Date:

Llofnodwyd **ar** **ran** **Cadeirydd** **y** **Llywodraethwyr:**

Dyddiad: _____

Background

Specific expectations are set by Gwynedd Council's Education Department to contribute to national strategies and legislation in terms of promoting and increasing the use of the Welsh language.

It is a requirement, under section 84 of the School Standards and Organisation (Wales) Act (2013), and to comply with the Welsh in Education Strategic Plans (Wales) Regulations 2019, for all Local Education Authorities to prepare and submit a Welsh in Education Strategic Plan, outlining the vision of Welsh medium education within the authority over the next ten years.

A statutory requirement is also placed on the Council under Section 44 of the Welsh Language Measure (Wales) 2011 to draft and publish county strategies outlining how they will contribute to the national aim set by the Welsh Government's Welsh Language Strategy, Cymraeg 2050, to increase the number of speakers throughout Wales and to increase the opportunities for people to use the Welsh language everyday. The Gwynedd county language strategy - Welsh Language Promotion Plan for Gwynedd 2018-2023 - sets the commitment and vision for the county, and the work of the Education Department and the WESP contribute to the aims of this county strategy.

Promoting the use of the Welsh language is also one of Gwynedd Council's improvement aims, with the Council's Strategic Plan stating that the aim is to see: "The people of Gwynedd taking advantage of opportunities to use the Welsh language in the community, the workplace and in accessing public services".

Therefore, this policy has been drafted in order to give a summary of the expectations placed on Headteachers and their schools in relation to promoting the use of the Welsh language, and to confirm the procedures that already exist in this context.

The policy is split into four sections, outlining best practice under the following headings:

- **Education Medium**
- **Social Use**
- **Recruitment and Appointment of Staff**
- **Administration and Communication**

Every Headteacher, in consultation with their staff and the Governing Body, are expected to approve and adopt this Language Policy.

It is the Headteacher's responsibility to ensure the success of the Language Policy in his/her school, and the headteacher is expected to provide clear guidance in order to establish a thorough understanding of the policy's aim and to ensure that the efforts of classroom teachers are reinforced by ensuring an appropriate Welsh ethos in the school.

THE POLICY'S GENERAL OBJECTIVES

The main aim of the Policy is to ensure that Headteachers, school staff and Governors are aware of the expectations to use and promote Welsh in all parts of the operation of schools in the county, and ensure that the rights of the pupils and the school's extended family to use Welsh when dealing with the school is always respected.

In implementing this policy, the school and governing body will ensure:

- that all pupils in the county possess appropriate linguistic skills in Welsh and English, and that this expectation is consistent across each school.
- that there is an appropriate provision to enable every pupil to develop bilingual proficiency. In this context, schools are expected to continue to foster the skills of those pupils who are Welsh first language, and introduce Welsh to those who are Welsh-learners.
- that all of the County's education establishments are expected to reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in the curricular provision.

Although the general aim of the policy in terms of the education medium is to develop bilingualism, the balance is weighted in favour of the Welsh language. This is especially true in the early years [nursery and in the years leading up to the end of the Foundation Phase] in order to set firm foundations for further development. For the other Key Stages, it is expected that a purposeful strategy is implemented to enable pupils from Welsh speaking and non-Welsh speaking households to develop their grasp of both Welsh and English. In this context, the emphasis placed on both languages at different times in the pupil's development will differentiate according to the pupil's linguistic background and the area served.

1. EDUCATION MEDIUM

GENERAL PRINCIPLE

All the county's schools should operate in a way that contributes to the aims and objectives of the Welsh in Education Strategic Plan, to increase and improve planning for Welsh medium education provision.

1.1 PRIMARY SCHOOLS

The expectation is the same for every primary school.

Early Years:

Primary schools are expected to set a strong foundation for the Welsh language ensuring that pupils are given the opportunity to learn Welsh as soon as possible.

Foundation Phase:

The foundation established at the nursery and reception stages should be built upon by continuing to develop pupils' grasp of Welsh, and begin the process of developing their English language skills. On a practical level, this means that most schools start introducing English formally as a subject during the final term at the end of the Foundation Phase. Welsh will be the school's official assessment language at the end of the Foundation Phase.

Key Stage 2:

The pupils' grasp of Welsh should continue to be developed giving attention to the development of their skills in both languages. In this context, schools are expected to make use of English as a medium as pupils move through KS2. The emphasis placed on both languages at different times in the pupil's development will differentiate according to the pupil's linguistic background and the area served. This arrangement will be expected to secure opportunities to develop the Welsh language across the curriculum in every area across the county. Pupils' progress in Welsh and in English are assessed at the end of the key stage.

In addition, schools are expected to ensure that pupils who are Welsh learners at KS2, learn Welsh as soon as possible, either by attending the Immersion Education System, or intense provision at school, for them to be able to fully follow the curriculum through the medium of Welsh / bilingually.

1.2 SECONDARY SCHOOLS

The expectation is the same for every secondary school.

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 Yr11 and sits appropriate external examinations and tests at the end of KS3 and KS4.

Schools are expected to build upon the foundations set in primary by ensuring that each pupil continues to develop skills in Welsh and English by using both languages as a learning medium to varying degrees. In this context, there is a need to use the information transferred about the linguistic attainment of each pupil by the Welsh Language Cluster Coordinators for purposeful linguistic planning to promote bilingualism. On a practical level, it will be necessary to act in the following manner:

- In the case of pupils with **Welsh language proficiency** but who require to further develop their grasp of Welsh and to improve specific skills in English [Cohorts A & B], it is expected that a vast proportion of their curriculum will be through the medium of Welsh. In addition, specific experiences will be planned across the curriculum for them to develop and improve their skills in English. In such cases it is expected that the time set aside for experiences in Welsh and English will roughly correspond to 70% : 30%.
- In the case of **pupils who need to develop and reinforce their skills** in Welsh [Cohort C1] the curriculum is planned in a way that will allow them to practice and develop the Welsh language across the curriculum. In such cases it is expected that the time set aside for experiences in Welsh and English will be at least 50%.
- In the case of a **minority of the pupils with appropriate proficiency in English but who lack appropriate skills in Welsh** [Cohort C2], emphasis is placed on planning opportunities across the curriculum to develop their oral skills in Welsh. In such cases it is expected that the time set aside for experiences in Welsh will be at least 30%.

The system described above, if implemented effectively in a school, will develop and increase the active bilingualism of learners and develop pupils' bilingualism. It is also expected that this will be a means to increase the number of pupils that sit KS4 examinations through the medium of Welsh.

In addition, schools are expected to ensure that pupils who are Welsh learners in the early years of KS3, learn Welsh as soon as possible, either by attending the Immersion Education System, or intense provision at school, for them to be able to follow elements of the curriculum through the medium of Welsh / bilingually.

PROVIDING FOR THE DIFFERENT COHORTS IN SECONDARY

The Language Policy defines the linguistic development of pupils in Welsh and English as they work towards the aim of achieving bilingualism. Secondary schools are expected to make use of the linguistic cohorts together with the language provision suggested to ensure pupils' bilingual development.

COHORT	Definition of the type of pupil according to linguistic ability.	The linguistic needs required to develop the pupil's bilingual skills.
A	Pupils with parallel age-related proficiency in Welsh and English.	Bilingual education across the curriculum to foster, reinforce and extend skills in both languages.
B	Pupils with age-related proficiency in Welsh but who need to reinforce some aspects of their English language skills.	Bilingual education with an emphasis on developing skills that are needed to enable the pupil to transfer to cohort A in due course.
C1	Pupils with appropriate proficiency in English but who need to reinforce some aspects in Welsh language skills	Emphasis is placed on extending the pupil's proficiency in the three attainment targets. Ensure that extra-curricular opportunities are used to develop the pupil's grasp of Welsh.
C2	Pupils with appropriate proficiency in English but who lack the age-related skills in Welsh.	Emphasis placed on oral and practical work through the medium of Welsh.
CH	Pupils without appropriate age-related skills in either language.	Careful and purposeful planning to develop essential skills in both languages.

The following are offered as further guidelines for consideration at individual school level.

1. Every school is expected to carefully provide the bilingualism of every pupil via intentional language planning.
2. Every school is expected to consider the methods/combination of the most suitable and appropriate bilingual teaching methods for their different situations. In order to ensure that appropriate use is made of Welsh and English as a medium, the following should be considered:
 - present some specific units/modules through the medium of Welsh and others through the medium of English (the appropriate balance has to be considered);
 - present some subjects through the medium of Welsh and others through the medium of English (the appropriate balance has to be considered);
 - introduce key vocabulary/worksheets in both languages (consideration has to be given if this is required in every subject or some subjects only);
 - translanguaging, namely read/watch aspects of a subject in one language and discuss or write in the other;
 - use both languages as media to a varying degree to reinforce both languages, particularly with Cohorts B, C1, C2, CH (the language has to be used intentionally and carefully in order not to mix both languages too much and unnecessary).
3. Every school is expected to offer a specific provision for learners (Cohorts C1 and C2), ensuring a sufficient link with the Welsh language across the curriculum.
4. Every school is expected to encourage all newcomers in Yr7 to attend an intensive course in the Immersion Education System as soon as possible. This should be reinforced with a provision at the school e.g. offering some of the practical subjects at least, at the start, through the medium of Welsh.

5. Every school is expected to establish a system to track and measure pupils' language development according to the Language Cohorts, to ensure progress in their language proficiency, so that everyone moves towards Cohort A on the language continuum.

2. SOCIAL USE OF WELSH

GENERAL PRINCIPLE

Every school is expected to gain positive attitudes amongst pupils and the workforce towards the language, creating pride and increase the use of the language within and outside the classroom.

The Welsh in Education Strategic Plan is a statutory document by Gwynedd Education Authority, and it is expected that every school will:

- Provide data regarding the language use and skills of pupils in schools, and data about workforce language skills.
- Work within the same framework to ensure learners who are confident to use their Welsh language skills in various contexts.
- The requirements of the Language Charter and the Secondary Language Strategy are incorporated as an integral part of the school Curriculum to achieve the requirements of the county language strategy - *Welsh Language Promotion Plan for Gwynedd 2018-2023*. To ensure that every learner develops his/her Welsh language skills for socialising, to prepare for the world of work, and to show positive attitudes towards the language. Embedding and expanding the informal use of Welsh is also an integral part of the Areas of Learning and Experience within the new curriculum.

3. RECRUITING AND APPOINTING

GENERAL PRINCIPLES

Every school is expected to act in accordance with the Recruitment and Appointment Policy (2021) and to ensure that the Welsh language receives appropriate attention when advertising and recruiting for jobs.

It is expected that Governing Body appointment panels will be aware of the need to consider language needs when they appoint.

It is expected for Welsh to be noted as an essential/key skill for every post, and the exact level of linguistic skills needed to achieve the requirements of the post - *speaking and listening, reading, comprehension and writing* - are shown clearly in the Person Specification when advertising.

It is expected that individuals appointed will possess the linguistic skills that are noted for the post. If an individual is appointed, who does not possess the essential skills noted for the post in question, then they will be expected to commit to a training programme in order to improve their language skills.

Advertising

The Language Designation for the post is expected to be included in every advertisement in accordance with what has been determined for the type of post in the appendix *Language Framework and Job Designation List*.

Appointment

It is the responsibility of the Headteacher/Recruitment Panel to ensure that individuals appointed will reach the requirements noted for the post, or that they commit to work to attain those requirements.

If it is not possible to appoint someone with the necessary linguistic skills after advertising once, consideration can be given to re-advertising to receive applications from applicants who do not meet the language requirements immediately, but who are willing to commit to learn. Further guidance about this is available from the relevant Education Officers.

The Language Designations of the post itself will not be changed at all when re-advertising.

In such circumstances, it is expected that the advertisement will include the following wording:

We are eager to consider applications from individuals who, possibly, do not currently reach the language level of the post, but the successful applicant would be required to commit to either learn, or develop language skills to the required level within a reasonable timescale. The Council will provide support to achieve this.

In such circumstances, and as part of the appointment process if someone is appointed who does not meet the language requirements, it is expected that an appropriate support and training plan will be agreed and drawn up for the individual in agreement between the relevant Education Officers, the Head of Department and the post-holder, in order to close the gap between the individual's skills and the required skills for the post.

Training / Following appointment

It is the responsibility of the appointing Headteacher/Manager to ensure that they seek advice from the relevant Education Officers about available training as appropriate, and that the individual attends any identified training for them in order to develop their skills. Heads of Department/Managers are expected to monitor the individual's progress as part of performance management and continuous evaluation procedures.

4. ADMINISTRATION

GENERAL PRINCIPLE

All educational establishments in the county are expected to communicate with pupils, parents and the school's extended family bilingually, respecting the choice of language and the right of individuals to use Welsh when dealing with the school.

Although it is generally expected that information will be provided bilingually, it is also recognised that Welsh is the operational, natural language of schools and schools are encouraged to consider circumstances where it is appropriate to communicate only in Welsh.

Face-to-face and telephone contact

It is expected that it will be possible for the public to receive a full bilingual service at the receptions of each of the county's educational establishments.

A service through the medium of Welsh or bilingual should be offered when contacting via the telephone (with Welsh first), in a welcoming way, and any calls from the public should be answered in the same manner.

If the caller speaks Welsh, but the member of the administrative staff who answers the call is unable to speak Welsh fluently enough to deal with the matter in full, the member of the administrative staff should explain this after greeting the caller, and offer to transfer the call to another member of staff who will be able to deal with the matter in full in the caller's chosen language.

In cases where the officer who answers the call is a Welsh-learner, the officer is encouraged to use his/her Welsh to the best of his/her ability.

It is expected that messages on the school's answer-phone will be bilingual, with the Welsh message heard first.

Contact and written information

In all the county's educational establishments, any correspondence or written material - e.g. letter, circular, email message, text message, posters, pamphlets - intended for parents/guardians or the public in general, should be written in Welsh and English. This includes printed written material and material that is shared electronically with a parent/guardian.

It should be ensured that any messages sent electronically and by using apps treat Welsh and English equally.

It is expected that all official documents shared with the public in the school's name, whether produced internally or by an external body or organisation, will afford the same status to both Welsh and English.

It is expected that any social media accounts (such as Facebook and Twitter) will follow the same principles and present information bilingually, with Welsh appearing first every time.

At the same time, it is recognised that Welsh is the operational language of the school and it is expected that the school will give consideration to circumstances where using Welsh only or both languages would be more appropriate.

Meetings

In all the county's education establishments, it is expected that any meeting arranged will be held through the medium of Welsh, including internal meetings, meetings with members of staff, and meetings of the Governing Body.

If arranging a meeting with a pupil/parent/guardian to discuss matters regarding education or any other personal matters, it should be ensured that the meeting is conducted in the individual's chosen language. It is the responsibility of the school/headteacher to ensure that individuals have a right to discuss personal matters in their chosen language and that this is respected.

It is expected that the Welsh language will be the main language of public meetings held by any of the county's educational establishments.

Anyone is permitted to speak Welsh or English, as they choose, in a public meeting arranged by any education establishment in the county, and the school is responsible to arrange a simultaneous translation service to

ensure that those who do not speak Welsh are able to understand and contribute effectively to the meeting. Chairpersons of such meetings will be expected to address and hold the meeting in Welsh and encourage non-Welsh speakers to use the translation equipment to promote language choice.

Leaders in events or more informal meetings such as concerts, open evenings etc., are encouraged to greet the audience bilingually in order to include everyone.

Translation provision:

The Council's Translation Service can provide support in meetings and with documentation for Governors, to ensure that non-Welsh speakers can continue to play a full part in a meeting or event.

Consideration should be given to circumstances where translation provision is required to address the individual's language choice.

MONITORING THE IMPLEMENTATION OF THE POLICY

The Policy's Implementation will be monitored as part of the general arrangements to monitor services.

With the support of Schools, the Authority will report annually to the Welsh Government on the implementation of the Welsh in Education Strategic Plan.

A specific section will be included in the Annual Report of each school on the implementation of the Language Policy in schools.

The Governing Body is expected to review and approve the Language Policy in accordance with the annual system to review policies.

APPENDIX 4 – THE BACKGROUND DATA OF THE INVESTIGATION'S SCHOOLS 2023

Name of school		Ysgol Dyffryn Nantlle
Area		Arfon
Age range		11 – 18- years
Population	Total	387
	KS3	202
	KS4	138
	Sixth Form	47
Language Category	PLASC 2023	2A
	PLASC 2024	3
Name of Headteacher		Rhian Parry Jones
Member of SLT that leads in terms of Welsh		Enid P Huws
Percentage entitled to Free School Meals		13.5%
Percentage with ALN period		27%
Looked-after children		6
Language Data of parents - data with PLASC wording		
Percentage - Fluent and Speaking at Home		76.8%
Percentage - Fluent and Not Speaking at Home		5.5%
Percentage - Not Fluent and Speaking at Home		6%
Percentage - Not Fluent and Not Speaking at Home		9.5%
Percentage of Non-Welsh Speakers		0.2%
The School's Website		Hafan Ysgol Dyffryn Nantlle
Latest Estyn Report		Inspected November 2022: Ysgol Dyffryn Nantlle Estyn (gov.wales)

Name of school		Ysgol Eifionydd
Area		Dwyfor
Age range		11–16-years
Population	Total	367
	KS3	225
	KS4	142
	Sixth Form	N/A
Language Category	PLASC 2023	2A
	PLASC 2024	3
Name of Headteacher		Dewi Bowen
Member of SLT that leads in terms of Welsh		Dewi Bowen
Percentage entitled to Free School Meals		10.5%
Percentage with ALN period		20%
Looked-after children		9
Language Data by parents - data with PLASC wording		
Percentage - Fluent and Speaking at Home		56.6%

Percentage - Fluent and Not Speaking at Home	11.3%
Percentage - Not Fluent and Speaking at Home	8.7%
Percentage - Not Fluent and Not Speaking at Home	12.1
Percentage of Non-Welsh Speakers	2.4%
The School's Website	http://ysgoleifionydd.org/eng/index.html
Latest Estyn Report	Inspected in 2018: Ysgol Eifionydd Estyn (gov.wales)

Name of school	Ysgol Godre'r Berwyn (secondary school data)	
Area	Meirionnydd	
Age range	3 – 18-years	
Population	Total	383
	KS3	195
	KS4	137
	Sixth Form	51
Language Category	PLASC 2023	2A
	PLASC 2024	3
Name of Headteacher	Bethan Emyr	
Member of SLT that leads in terms of Welsh	Bethan Emyr	
Percentage entitled to Free School Meals	9.7%	
Percentage with ALN period	10%	
Looked-after children	14	
Language Data by parents - data with PLASC wording		
Percentage - Fluent and Speaking at Home	64.4%	
Percentage - Fluent and Not Speaking at Home	13.4%	
Percentage - Not Fluent and Speaking at Home	3.2%	
Percentage - Not Fluent and Not Speaking at Home	8.9%	
Percentage of Non-Welsh Speakers	4.1%	
The School's Website	https://www.ysgolgodrerberwyn.cymru/home.htm	
Latest Estyn Report	As Ysgol y Berwyn 2013 with 2015 Monitoring report: Ysgol Y Berwyn Estyn (gov.wales)	

APPENDIX 5 - DATA OF THE SCHOOLS' WELSH-MEDIUM PROVISION

Indicator	Ysgol Dyffryn Nantlle		Godre'r Berwyn		Eifionydd	
	Number	Full cohort number of the relevant year	Number	Full cohort number of the relevant year	Number	Full cohort number of the relevant year
Number of year 7 pupils that follow 80% or more of their courses (excluding Welsh) through the medium of Welsh	59	59	69	69	60	63
Number of year 8 pupils that follow 80% or more of their courses (excluding Welsh) through the medium of Welsh	79	79	64	64	86	91
Number of year 9 pupils that follow 80% or more of their courses (excluding Welsh) through the medium of Welsh	64	66	62	62	66	71
Number of year 10 pupils that study at least 3 of their KS4 subjects through the medium of Welsh (excluding Welsh)	71	71	61	71	57	71
Number of year 11 pupils that study at least 3 of their KS4 subjects through the medium of Welsh (excluding Welsh)	67	69	56	66	54	69
Number of year 10 pupils that study at least 5 of their KS4 subjects through the medium of Welsh (excluding Welsh)	71	71	61	71	57	71
Number of year 11 pupils that study at least 5 of their KS4 subjects through the medium of Welsh (excluding Welsh)	67	69	56	66	54	69
Number of year 10 pupils that study GCSE Welsh (First Language)	71	71	70	71	64	71
Number of year 11 pupils that are sitting the GCSE Welsh (First Language) exam	67	69	68	66	63	69
Number of year 10 pupils that study GCSE Welsh (Second Language)	0	71	1	71	7	71
Number of year 11 pupils that are sitting the GCSE Welsh (Second Language) exam	2	69	3	66	6	69
Number of KS3 subjects offered in the school	12		14		15	
Number of KS3 subjects available completely through the medium of Welsh (teaching and assessment)	11		14		14	
Number of KS4 subjects offered in the school *	30		14		29	
Number of subjects available for GCSE completely through the medium of Welsh (teaching and examining) *	26		13		18	
Number of year 10 occupational subjects available completely through the medium of Welsh (teaching and examining) *	13		1		6	
Number of year 11 occupational subjects available completely through the medium of Welsh (teaching and examining) *	13		1		7	
Number of KS5 subjects offered in the school *	35		16		0	
Number of subjects for A levels available completely through the medium of Welsh (teaching and examining) *	31		15		0	
Number of L3 occupational subjects available completely through the medium of Welsh (teaching and examining) *	6		1		0	
Percentage of learners in your school that undertake at least 70% of their school activities (curricular and extracurricular) through the medium of Welsh - Whole School	100	381	90	383	88	365

APPENDIX 6 - QUESTIONS FOR THE SCHOOLS

Questions

Questions to be sent to the school in advance

- What kind of records and measures do you have for learners who are studying subjects in Welsh and English? What motivates you to record that learners are studying through the medium of Welsh e.g., course work, mock examinations?
- How do you track the learner's progress in terms of Welsh from one key stage to the next? What use do you make of the data? Are there any gaps in provision while moving across different key stages?
- Who's responsible for monitoring the provision through the medium of Welsh? How does the monitoring system work?
- What do you have in place to ensure that the oral medium of learning is in Welsh?
- Which occupational courses are being offered? Which ones aren't entirely available in Welsh?
- Are there some subjects with less studying through the medium of Welsh than others? Which subjects are they and how do you believe it would be possible to increase provision within those subjects?

Headteacher

- Could you elaborate on the Welsh medium provision in the school?
- Does the language policy help you to increase Welsh provision in the school? Is there sufficient assistance for you when an application is made to change the medium of learning from Welsh?
- How often do you review the school's Language Policy? Are there any changes that could be made to the Policy to increase Welsh provision?
- What is the school's experience in terms of learners returning from the immersion centre? Do these learners study GCSE/A Level subjects in Welsh?
- How do you enable learners to use the Welsh language in all social contexts in the school?
- How do you operate to respond to the Welsh in Education Strategic Plan? To whom do you report in terms of implementation?
- How can you increase Welsh provision in your school and what guidance do you give to increase provision?
- What support do you receive from GwE and the Education Department in terms of increasing Welsh provision? What support would you like to have?

Curriculum Co-ordinator / Cluster Co-ordinator (in the context of the Welsh Language Cluster Plans) / Head of the Welsh Department / Tracking Officer for language ability (if relevant)

- Could you elaborate on the Welsh medium provision in the school?
- How do you encourage/support learners to continue to study subjects through the medium of Welsh?
- Are there any barriers when trying to ensure that the number of children who study through the medium of Welsh increases as they move from one key stage to the next?

- Are there some subjects with less studying through the medium of Welsh than others? Which subjects are they and how do you believe it would be possible to increase provision within those subjects?
- How do you change the provision to respond to the needs of learners?
- How exactly is bilingual education operational in the classroom in subjects other than Welsh and English?
- What is the school's experience in terms of learners returning from the immersion centre? Do these learners study GCSE/A Level subjects in Welsh?
- What opportunities/barriers have been identified when planning to implement the Curriculum for Wales?
- What support do you receive from GwE and the Education Department in terms of increasing Welsh provision? What support would you like to have?

Learners Language Forum

- What do you discuss in the Forum meetings?
- In which language do you do subjects?
- What is your experience in terms of doing subjects in Welsh?
- Is there enough support to do subjects in Welsh? What further support do you need to be able to study through the medium of Welsh?
- Why do you think some choose to do subjects in English?

Focus Group with Learners

- What is your experience in terms of doing subjects in Welsh?
- In which language do you do your subjects?
- Is there enough support to do subjects in Welsh? What further support do you need to be able to study through the medium of Welsh?
- Why do you think some choose to do subjects in English?

Parent Representatives on the Governing Body

- What do you think of the Welsh medium provision in the school?
- Do you know what the Language Policy is and understand the obligations?
- Are there any changes that should be made to the Language Policy?
- What is your child's experience in terms of learning medium?
- Why do you think some parents want their children to do subjects in English? What influences this?

The Immersion Education System - Focus Groups with learners that are newcomers

- How do you feel about learning through the medium of Welsh?
- What year were you when you came to this school?
- What did you know about the Welsh language before coming to the school? How much Welsh did you have, if any?
- What type of experience was attending the immersion centre?
- What type of experience was returning to the school from the centre?
- How easy was it to follow subjects through the medium of Welsh afterwards?
- Which/how many subjects are you studying through the medium of Welsh?