

SCRUTINY INVESTIGATION – WELSH EDUCATION

The investigation will:

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

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

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

Questionnaire for Heads of Secondary Schools

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

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iv. staff

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

5. Accountability

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

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

6. Workforce

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

7. Promoting the Use of Welsh

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

8. Teaching Methods

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

9. The School Council

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

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10. Language Co-ordinators

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

11. Recent Incomers

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

12. Subjects and Examinations

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

13. Achievements and performance in Welsh

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

14. Achievements and performance in Welsh as Second Language

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

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

15. The Welsh Baccalaureate

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

WELSH EDUCATION SCRUTINY INVESTIGATION

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

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

Questionnaire for Heads of Primary Schools

1. Define your school linguistically

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

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3. Accountability

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

4. Workforce

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

5. Promoting the Use of Welsh

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

6. Teaching Methods

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

7. The School Council

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

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

8. Language Co-ordinators

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

9. Recent Incomers

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

10. The Benefits of Bilingualism

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

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Question for the Primary Language Centres and the Secondary Language Centre

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1. **What is the capacity of the Language Centres?**
2. **In your opinion, is the duration of the courses sufficient? If not , what is the procedure?**
3. **What aftercare do you offer and how do you ensure the implementation of the programme of after-care?**
 - a. **Is there adequate capacity for the provision of aftercare for the pupils?**
4. **What is your opinion about the schools' pastoral performance of pupils who have attended language centre when they return to school?**
 - a. **Are there differences in performance from area to area?**
5. **In your opinion, do the school teachers have plenty of time to attend the training you offer to assist them in their pastoral role?**
6. **Explain the type of training the staff of the language centres have attended.**
7. **In your opinion, is there a further role for the language co-ordinators?**
8. **What are the main barriers to the language centres?**

QUESTIONS FOR LANGUAGE CO-ORDINATORS

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

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

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

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

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

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

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

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

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

STUDYING THROUGH THE MEDIUM OF WELSH

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

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

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

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

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

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

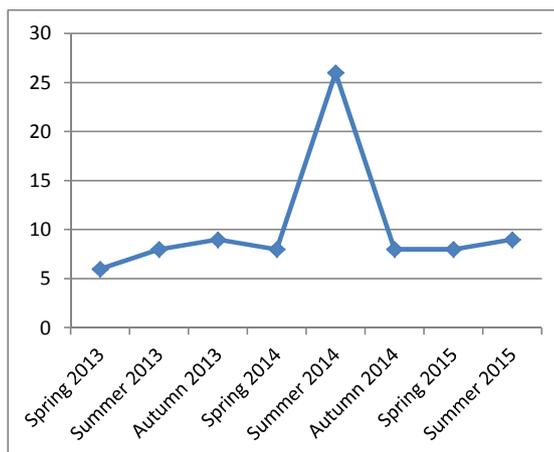
Numbers and percentage that do not sit GCSE in neither						
Year	2009	2010	2011	2012	2013	2014
Cohort	1386	1417	1403	1266	1401	1315
Number that did not sit Welsh	65	80	89	98	64	41
Percentage that did not sit Welsh	4.7%	5.6%	6.3%	7.7%	4.6%	3.1%

Robust progress.

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

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

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



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

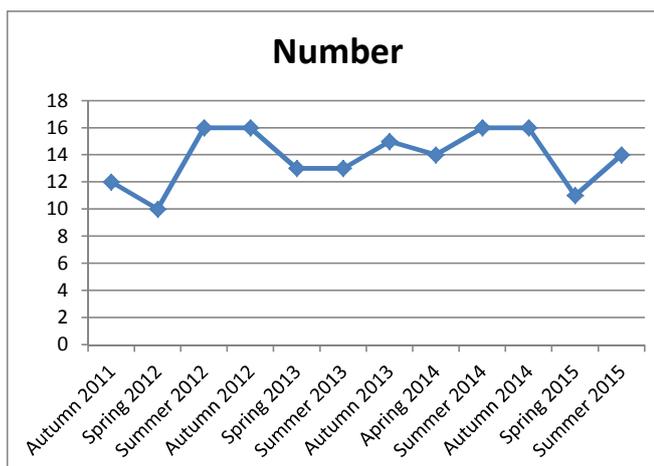
Maesincla Language Centre		
Teachers: 2 Course: 12 weeks		
September 2011 – Summer 2015		
<u>Autumn Term 2011</u>	<u>Number</u>	<u>Capacity</u> <u>16/18</u>
Llanllechid	2	
Santes Helen	3	
Maesincla	1	
Penybryn	1	
Llandygai	1	
Glan Cegin	2	
Gwaun Gyfni	1	
Cae Top	1	
Total	12	

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

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

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

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



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

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

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

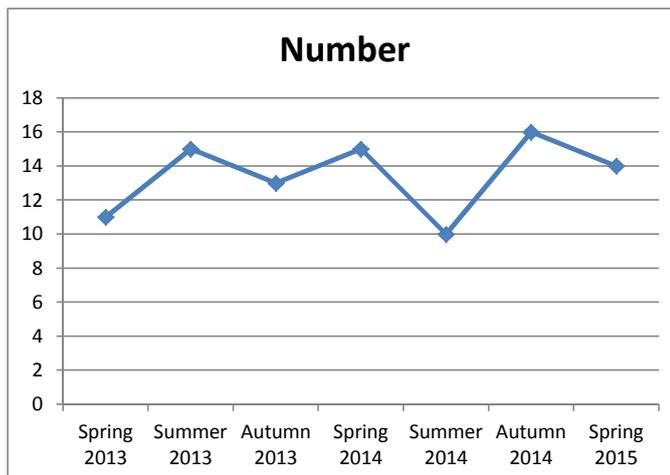
<u>Summer Term 2014</u>		
Y Faenol	5	
Cwm y Glo	1	
Dolbadarn	1	
Hirael	1	
Ein Harglwyddes	5	
Bron y Foel, Nebo	2	
Glan Cegin	1	
Total	16	

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

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

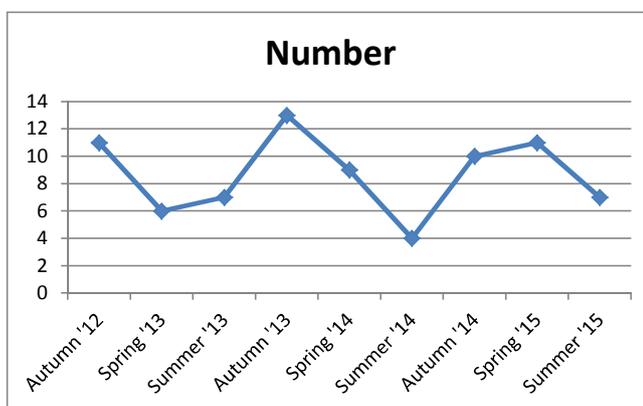
<u>Summer Term2015</u>		
Llanllechid	1	
Rhosgadfan	3	
Y Faenol	3	
Penisarwaun	1	
Ein Harglwyddes	5	
Waunfawr	1	
Total	14	
ALL TOTALS	166	

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



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

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



Botwnnog Catchment Area
 Botwnnog and Ysgol Glan y Môr Catchment Area

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

APPENDIX 10

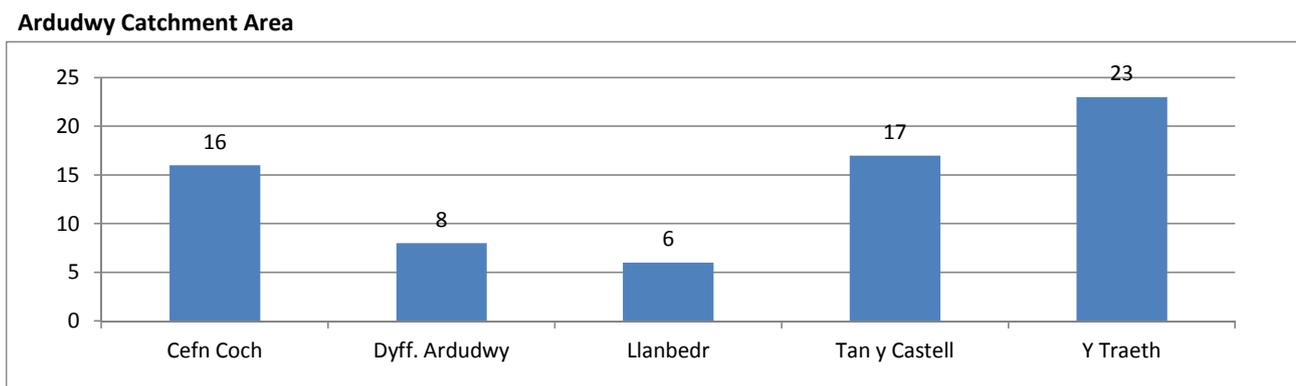
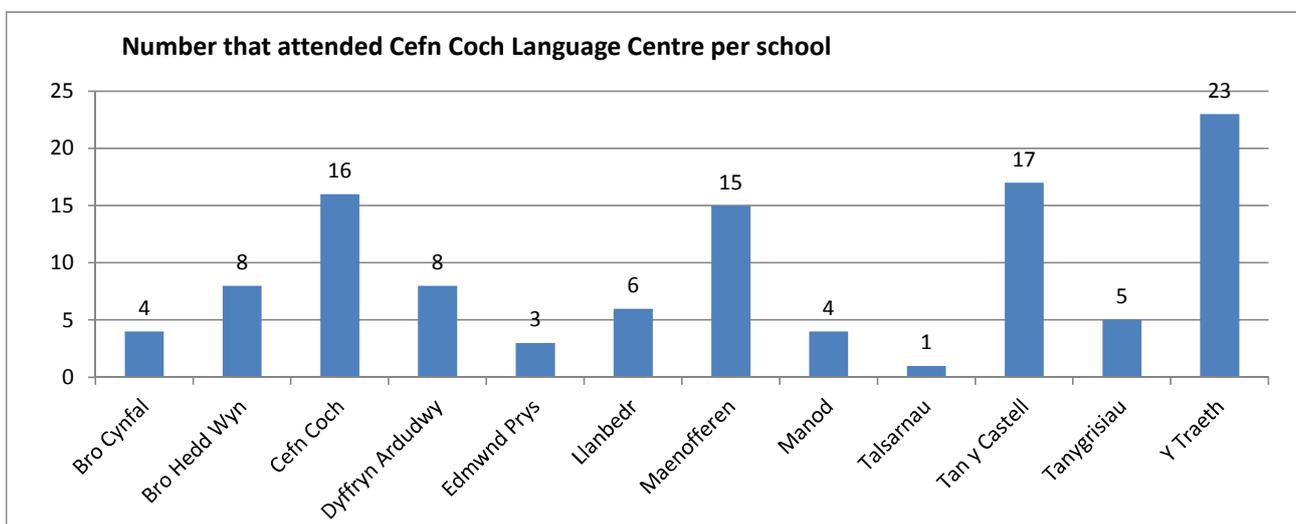
Number of pupils at Gwynedd Primary Language Centres per term 2005 – 2015					
TERM	Dolgellau	Llangybi	Maesincla	Penrhyn	Total
Spring 2005	8	9	13	12	42
Summer 2005	7	8	12	14	41
Autumn 2005	8	9	12	14	43
Total 2005	23	26	37	40	126
Spring 2006	8	4	10	13	35
Summer 2006	10	11	14	16	51
Autumn 2006	9	9	15	12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

APPENDIX 10

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

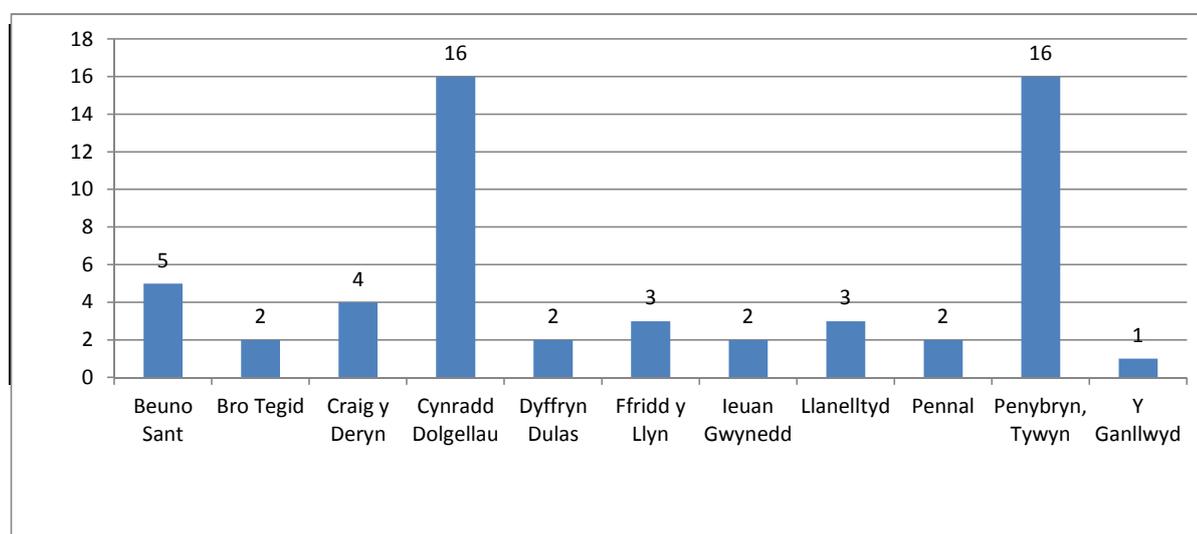
CEFN COCH LANGUAGE CENTRE, PENRHYNDEUDRAETH

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

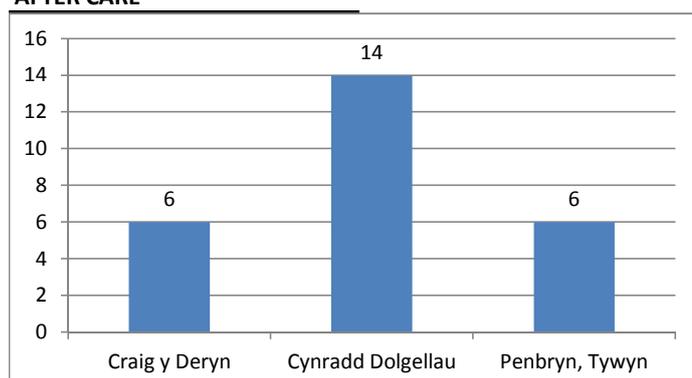


DOLGELLAU LANGUAGE CENTRE

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



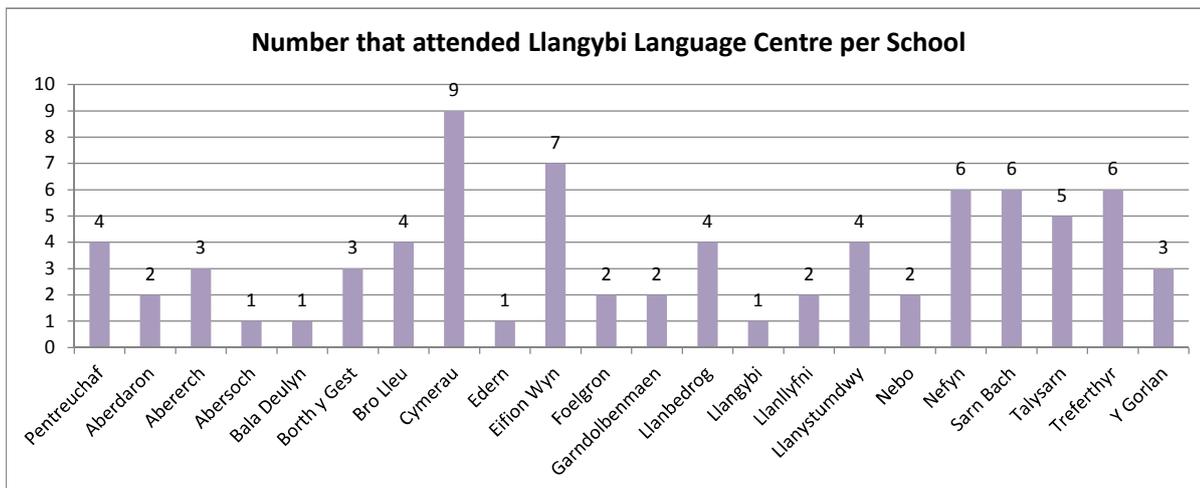
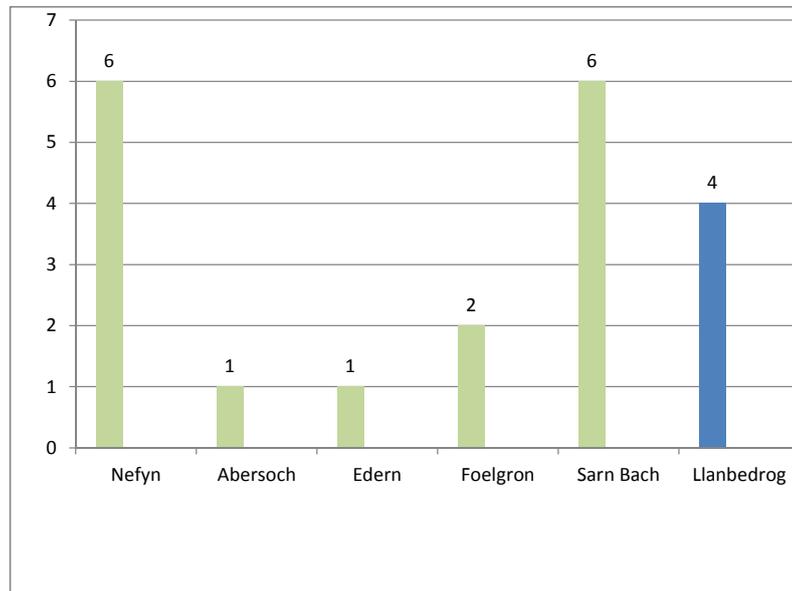
AFTER CARE



LLANGYBI LANGUAGE CENTRE

Botwnnog Catchment Area
Botwnnog and Ysgol Glan y Môr
Catchment Areas

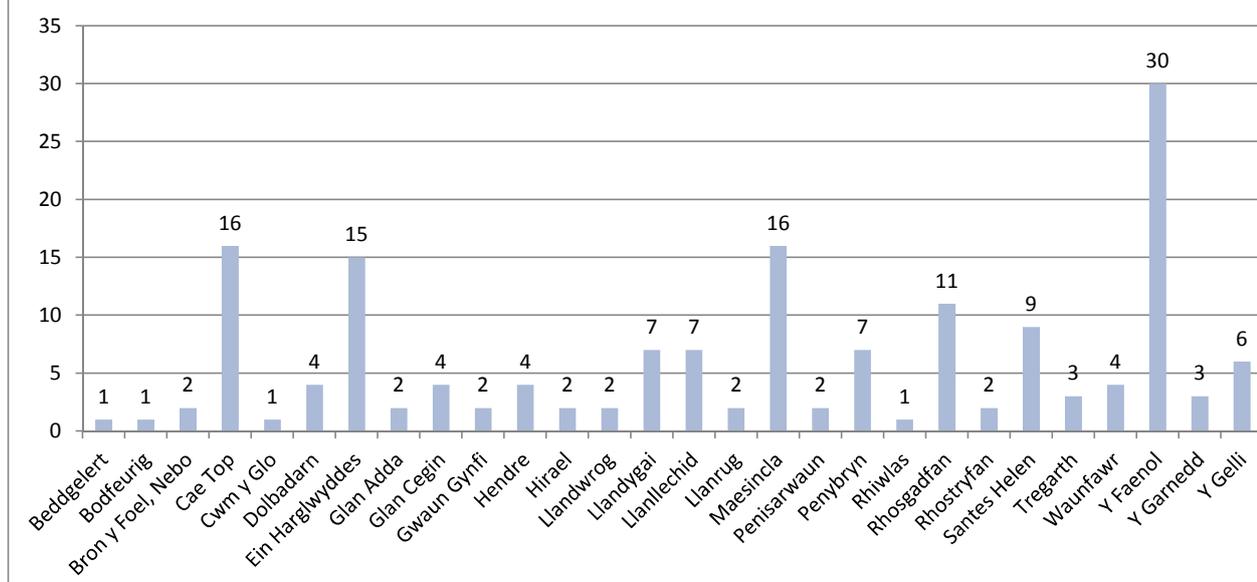
School	Total
Pentreuchaf	4
Aberdaron	2
Abererch	3
Abersoch	1
Bala Deulyn	1
Borth y Gest	3
Bro Lleu	4
Cymerau	9
Eder	1
Eifion Wyn	7
Foelgron	2
Garndolbenmaen	2
Llanbedrog	4
Llangybi	1
Llanllyfni	2
Llanystumdwy	4
Nebo	2
Nefyn	6
Sarn Bach	6
Talysarn	5
Trefferthyr	6
Y Gorlan	3
Total	78



MAESINCLA LANGUAGE CENTRE

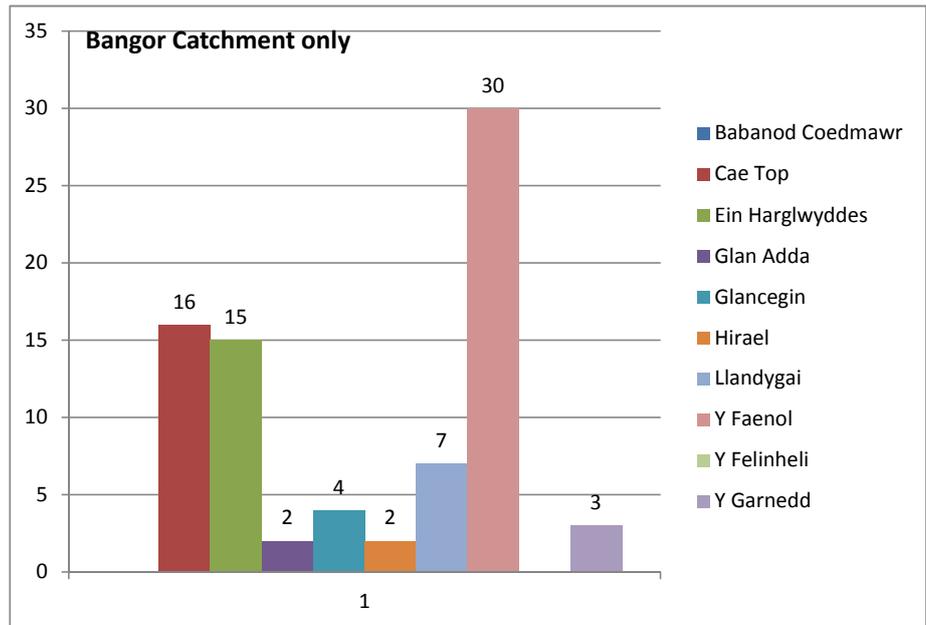
School	Total		
Beddgelert	1		
Bodfeurig	1		
Bron y Foel, Nebo	2		
Cae Top	16		
Cwm y Glo	1		
Dolbadarn	4		
Ein Harglwyddes	15		
Glan Adda	2		
Glan Cegin	4		
Gwaun Gynfi	2		
Hendre	4		
Hirael	2		
Llandwrog	2		
Llandygai	7		
Llanllechid	7		
Llanrug	2		
Maesincla	16		
Penisarwaun	2		
Penybryn	7		
Rhiwlas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

Number that attended Maesincla Language Centre per School

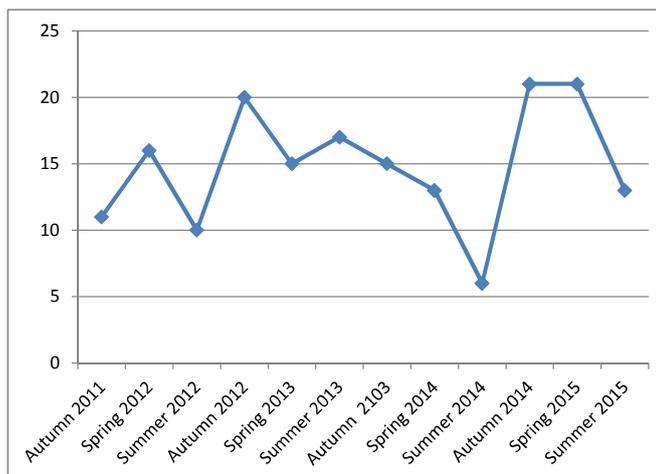


Bangor	Number
Babanod Coedmawr	0
Cae Top	16
Ein Harglwyddes	15
Glan Adda	2
Glancegin	4
Hirael	2
Llandygai	7
Y Faenol	30
Y Felinheli	0
Y Garnedd	3
79	

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



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



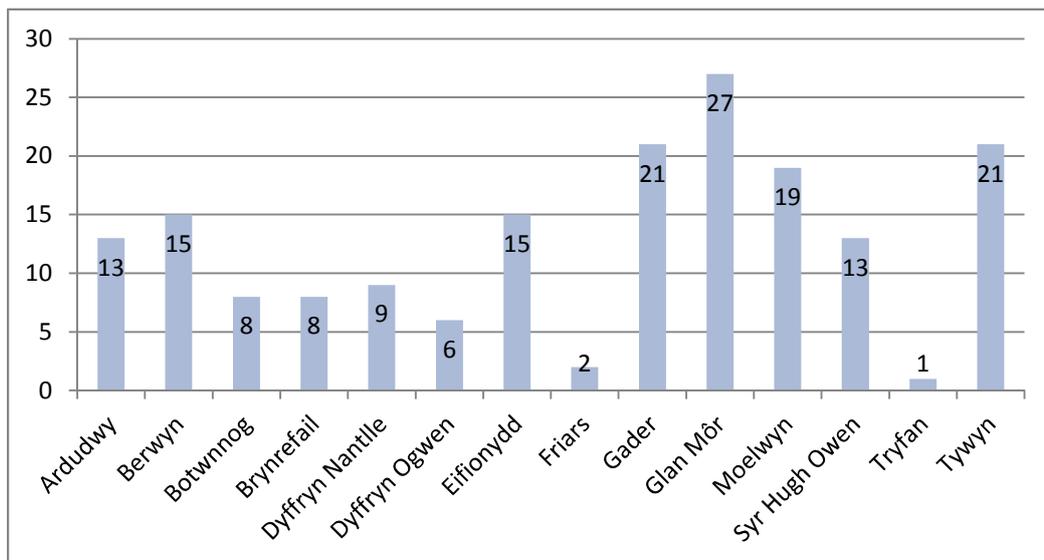
Summer Term 2013		
Ysgol Dyffryn Nantlle	2	
Glan Môr	3	
Gader	1	
Syr Hugh Owen	4	
Moelwyn	3	
Berwyn	2	
Brynrefail	1	
Ysgol Dyffryn Ogwen	1	
Total	17	
Autumn Term 2013		
Glan Môr	2	
Moelwyn	3	
Eifionydd	5	
Ysgol Dyffryn Nantlle	1	
Ardudwy	1	
Ysgol Dyffryn Ogwen	1	
Friars	1	
Gader	1	
Total	15	
Spring Term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

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

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

Number of children who attended the Secondary Language Centre per School APPENDIX 17

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



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

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

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

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

APPENDIX 18

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

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

GCSE 2014 – Cefn Coch

FIRST LANGUAGE

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

SECOND LANGUAGE

A	B	C	D	E	F
1	1	1			

GCSE 2014 – Llangybi

FIRST LANGUAGE

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

APPENDIX 19

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

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

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

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

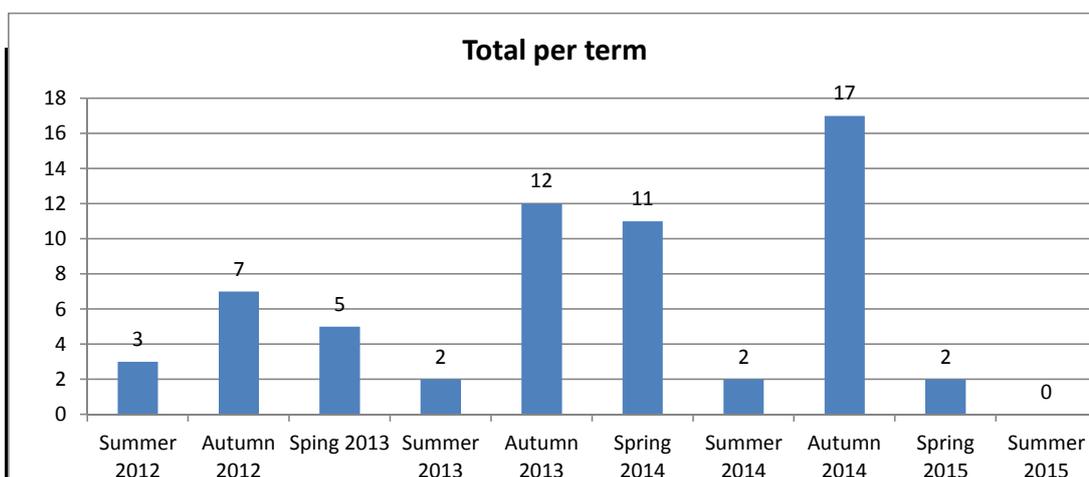
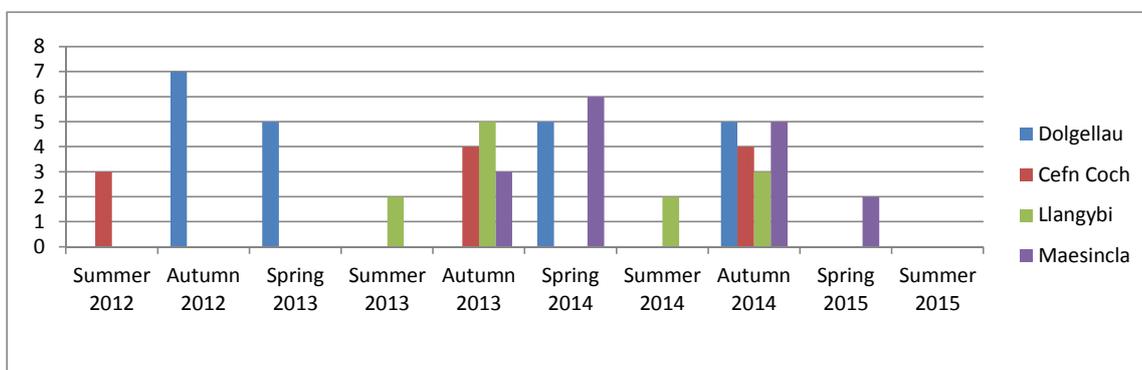
APPENDIX 20

Welsh Lessons for Parents by the Language Centres

The course is offered every term.

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

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

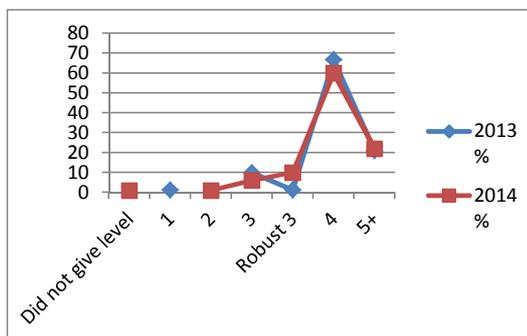


LEVELS AND LANGUAGE COHORTS FOR ARDUDWY CATCHMENT AREA

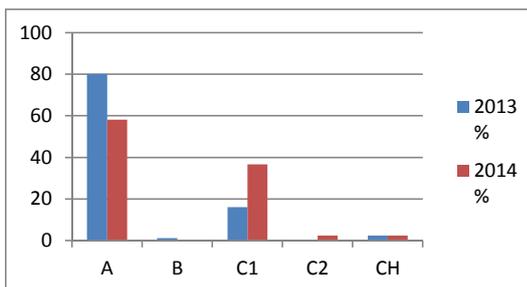
(including pupils that transfer to Secondary Schools outside catchment area)

CA2 Levels (Welsh)

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



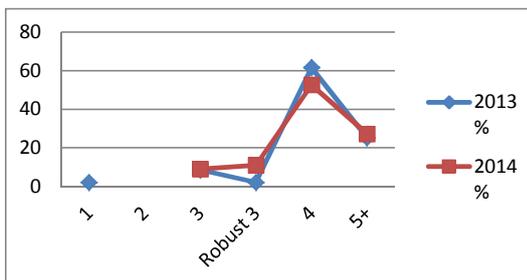
Percentage	2013 %	2014 %
A	80.2	58.2
B	1.2	
C1	16.1	36.7
C2		2.5
CH	2.5	2.5
Number	81	79



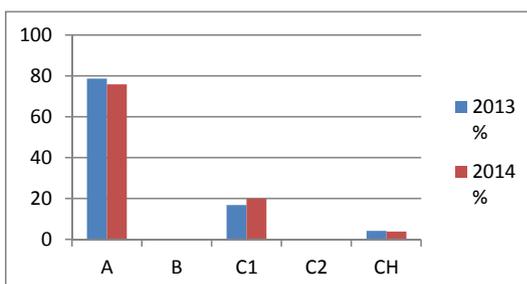
(pupils that transfer to Arudwy School)

CA2 Levels (Welsh)

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



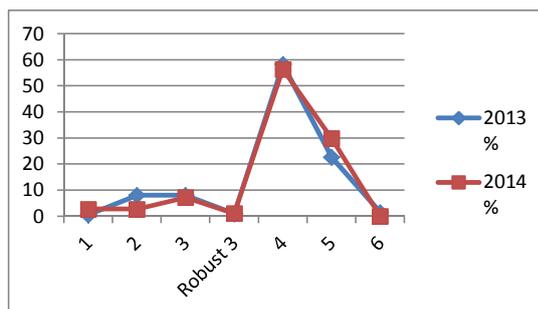
Percentage	2013 %	2014 %
A	78.7	76
B		
C1	17	20
C2		
CH	4.3	4
Number	47	55



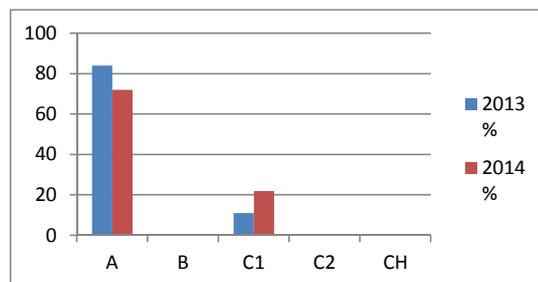
LEVELS AND LANGUAGE COHORTS BANGOR CATCHMENT AREA

CA2 Levels (Welsh)

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



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



CA2 Levels (Welsh Second Language) - Ysgol Ein Harglwyddes

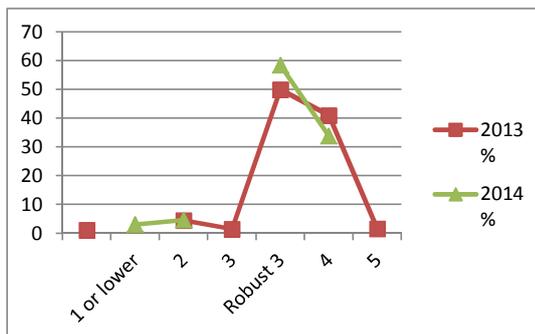
Level	2014 %
1	10.53
2	26.31
3	36.84
Robust 3	0
4	15.79
5	10.52
Number	19

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

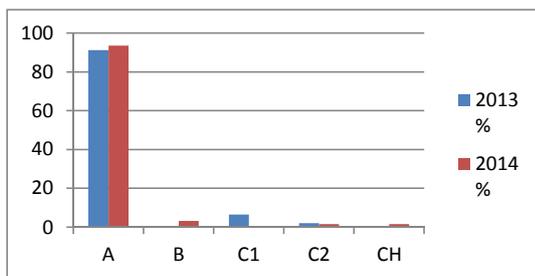
LEVELS AND LANGUAGE COHORTS FOR BOTWNNOG CATCHMENT AREA

CA2 Levels (Welsh)

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



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



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

CA2 Levels - Welsh

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

Language Cohorts

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

Pupils that transfer to Ardudwy School

CA2 Levels Welsh

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

Language Cohorts

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

LEVELS AND LANGUAGE COHORTS FOR BANGOR CATCHMENT AREA 2013

CA2 Levels (Welsh)

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

Language Cohorts

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

LEVELS AND LANGUAGE COHORTS FOR BOTWNNOG CATCHMENT AREA 2013

CA2 Levels (Welsh)

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

Language Cohorts

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

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

CA2 Levels (Welsh)

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

Language Percentages

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

Pupils that transfer to Ardudwy School

CA2 LEVELS (Welsh)

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

Language Percentages

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

LEVELS AND LANGUAGE COHORTS FOR BANGOR CATCHMENT AREA

CA2 Levels (Welsh)

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

Language Percentages

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

LEVELS AND LANGUAGE COHORTS FOR BANGOR CATCHMENT ARE 2014

CA2 Levels (Welsh Second Language)

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

Language Percentages

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

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

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

Nefyn - not applicable for 1 child.

Pontygof * not applicable for 1 child.

Language Percentages

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

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

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

We appreciate your time.

.....

The investigation will:

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

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

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

Questions for Governors

1. Name of School:

2. Define your school linguistically

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

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

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

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

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

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

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

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

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

8. Any other comment

Thank you for your time.

Please return the questionnaire by 30 June 2015 to:

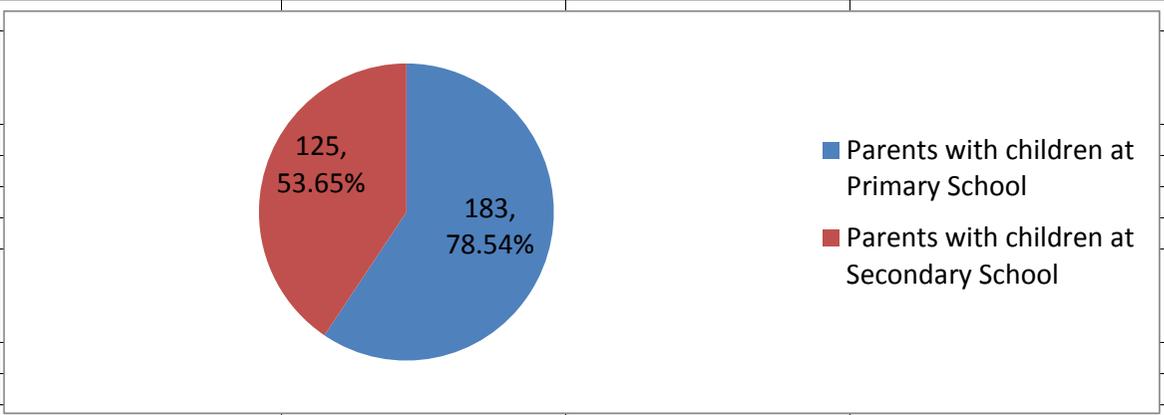
Ann Roberts
Assistant Performance Improvement Officer (Scrutiny)
Corporate Support
Gwynedd Council
Swyddfa'r Cyngor
Caernarfon
Gwynedd
LL55 1SH

01286 679780

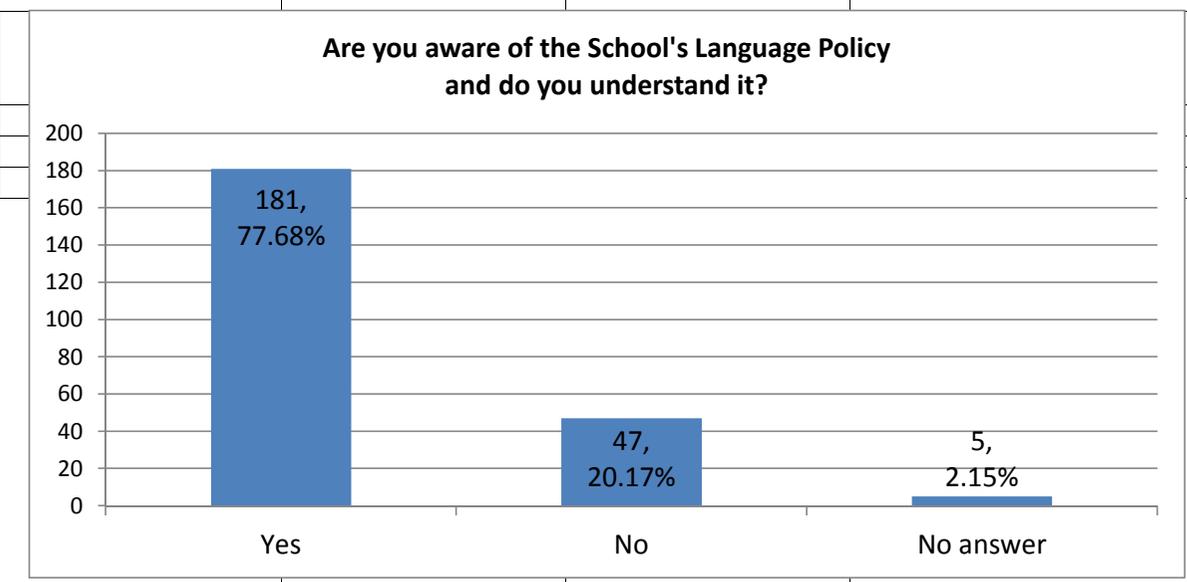
Or by e-mail to: annelizabethroberts@gwynedd.gov.uk

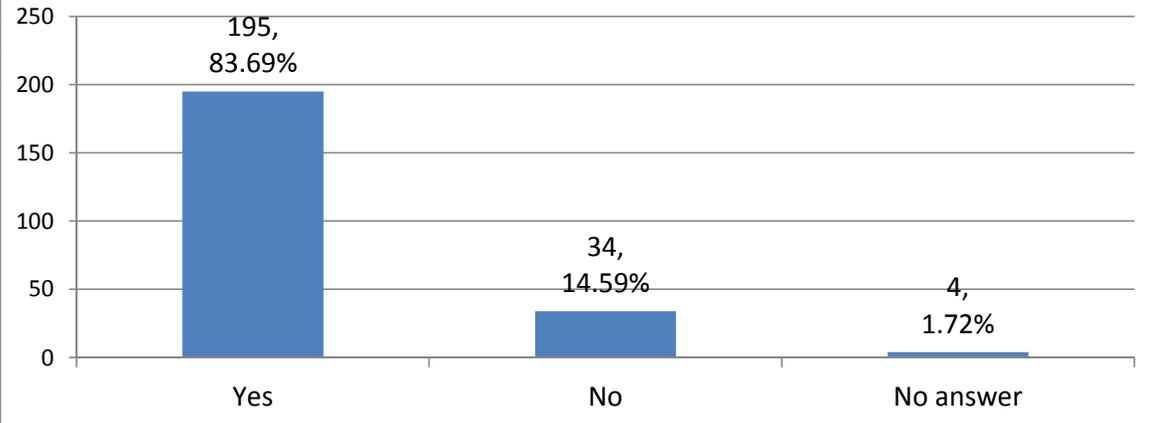
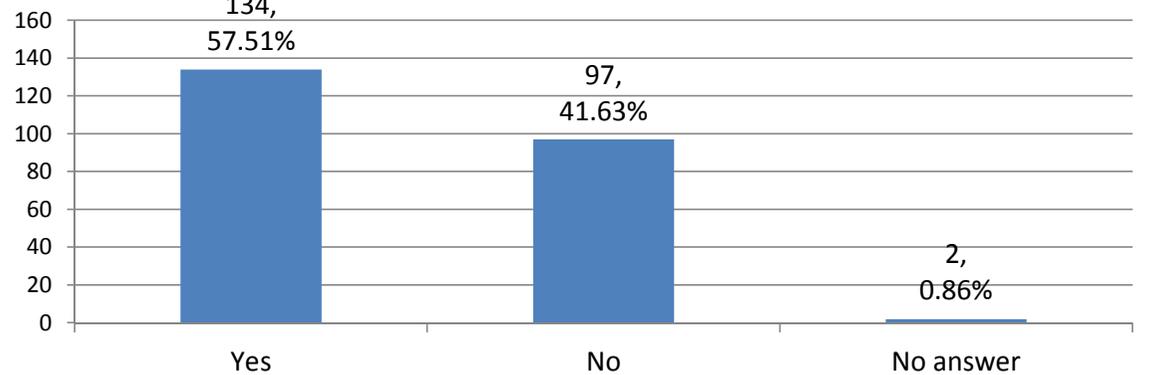
SUMMARY - PARENTS' QUESTIONNAIRE

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



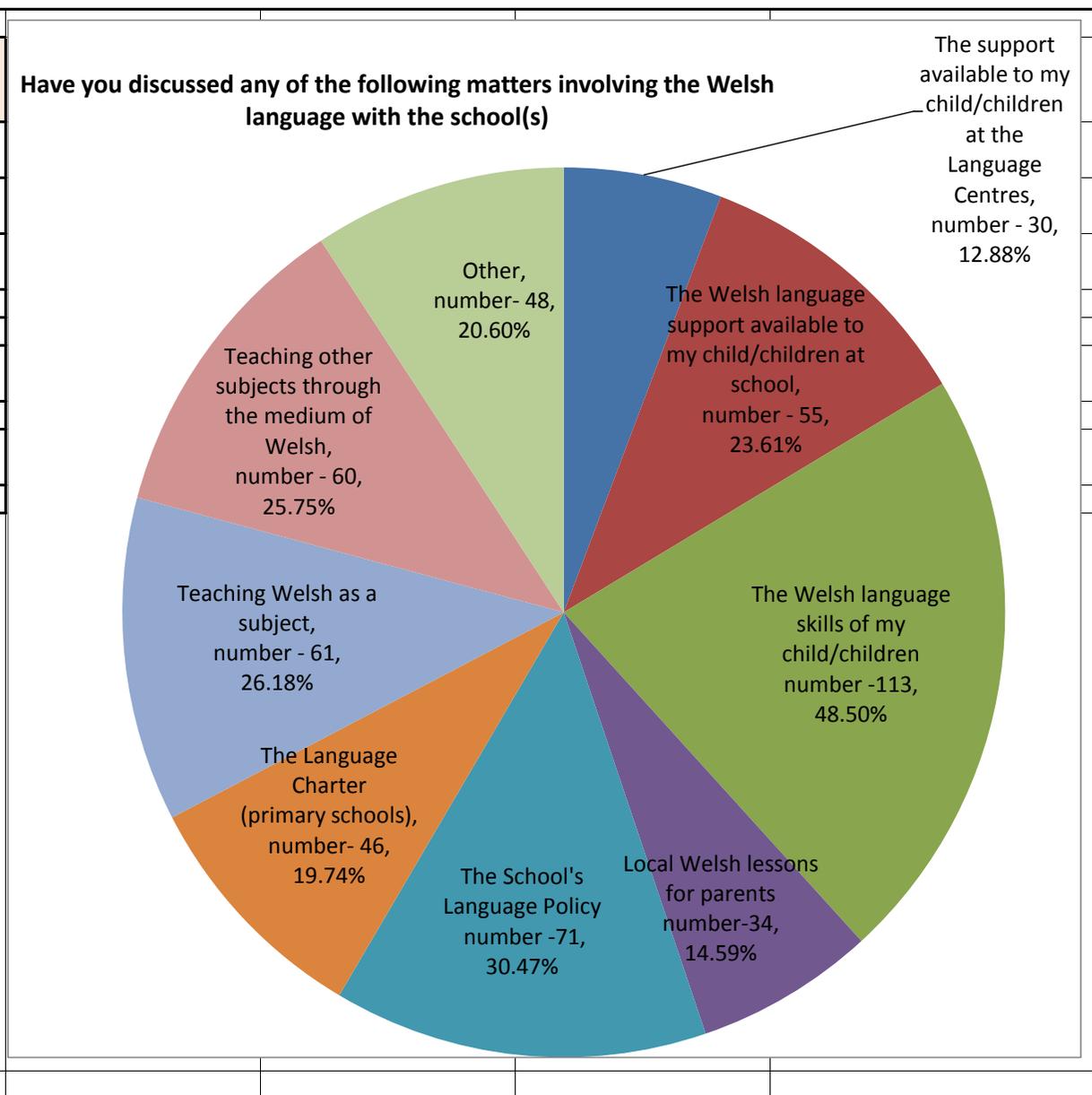
Are you aware of the School's Language Policy and do you understand it?		
Yes	181	77.68%
No	47	20.17%
No answer	5	2.15%



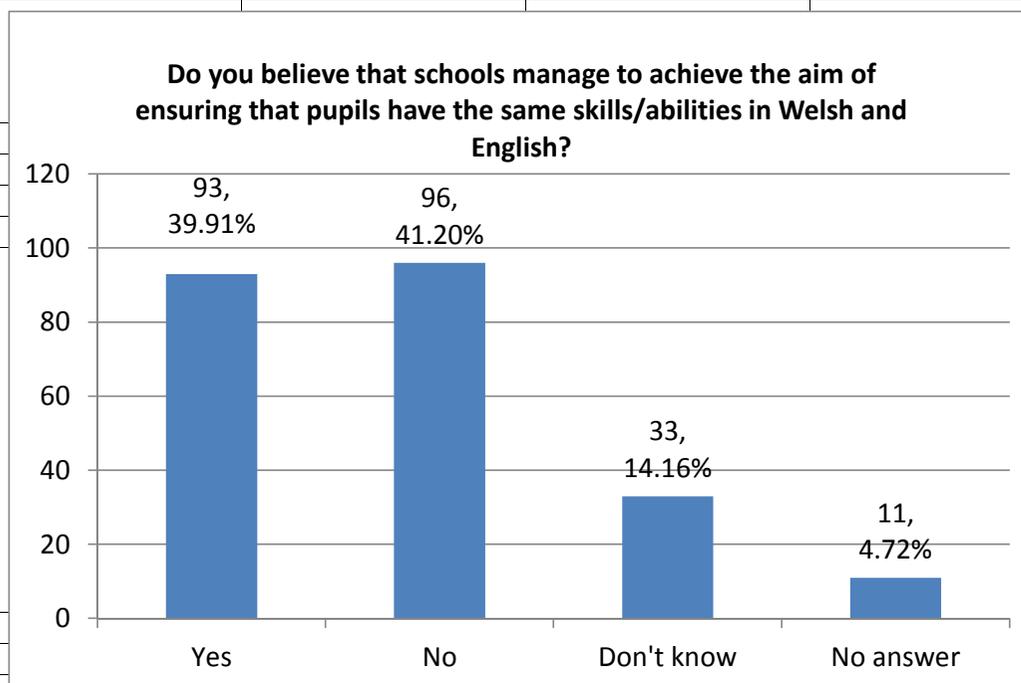
Are you aware and convinced of the advantages of bilingual education for your child?			Are you aware and convinced of the advantages of bilingual education for your child?			
Yes	195	83.69%				
No	34	14.59%				
No answer	4	1.72%				
Are you aware of the Language Charter which is used in all primary schools in Gwynedd?			Are you aware of the Language Charter which is used in all primary schools in Gwynedd?			
Yes	134	57.51%				
No	97	41.63%				
No answer	2	0.86%				

What is your opinion of the Language Charter?				<p style="text-align: center;">What is your opinion of the Language Charter?</p> <p style="text-align: center;">No answer, 66 Answer, 68</p>					
Answer	68	50.75%							
No answer	66	49.25%							
How does the school help you to support you child to each the expected levels in Welsh and English languages?				<p style="text-align: center;">How does the school help you to support your child to reach the expected levels in Welsh and English languages?</p> <ul style="list-style-type: none"> ■ Have received verbal information or correspondence on the advantages of bilingualism ■ Discussion on the expected levels that my child(ren) need to achieve ■ Discussion about the assistance I need in order to help my child(ren) to reach the expected levels ■ Other 					
Have received verbal information or correspondence on the advantages of bilingualism	105	45.06%							
Discussion on the expected levels that my child(ren) need to achieve	142	60.94%							
Discussion about the assistance I need in order to help my child(ren) to reach the expected levels	97	41.63%							
Other	52	22.32%							

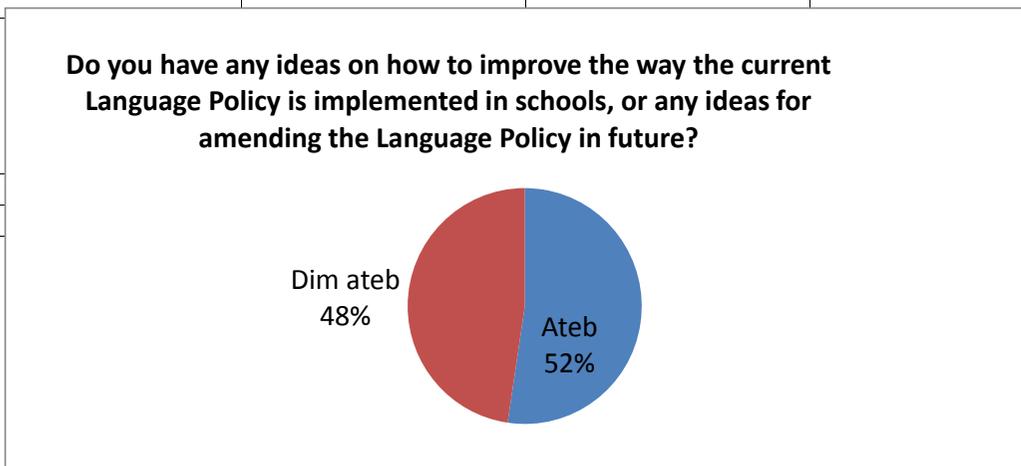
Have you discussed any of the following matters involving the Welsh language with the school(s)		
The support available to my child/children at the Language Centres	30	12.88%
The Welsh language support available to my child/children at school	55	23.61%
The Welsh language skills of my child/children	113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



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



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



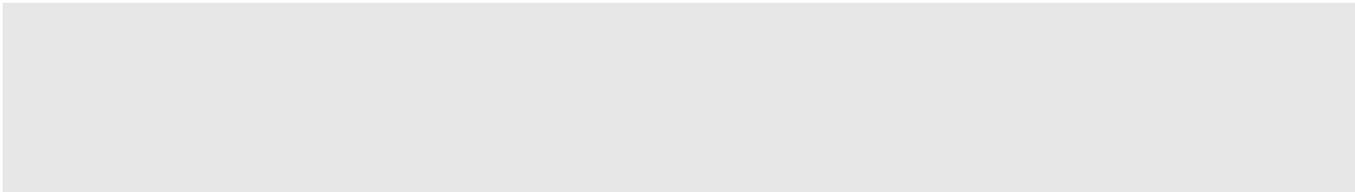
y ganolfan cynllunio iaith
welsh centre for language planning



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

Commissioned by: Gwynedd Council

Date: 31 July 2015



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

Author of the Report

Kathryn Jones and Siwan Tomos

Field Work

Siwan Tomos

IAITH Cyf.

Unit 2-4

Aberarad Business Park

Castellnewydd Emlyn

Carmarthenshire

SA 38 9 DB

Tel: 01239 711668

E-mail: post@iaith.eu

www.iaith.eu

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Introduction

1.1 Aim

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

1.2 Methodology

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

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

Bangor Catchment Area

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

Ardudwy Catchment Area

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

Botwnnog Catchment Area

- Ysgol Nefyn
- Ysgol Sarn Bach
- Ysgol Botwnnog

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

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

use, the perceptions and opinions of pupils on:

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

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

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

Findings

2.1 Introduction

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

2.2 The Language of the School

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

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

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

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

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

Table 1: Pupils' language outside the classroom

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

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

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

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

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

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

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

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

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

2.3 The Language of Lessons

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

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

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

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

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

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

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

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

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

2.4 Perceptions of ability and confidence

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

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

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

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

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

2.5 The Advantages of Bilingualism

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

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

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

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

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

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

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

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

2.6 Choosing the language medium of school work

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

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

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

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

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

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

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

2.7 Discussions regarding using Welsh or bilingualism/multilingualism in school

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

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

Positive attitudes

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

Negative/ineffective attitudes

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

2.8 The Welsh Language Charter

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

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

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

Conclusions and Recommendations

3.1 Conclusions

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

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

In Ysgol Friars, Year 9 and Year 10 pupils who were interviewed could contribute fully in the focus group which was held through the medium of Welsh. Some subject teachers made the effort to promote and use the Welsh language. Every pupil was aware of the advantages of bilingualism and one specifically regretted that the school did not offer an opportunity to maintain the pupils' Welsh language skills. Evidence suggests that an increased use of the Welsh language across the curriculum and the life of Ysgol Friars would be advantageous in the development of the pupils' bilingual skills in accordance with the Council's policy.

Extensive use was seen of English as pupils used the internet. Evidence from some pupils shows that it is possible for every school to use Welsh for this aspect of teaching.

For some pupils, the habit of speaking English with friends and at every opportunity outside the classroom is very strong and in some schools more than others. The tendency for children from non-Welsh speaking families to restrict their use of Welsh to a range of restricted teaching contexts is a general phenomenon (e.g. Gruffudd 2000; Ó Riagáin et.al. 2008). Research shows that there is a tendency for boys particularly to reject behaviour (including language behaviour) that is forced upon them by authority figures and this escalates during the teenage years (e.g. Hodges 2011; Thomas & Roberts 2011; Thomas et al.2012).

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

The number of pupils who consider that they have equally proficient skills in Welsh and English in every aspect of their lives is comparatively small. This does not necessarily signify the lack of success of the Language Policy. The linguistic skills of pupils are honed by daily social practices outside the school as well as their educational experiences. There is no foundation to the assumption that a bi-lingual person should possess the same 'level' in both Welsh and English in every context such as a monolingual English individual would (see, for example, Baker 2011). Despite this, there is an opportunity for teachers, together with pupils and their parents, to address how skills could be developed so that pupils are as proficient as possible in both languages whilst in school. It would be possible to combine this with the implementation of the National Literacy and Numeracy Framework⁸.

The use of Welsh and English when teaching and learning is mixed with some schools and some teachers making more use of both languages than others. The argument for bilingual teaching and the need to develop a pedagogy that is appropriate for a society that is increasingly multilingual is an international matter, along with being a priority for Gwynedd Council (see May 2013; Cenoz & Gorter 2015). The evidence of this research suggests that there is a need to standardize what is meant by bilingual education and to check to what extent teachers intentionally and effectively use translanguaging⁹ to develop each pupil's bilingual skills.

3.2 Recommendations

- 1 To strengthen the Welsh language environment of some schools, the Council should i) ensure support for assistants and ancillary staff to learn Welsh, understand the requirements of the Welsh Language Charter and receive Language Awareness training by running suitable courses; and ii) strengthen the procedure of establishing the language requirements of posts in schools when appointing new staff.
- 2 To maintain and develop pupils' Welsh language skills in accordance with the Council's policy, Ysgol Friars should, with Council support, identify opportunities to make further progress in the use of the Welsh language across the curriculum and life of the school.
- 3 To improve pupils' opportunities to use the internet through the medium of Welsh, schools should make more extensive use of Welsh online websites, materials and resources. The Council should support the schools to achieve this where appropriate.
- 4 To support pupils from non-Welsh speaking homes to support the Welsh language, schools and the Council should develop methods (such as language awareness sessions, chats with prospective pupils/parents, etc.), to establish attitudes which put a value on the Welsh language and bilingualism. It should be ensured that existing good practices are shared.
- 5 To ensure that the Welsh language is not pushed on pupils in a forceful manner, schools should include the pupils in discussions about the Council's Language Policy, the Welsh Language Charter and the language practices of the school and ensure their ownership of the policy. Every school should ensure that there are opportunities for pupils to understand and discuss the advantages of bilingualism, multilingualism and recognition of the Welsh language.

⁸ learning.gov.wales/resources/browse-all/nlnf/?lang=

⁹ See e.g. Garcia (2009) for further development of the Concept of 'translanguaging' adopted by Cen Williams (1996;2000).

- 6 Existing good practices should be shared from the perspective of supporting and encouraging the pupils' use of the Welsh language in a constructive way, and avoid the practice used by some teachers which creates a negative counterproductive reaction.
- 7 To try to increase the number of pupils who are fostering proficiency skills in both Welsh and English, the Council should collaborate with schools to: i) merge the policy of developing proficient bilingual skills with the implementation of the National Literacy and Numeracy Framework; and ii) establish the practice that every subject teacher in the primary and secondary sectors monitor and report on the development of every pupil's Welsh and English language skills in progress reports and to discuss their development with both the pupils and their parents at parents' evenings.
- 8 To strengthen and standardize the Council's (Education) Language Policy, the Council should define what bilingual learning is and collaborate with schools and teacher training institutions to establish a strong bilingual pedagogy which is appropriate for all the Authority's schools and pupils and to foster translanguaging skills amongst staff.

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Appendix 1

Focus group details

Date	School	Number	Language
17.6.15	Ysgol Glancegin	5 from year 2 6 from year 6	5 from monolingual E homes 1 home from a monolingual W home 5 from W/E homes (fathers speaking Welsh)
17.6.15	Ysgol Tryfan	5 from year 9 5 from year 10	6 from W homes 2 from E homes 2 from W/E homes
18.6.15	Ysgol Cae Top	5 from year 2 5 from year 6	5 from monolingual E homes 5 from bilingual homes (languages including Spanish / Arabic/)
19.6.15	Ysgol Cefn Coch	6 from year 2 5 from year 6	2 from W homes 7 from W/E homes 2 from E homes
19.6.15	Ysgol Tan y Castell	9 from year 6	5 home from monolingual W homes 1 from a monolingual E home 3 from W/E homes
19.6.15	Ysgol Ardudwy	3 from year 7 5 from year 9 2 from year 8 10 from year 10	14 home from monolingual W homes 3 from W/E homes 3 from E homes
25.6.15	Ysgol Nefyn	5 from year 2 5 from year 6	1 from a monolingual E home 4 home from monolingual W homes 1 from a monolingual E home 1 from a W/E home 3 home from monolingual W homes
25.6.15	Ysgol Sarn Bach	4 from year 2 8 from year 6	2 from W/E homes 2 from monolingual E homes 1 home from a monolingual W home 3 from monolingual E homes 3 from W/E homes 1 from a W/Hebrew home
6.7.15	Ysgol Friars	5 from year 9 5 from year 10	2 from W/E homes 8 from monolingual E homes
7.7.15	Ysgol Botwnnog	5 from year 9 4 from year 10	2 from W/E homes 6 home from W homes 2 home from E homes

Ysgol Glancegin

Date	School	Number	Language
17.6.15	Ysgol Glancegin	5 from year 2 6 from year 6	5 from monolingual E homes 1 home from a monolingual W home 5 from W/E homes (fathers speaking Welsh)

Year 2 Group (Glancegin)

1. What happens here in terms of the use made of Welsh and English and other languages?

Who is in the school and what language do they speak?

- Head teacher – always speaks Welsh, never heard him speaking English.
- Teachers – always speak Welsh.
- Office staff – Welsh with the children but aware that they speak English more often than not with the parents.
- Staff who help at break time – all but one speak Welsh.
- Lunch time - half of the dinner ladies speak Welsh and the other half do not. Children tend to ask in English as English is the usual language in the kitchen.
- Pupils usually speak English with each other. Some speak Welsh with each other, but most speak English.

“We speak English in the yard. Only a little bit of Welsh. But we speak Welsh with the teachers.”

What is happening in the school and in what language?

- School work – *“We do the work in Welsh, but sometimes in English.”*
- Registration – Welsh every time.
- Break time - English
- Playing in class - Welsh
- Lunch time - English
- School service - Welsh *“A little bit of English sometimes”*.
- Reading in class – Half and half, one Welsh language book and one English language book.

The Language of Lessons

Year 2 pupils do not identify science as a subject therefore they have not answered that question.

- The teacher always speaks Welsh with the class in Mathematics and other subjects.
- The teacher always speaks Welsh with individual pupils in Mathematics and other subjects.
- The pupils speak 'a little' Welsh with the teacher. If asking a question, they do so in English but respond in Welsh from time to time. But mainly in English.
- The pupils usually speak Welsh with each other in the classroom. But sometimes they speak English.
- They use Welsh medium computer programmes – Welsh only. (But at home they use English programmes "*I like the Cbeebies website*")
- Year 2 pupils' homework is reading. Some pupils read only Welsh language books, but some read Welsh and English books. Pupils were surprised that there were English books for some children.
"*What...you have an English reading book?*"

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 5/5 are better at speaking English
- 3/5 are better at doing school work in Welsh - 2/5 are better in English
- 5/5 are better at speaking English at home
- 5/5 are better at speaking English socially (although they noted that they do not socialise outside of school apart from with their family.)

3. What are the good points / not so good points of speaking two languages?

When left to work in groups the pupils slipped very easily from Welsh to English and back again. The discussion was fully bilingual.

- Understanding what everyone is saying
- "*I don't know. I just do.*"

4. If you had the choice, would you choose to do your school work in Welsh/English?

5/5 want to do their school work through the medium of Welsh. One notes that she likes to be able to write in Welsh. And everyone else agrees.

5. Do you speak about the Welsh language or about the language in general at school?

No awareness of any discussions about language at the school.

6. Have you participated in the Welsh Language Charter activities?

No knowledge or awareness of the Language Charter.

Year 6 Group (Glancegin)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher and deputy – Welsh every time
- All the teachers always speak Welsh
- Dinner ladies – one is able to speak Welsh but one cannot speak Welsh therefore everyone tends to speak English with them.
- The children usually speak English with each other – they only speak Welsh when they are in class.

What is happening in the school and in what language?

- Lessons - Welsh
- Project 21 performance and show workshops) - Welsh
- School service - Welsh
- Registration - Welsh
- Singing in the hall - Welsh
- School Show (Christmas) - Welsh
- Mathematics - English
- Gold Time (rewarding good behaviour – the pupils' choice) – English
- Show time – Welsh and English depending on what they want.

“Sometimes do it in English because it's easier. When you look for information on the internet, it's in English.” Pupils have been able to ask to do it in English.

- After I question why the language of the classroom is different to the language of the yard *“Everybody hates Cymraeg. Well not everybody. But most of the children who come to this school speak English at home.”*

The Language of Lessons

- The teacher speaks Welsh with the class in Science
- The teacher speaks with the class in Mathematics in both languages
- The teacher with the class in general lessons in both languages (explaining the tasks)
- The teacher speaks Welsh with individuals in Science and Mathematics lessons
- The pupils speak Welsh with the teacher at all times
- Pupils in English every time
- Worksheets/Textbooks – bilingual every time
- Any use of the internet happens in English
- Homework sheets are Welsh and mainly complete the work in Welsh but with bilingual elements e.g. explanatory note in English
- Reading – bilingual. Two books at once every time.
- When doing group work – discuss in English but report back to the class in Welsh.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 2/6 think that their English and Welsh skills are equal
- 4/6 feel that they are better at speaking English
- 3/6 are better at doing school work in English
- 3/6 are better at doing their school work in Welsh
- 3/6 have equal skills in speaking Welsh at home
- 3/6 better at speaking English at home
- 6 are better at socialising in English

3. What are the good points / not so good points of speaking two languages?

- The fact that you are able to speak two languages.
- Being able to speak to Welsh and English people
- *“It’s good because when someone comes up to you and speaks Welsh you are able to speak Welsh back and when someone comes up to you and speaks English, you are able to speak in English with them.”*
- A choice of secondary schools between Tryfan and Friars.

4. If you had the choice, would you choose to do your school work in Welsh/English?

- Everyone is happy to do school work in Welsh.

5. Do you speak about the Welsh language or about the language in general at school?

- The teacher says, *‘You’re lucky to be able to talk two languages because not many people can.’*

6. Have you participated in the Welsh Language Charter activities?

Aware of the Welsh Language Charter. Describe it as a mountain that needs to be climbed (image of a mountain on the wall). *“You can move up the mountain in the picture when you make an effort to speak Welsh. The people on the summit speak Welsh all of the time. It works as a type of scoring system. Everyone wants to reach the top. You get a red wrist band for reaching the top.”*

Ysgol Cae Top

Date	School	Number	Language
18.6.15	Ysgol Cae Top	5 from year 2 5 from year 6	5 from monolingual E homes 5 from bilingual homes (languages including Spanish and Arabic)

Year 2 Group (Cae Top)

This group was more aware of different languages than any of the other groups. A number of the children had spent considerable time in other countries and had parents who spoke another language. The head teacher also noted there had been a gap in the Welsh-medium education of two of the children while they attended school in other countries.

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - Welsh
- Teachers - Welsh
- Assistants – mainly Welsh
- Office staff - Welsh
- Lunch time staff - English

What is happening in the school and in what language?

- Registration - Welsh
- School service – Welsh (singing in Welsh, presenting in Welsh)
- Going to the park - Welsh when speaking to teachers / assistants but English when speaking to each other.
- Breakfast club – English or Welsh (Half the carers are Welsh and half are English)
- Clubs (Half an hour, cooking, and fun). Welsh every time.
- Play time - *“Half English and half Welsh.” It depends who you’re speaking to.”*
- Computers - Welsh
- Lunch time – *“English because the dinner ladies don’t speak Welsh.” “Little bit of Welsh, but more English.”*
- Science and Mathematics
- Star of the Week – every Friday – in Welsh. Receive a sticker for speaking Welsh.

The Language of Lessons

- The teacher speaks Welsh with the Science class
- The teacher speaks Welsh with the Mathematics class

- The teacher speaks Welsh with the class in lessons in general
- The teacher speaks Welsh with individuals in Science
- The teacher speaks Welsh with individuals in Mathematics
- The teacher speaks Welsh with individuals in lessons in general
- The pupils speak to each other in both languages during Mathematics, Science and other lessons.
- Textbooks and work-sheets are always in Welsh
- Use computers and the internet always in Welsh in every subject
- Homework in Welsh usually in Science, Mathematics and other lessons but there is an explanatory sheet in English available at parents' request.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/5 is better at speaking English
- 4/5 - both languages are equal
- 3/5 have equal skills at doing their school work
- 2/5 are better at doing their school work in Welsh
- 4/5 better at speaking English at home
- 1/5 is better at speaking Welsh at home
- 4/5 are better at speaking English socially
- 1/5 is better at speaking Welsh socially.

3. What are the good points / not so good points of speaking two languages?

- Being able to speak with other people
- *"I have fun speaking Welsh"*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 5/5 want to do their school work through the medium of Welsh.

5. Do you speak about the Welsh language or about the language in general at school?

- Teachers tell the children to speak Welsh – but do not tell them off
- Teachers tell them kindly not to speak English (the children are happy with this).

6. Have you participated in the Welsh Language Charter activities?

- Stepping to the summit/mountain - Speaking Welsh.

"There is a mountain on the wall of the classroom and photos of us. The teacher moves the photos and put them in different places if you speak Welsh. If you speak Welsh all of the time you make it to the summit in the snow."

"I like to reach the summit. It makes me feel like I've worked hard and done something good"

Year 6 Group (Cae Top).

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - Welsh
- Deputy - Welsh
- Music teachers - mainly English
- Support staff - English
- Governors - bilingual
- Secretary - Welsh
- Teachers – depends on the lessons but Welsh usually

What is happening in the school and in what language?

- Registration - Welsh
- Criw Celf - English
- Sports Club - English
- School service - Welsh
- Reading (reading time in class) - bilingual
- Playtime - English
- Singing - Welsh
- Lunneth - bilingual
- Mathematics - bilingual
- Break time - bilingual

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

The Language of Lessons

- The teacher speaks Welsh with the Science class
- The teacher speaks Welsh and English in the Mathematics class
- The teacher usually speaks Welsh in general lessons
- The teacher speaks Welsh with the pupils in Science lessons
- The teacher speaks Welsh and English with the pupils in Mathematics and general lessons
- The pupils speak Welsh with the teacher in Mathematics, Science and general lessons
- The pupils speak English with each other all the time
- Textbooks and work-sheets are always bilingual
- Information from the web is always bilingual
- Use the web in English in every lesson

- Home work sheets are bilingual in Science lessons
- Home work sheets are English in Mathematics lessons
- Home work sheets are bilingual in lessons in general.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 5/5 are better at speaking English generally
- 4/5 feel they have at doing their school work
- 1 speaks both languages equally at home
- 3/5 are better at speaking English at home
- 1/5 is better at another language (Spanish)
- 3/5 are better at speaking English socially
- 2/5 are equal at both languages socially.

3. What are the good points / not so good points of speaking two languages?

- *“You are able to speak to many more people”*
- *“You have an advantage in secondary school in the language lessons.”*
- New friends
- Helping people to speak Welsh
- *“People respect you.”*
- *“You have a head-start in the secondary school”*

4. If you had the choice, would you choose to do your school work in Welsh/English?

“I want to keep studying in Welsh because I don’t want to lose the language.”

“I want to have a lot of different ones. A lot of languages. Like Latin.”.

- 3/5 want to study in both languages
- 2/5 want to study in multiple languages

5. Do you speak about the Welsh language or about the language in general at school?

The teachers tell the children to speak Welsh quite often.

6. Have you participated in the Welsh Language Charter activities?

Identify the charter as ‘*Camu tua’r Copa*’ (Stepping to the Summit). The idea of climbing the mountain making every effort to speak Welsh.

Ysgol Tryfan

Date	School	Number	Language
17.6.15	Ysgol Tryfan	5 from year 9 5 from year 10	6 from W homes 2 from E homes 2 from W/E home

Years 9 and 10 Group (Tryfan)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- People from specific areas only speak English (areas within Bangor)
- Pupils in the classroom - Welsh
- Pupils outside the classroom – English. *"It depends how you feel towards the language"*
- English Teachers - bilingual
- Cooks - English
- Carers in Hafan - Bilingual
- Assistants – English (the majority)
- Sixth form - Welsh

What is happening in the school and in what language?

- General lessons - Welsh
- Lunch time and break time - bilingual
- Homework club – bilingual
- Physical education lessons - bilingual
- Registration - Welsh
- Revision club – bilingual
- Gardening Club - English
- Chess Club - English
- Upwards Club - English
- Hafan (time out) – English (That is mainly due to the pupils who go there)
- Visitors - bilingual (Some cannot speak Welsh e.g. the Samba lady)

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 6/10 feel they are generally better at speaking Welsh
- 1/10 feels that he is equal at both languages generally
- 3/10 feel they are generally better at speaking English
- 8/10 are better at doing their school work in Welsh
- 1/10 is better at doing school work in English

- 1/10 not sure in terms of school work
- Socially and at home: The same as the first question.

3. What are the good points / not so good points of speaking two languages?

- Able to communicate with a wider group of people
- Easier to speak another language
- Get to know different people
- Better job opportunities
- Better jobs in the long run
- Able to go to a College outside Wales
- Being able to speak two languages is cool
- Helping to keep the language alive
- Better opportunities in terms of: Jobs, school, friends, socialising

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 8/10 would choose Welsh
- 1/10 would choose English
- 1/10 not sure.

Choosing Welsh – *“There is plenty of opportunity to speak English outside school I don’t need to practise more at school.”*

Choosing Welsh - *“I’m used to speaking Welsh at school.”*

Choosing English – *“English will be more useful for me outside Wales.”*

Not certain – *“Good teachers affect my choice.”*

5. Do you speak about the Welsh language or about the language in general at school?

“The teachers say we should speak Welsh.” (at school services, in the corridor, in the classroom.)

“There are posters – but they don’t help much.”

“I think around 60% of this school speak Welsh. There is a high percentage that speaks English in every year.”

“They started a club called Clwb C which was really good. You had children who were good at speaking Welsh with others who were not as able. Like buddies so that people could practise. The sixth form was there too”.

“You have to change to speak English with them, they won’t change.”

“It’s sometimes difficult to speak Welsh with someone you’ve spoken with in English for ten years.”

6. Have you participated in the Welsh Language Charter activities?

Had no knowledge of the Welsh Language Charter.

Ysgol Friars

Date	School	Number	Language
6.7.15	Ysgol Friars	5 from year 9 5 from year 10	2 from W/E homes 8 from monolingual E homes

Years 9 and 10 Group (Friars)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - bilingual
- Teachers – bilingual (Not many able to speak Welsh)
- Office staff - English
- Cooks – English
- Support staff - mainly in English
- There are some specific teachers who appear to make a special effort to promote the use of the Welsh language and use much more Welsh than everyone else. Approximately three of them at the school.

What is happening in the school and in what language?

- School services – English mainly (The responsible teacher does not speak Welsh)
- Lessons – English mainly
- Break time - English
- Lunch time - English
- Welsh Bac – Welsh
- *Tocyn iaith* – Welsh
- There is a lot of Welsh in some lessons e.g. history and music (this depends on the teachers)
- School Eisteddfod – Welsh.

"I don't like following lessons in Welsh because my English is better. It makes it a Welsh exercise if we do it in Welsh, not the subject."

"I feel that we are losing our Welsh as we don't speak it with our friends or in lessons. It doesn't give you any practice. It's pushed, it does not happen naturally."

"I think it's important to teach the lessons in English because at Friars, English is mostly people's first language. It is important for us to understand what the teachers are saying."

"First language people go to Tryfan".

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 10/10 are generally better at speaking English
- 10/10 are better at doing school work in English
- 10/10 are better at speaking English at home
- 10/10 are better at speaking English socially

"I play netball for Eryri, I speak Welsh with them."

3. What are the good points / not so good points of speaking two languages?

- New friends
- More clever
- Something that's different from other people
- CV
- Good for our tradition in Wales
- Easier to learn another language
- History of Wales
- Keeping the language alive
- More work available after leaving education
- *"You can get a better job in Wales if you are bilingual."*
- *"It's easier to learn a new language if your brain is used to switching between two languages."*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 1/10 would choose to study in both languages
- 9/10 would choose to study in English

"It's easier because we speak English at home. I know more English words."

"But if you had lessons through the medium of Welsh, your Welsh would improve! If you start with both languages half and half in Year 7 it will be fine. You will be able to do both the same."

"It's difficult for me as the one person in my family who is able to speak Welsh."

5. Do you speak about the Welsh language or about the language in general at school?

- People come into French lessons etc.
- Visitors come to the hall to speak with us. People from the Council and things – "It doesn't work and it's boring. *It feels pushed.*"
- *"I wouldn't learn it if I didn't already have it – it's too difficult."*

6. Have you participated in the Welsh Language Charter activities?

No.

Ysgol Cefn Coch

Date	School	Number	Language
19.6.15	Ysgol Cefn Coch	6 from year 2 5 from year 6	2 from W speaking homes 7 from W/E homes 2 from E homes

Year 2 Group (Cefn Coch)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Pupils - Welsh every time
- Teachers – Welsh every time (but English lessons at the end of every afternoon)
- Assistants and support staff – Welsh
- Head teacher - Welsh
- Caretaker – Welsh
- Dinner ladies - Welsh

What is happening in the school and in what language?

- Registration - Welsh
- School service - Welsh
- Radio - Welsh
- Break time – Welsh
- Lunchtime - Welsh
- School Council - Welsh
- Silver/Gold Time – Welsh
- Sports – Welsh
- Breakfast Club – Welsh
- Trips – Welsh

The Language of Lessons

- The teacher always speaks Welsh with the class in Mathematics lessons
 - The teacher speaks Welsh with the class in lessons in general
 - The teacher always speaks Welsh with individuals in Mathematics and other lessons.
 - The pupils always speak Welsh with the teacher.
 - The pupils always speak Welsh with each other.
-
- Textbooks and work-sheets are always in Welsh
 - The homework is reading – one Welsh language book / one English language book for everyone.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/6 feel that their Welsh/English skills are equal in general
- 1/6 feels that she is generally better at speaking English
- 1/6 feel that she is generally better at speaking Welsh
- 6/6 feel they are better at doing school work in Welsh
- 4/6 feel their skills in speaking Welsh/English at home are equal
- 1/6 is better at speaking English at home
- 1/6 is better at speaking Welsh at home
- 6/6 note that their social language skills are equal

“Apart from football – because no one speaks English in our club!”

3. What are the good points / not so good points of speaking two languages?

- Able to understand everyone
- I like to speak Welsh because it's easier

“I like to speak Welsh because it's easy isn't it?”

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 6/6 chose Welsh because they understand it better.

“Welsh really because we don't speak English much.”

5. Do you speak about the Welsh language or about the language in general at school?

Have not discussed the Welsh language at school.

6. Have you participated in the Welsh Language Charter activities?

“If you have spoken a little Welsh, you climb further up the mountain.”

- When they do well the pupils feel pleased and happy. *“Because we've reached the top.”*

Year 6 Group (Cefn Coch)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Assistants and lunchtime staff – Welsh
- Head teacher - Welsh
- Teachers - Welsh
- Caretaker – Welsh
- Pupils - Welsh
- Visitors e.g. police officer - Welsh
- Secretary - Welsh
- Governors - Welsh
- School Council (consider this important!) - Welsh
- Ambassadors (children) - Welsh
- Students - Welsh

But the children from the *caban iaith* (language unit on the campus) receive some English

“Older children who come from elsewhere go straight to the language unit and then they come to us the next term fluent in Welsh. The only time you get with newcomers is if they are in year 1 or lower.”

What is happening in the school and in what language?

- School service - Welsh
- Radio - Welsh
- Welsh/English lessons – bilingual
- After school Clubs - Welsh
- Rugby and football – Welsh but many English words used. *“because we watch it on TV and we know a lot in English...such as hand ball but we speak Welsh in the middle.*
- Reading time – Welsh language and English language books
- Tag rugby / Football / Netball *“What happens on the yard is ... you hear more English words in the middle of Welsh. But it’s Welsh just the same.”*

The Language of Lessons

- The teacher speaks Welsh with the class in Science, Mathematics and general lessons.
- The teacher speaks Welsh with individuals in Science, Mathematics and general lessons.
- The pupils speak Welsh with the teacher in Science, Mathematics and general lessons.
- The pupils speak Welsh with each other in Science, Mathematics and general lessons.

- Textbooks and work sheets are bilingual in Science, Mathematics and general lessons. Depends on the source of the work.
- Information from the web and use of the web in English in Science, Mathematics and general lessons.
- Home work sheets are usually bilingual in mathematics and they're Welsh in general. *"Sometimes there is some help for people who have English speaking parents."*
- The pupils complete their homework in Welsh for Mathematics lessons and other lessons.
- Group discussions are in Welsh in Science, Mathematics and general lessons.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/5 is better at speaking Welsh generally
- 1/5 is generally better at speaking English
- 3 with equal skills in general
- 5/5 are better at doing their school work in Welsh
- 4/5 are better at speaking Welsh at home
- 1/5 has equal skills in both languages at home
- 4/5 are better at speaking Welsh socially
- 1/5 feels that their social language skills are equal

"If we are outside school there are no rules – we just speak the language that comes out of our mouths. At school we mostly speak Welsh because that is what we have learnt we are supposed to speak at school. And I'm happy with this."

"At home if I'm watching You Tube or something, I listen to it in English. So if I turn to my brother immediately afterwards, sometimes I speak English."

"Sometimes if I watch an English language programme I'll go to the kitchen and speak English with mam." But she replies in Welsh."

"If you hear something in one language it is always easier to repeat in the same language rather than translate it. But if it's coming out of my mouth – it's going to be Welsh."

3. What are the good points / not so good points of speaking two languages?

- Able to communicate well
- Help to save a dying language
- Easier to get a job
- Easier to understand and answer
- Must speak English in the real world
- Part of our identity. *"It makes us feel that we are part of the country - so if we are English and can't speak Welsh we don't feel part of things."*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 5/5 choose to have a Welsh medium school. *“We are more fluent at speaking Welsh. So it’s easier to do it in Welsh. If we had been brought up in English, we would prefer to speak English. We have been brought up speaking Welsh and so we like to speak Welsh.”*
- *“I would say that Welsh is easier in any case. It’s phonetic.”*
- *“I don’t like writing English but I enjoy speaking English.”*

5. Do you speak about the Welsh language or about the language in general at school?

- *“Not in school, but I’ve seen leaflets in the shops telling you to start every conversation in Welsh.”*
“It angers me in this area when I see signs and things in English only. The Welsh language should be on top. And you can tell when they’ve used Google translate.”

6. Have you participated in the Welsh Language Charter activities?

- Complete a questionnaire once a year.
- *“It tries to make sure that we speak Welsh.”*
- *“Try to develop us by doing work.”*
- The Welsh Language Charter appears like a mountain on the wall that shows how far you’ve reached.
- Feel that it’s a good method because if you want to do well you compete with your friends
- Feel that it helps those who are not completely confident/fluent.
- *“It’s not useful for those like us who speak Welsh all of the time.”*

Ysgol Tan y Castell

Date	School	Number	Language
19.6.15	Ysgol Tan y Castell	9 from year 6	5 from monolingual W homes 1 from a monolingual E home 3 from W/E home

Year 6 Group (Tan y Castell)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

The children feel that they are divided into two obvious cohorts. The boys tend to speak English and the females speak Welsh. This affects the answers somewhat. Two newcomers amongst the boys who were obviously received everything in English. Nevertheless, they were able to contribute to this conversation in fluent Welsh. There was quite a lot of arguing and it was obvious that both groups were using languages in different ways.

- Teachers - Welsh
- Assistant - Welsh
- Head teacher - Welsh
- Cook - Welsh/English
- Break time helper – Welsh
- Cleaner - Welsh/English
- Music teacher - Welsh/English
- Children - Welsh/English (specific cohorts)
- School Council – Welsh / English
- Bydi buarth (school yard buddy) – Welsh/English
- Young children – Welsh
-

What is happening in the school and in what language?

- Breakfast Club – Welsh
- Break time - mainly in English
- Registration - Welsh
- Reading - Welsh/English (one of each)
- School service - Welsh
- Break time – Mainly in English "*Even the children who come from Welsh-speaking homes. But only the young children*"
- Lessons – mainly in Welsh (explanation in English)
- Lunchtime – Welsh/ English
- The Urdd Club – Welsh all of the time (children who like to speak Welsh choose to attend)
- Gold time - Welsh/ English (the pupil's choice)

The Language of Lessons

- The teacher speaks Welsh with the class in Science, Mathematics and other lessons.
- The teacher speaks in both languages with the individuals in Science, Mathematics and other lessons.
- The pupils speak Welsh with the teacher in Science / Mathematics and other lessons.
- The pupils speak with each other in both languages in Science, Mathematics and other lessons (depending on the cohort).
- Textbooks and work sheets are in Welsh in Science, Mathematics and other lessons.
- All uses of the web are through the medium of English in every subject.
- Homework sheets are bilingual and homework is completed in both languages in terms of Mathematics and other lessons.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/9 are generally better at speaking English
- 2/9 feel their skills are equal in general
- 3/9 are better at doing their school work in Welsh
- 6/9 have equal skills when doing their school work
- 3 are better at doing their school work in Welsh
- 4/9 are better at speaking English at home
- 5/9 are better at speaking Welsh at home
- 9/9 are equal at both languages socially.

3. What are the good points / not so good points of speaking two languages?

- *"You are able to make twice as many friends."*
- *"If you're trying for a job" - (mam has mentioned)*
- Understand people
- Keep the language going
- Part of you.

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 3 would choose Welsh
- 6 would choose to do their work in both languages
- *"We've grown up with it, we don't want it to go. If people were to tell me that I must speak English, I would still speak Welsh."*

5. Do you speak about the Welsh language or about the language in general at school?

- Discussion in the school council on how we can improve the language. This is why the school yard buddies exist in order for year 6 to talk to the younger children.

- Getting told off for speaking English but no punishment.
- The girls wish to see more Welsh but the boys think “No, it’s okay”.
- *“The language centre has changed everything. I can speak Welsh.”* Did not have difficulty in returning to main stream.

6. Have you participated in the Language Charter activities?

- Aware of the mountain. *“But it’s the teachers who decide how you’re doing”*
- They knew where they were in terms of climbing the mountain.

Ysgol Ardudwy

Date	School	Number	Language
19.6.15	Ysgol Ardudwy	3 from year 7 5 from year 9 2 from year 8 10 from year 10	14 home from monolingual W homes 3 from W/E homes 3 from E homes

Years 7,8 and 9 Group (Ardudwy)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Children on the school yard – bilingual (depending on the circle of friends)
- Teachers - Welsh
- Visitors – bilingual (but usually Welsh)
- Members of the School Council - Welsh
- Ancillary staff - bilingual
-

What is happening in the school and in what language?

- Lessons - Welsh
- School service - Welsh
- The baccalaureate - Welsh
- Spelling club (language improvement) - English (for children who find English difficult)
- Home work can be done in both languages (the pupil's choice – if he/she has received permission)
- Posters and everything that's visual - bilingual
- Orchestra - Welsh
- Homework club – Welsh

“There is a lot of English outside the classroom. Some choose Welsh. But there's more English. If one speaks English, everyone changes.”

“Everyone can speak Welsh, but for people who speak English at home, it's just easier to speak English.”

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 8/10 are generally better at speaking English
- 2/10 are generally better at speaking Welsh
- 6/10 are better at doing their school work in Welsh
- 4/10 have equal skills when doing their school work
- 8/10 are better at speaking Welsh at home

- 2/10 are better at speaking English at home
- 5/10 are better in Welsh socially
- 3/10 are equal at both languages socially
- 2/10 are better at speaking English socially

3. What are the good points / not so good points of speaking two languages?

- Easier to learn a third or fourth language
- Able to speak with more people
- Easier to get a job
- Know how to do your work and follow instructions
- A secret language when you're abroad.
- More interesting for when you meet people
- It's an additional skill
- It opens doors and gives you the choice

4. If you had the choice, would you choose to do your school work in Welsh/English?

Did not ask the question in this school (at the head teacher's request).

5. Do you speak about the Welsh language or about the language in general at school?

- Receive a presentation on the language at school service from time to time
- Teachers 'like' to give reminders, but don't have much luck.

6. Have you participated in the Welsh Language Charter activities?

No.

Year 10 Group (Ardudwy)

1. What happens here in terms of the use made of Welsh and English and other languages?

Who is in the school and what language do they speak?

- Pupils – English mainly but some Welsh-speaking groups -
- Caretaker – bilingual (able to speak Welsh but depends on the pupil's home language)
- Kitchen staff - English
- Teachers - Welsh
- Head teacher - Welsh
- Assistants – bilingual (depending on who they're helping)

What is happening in the school and in what language?

- School service - Welsh
- Lessons - Welsh
- Moodle - Welsh
- School Eisteddfod – Welsh
- Break time - mainly in English
- Lunch time - mainly in English

Lessons table - see Appendix 3.

“When I wanted to do my work in English the school refused me.”

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/10 feels that his/her talking skills are equal generally
- 2/10 are generally better at speaking English
- 7/10 are generally better at speaking Welsh
- 7/10 feel that both languages are equal when doing their school work
- 3/10 are better at doing their school work in Welsh
- 1/10 is better at speaking English at home
- 8/10 are better at speaking Welsh at home
- 1/10 is equal in both languages at home
- 3/10 are better at English socially
- 1/10 is better at Welsh socially
- 6/10 are equal at both languages socially.

3. What are the good points / not so good points of speaking two languages?

- Helps to get a job
- Makes us unique
- Identity - the feeling of belonging

4. If you had the choice, would you choose to do your school work in Welsh/English?

Did not ask the question in this school (at the head teacher's request).

5. Do you speak about the Welsh language or about the language in general at school?

- *“Teachers complain and shout at us to speak Welsh”*
- Arguments amongst circles of friends (this is healthier in the pupils' opinion)
- Do not like to have school service about using the language. Feel that the school was condescending towards them.

6. Have you participated in the Language Charter activities?

No.

Ysgol Nefyn

Date	School	Number	Language
25.6.15	Ysgol Nefyn	5 from year 2	1 from a monolingual E home 4 from monolingual W homes
		5 from year 6	1 from monolingual E home 1 from a W/E home 3 from monolingual W homes

Year 2 Group (Nefyn)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher
- Teachers
- Assistants (aunties)
- 'Open the Book' people
- Deputy
- Dinner ladies
- Caretaker

"I never speak English with the teachers otherwise I'd be told off."

All staff in this school can speak Welsh. The pupils unconditionally speak Welsh with all members of staff.

What is happening in the school and in what language?

- Playtime – Welsh (sometimes there are English games as they mimic TV programmes)
- Breakfast Club – Welsh
- Cooking – Welsh
- Gold Time – Welsh
- Urdd – Welsh
- Gold Time – Welsh
- Physical education – Welsh
- Reward cards – Welsh
- Reading Time – Welsh
- School service - Welsh
- Mountain chart – Welsh
- Snack – Welsh

The Language of Lessons

Every lesson and every involvement with others happens in Welsh within the classroom environment. An addition placed at the bottom of homework in English to support parents to support their children.

Everything to do with the internet happens in English.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/5 are better at speaking Welsh generally
- 1/5 feels that he has equal skills in general
- 3/5 feels they have equal skills when doing their school work
- 1/5 feels better at doing his school work in Welsh
- 1/5 feels he was better at doing his school work in English (in his opinion because he is widely read)
- Everyone felt they are equal at home. (This is strikingly odd, considering the linguistic background of the group). By further questioning, it became apparent that the children imitated characters from Frozen for example, and this strongly influenced the language of play at home.
- The same as above socially. Using English to 'act' and imitate.
"Games such as going on holiday. Pretending to be on holiday. Or talking with myself or with the dolls. They speak English I've seen then on the television Elsa and Anna."

3. What are the good points / not so good points of speaking two languages?

- It's cool
- Understanding people from other countries
- It's nice to speak with friends from other countries too
- Teaching other people to speak Welsh

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 2/5 chose to do their school work through the medium of Welsh
- 3/5 chose to do their school work bilingually

5. Do you speak about the Welsh language or about the language in general at school?

Not aware

6. Have you participated in the Welsh Language Charter activities?

A plan called the Mountain Charter – a process of getting photographs of individuals on the picture. The teacher awards those who speak Welsh by moving them up the mountain.

Year 6 Group (Nefyn)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Head teacher - Welsh
- Teachers - Welsh
- Cook - Welsh
- Welsh Unit – Welsh
- Caretaker – Welsh
- Classroom assistant – Welsh
- Pupils – Welsh nearly all the time (except with new people in the school)

What is happening in the school and in what language?

- Registration - Welsh
- School service - Welsh
- Lessons - Welsh
- Sports – Welsh
- Knitting/football/cricket Clubs - Welsh
- Breakfast Club – Welsh
- Lunch time and breaks – a bit of English because some can't speak Welsh. The Welsh crew feel for them and turn to English.

"We have a play time agreement when we look after the small children This has to be in Welsh. If we don't do it, then they won't."

"I sometimes speak English lunch time because people on my table speak English. They speak English at home."

The Language of Lessons

- Everything in Welsh except for homework.
- Information from the internet is always in English. But it's usually translated or the answers are given in Welsh.
- An explanation of Welsh homework is given to specific individuals.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 4/5 are better at speaking English socially
- 1/5 equal skills socially
- 1/5 with equal skills at doing school work
- 4/5 are better at doing their school work in Welsh
- 4/5 are better at speaking Welsh at home
- 1/5 are better at speaking English at home
- 2 with equal skills when socialising
- 3 better at socialising in Welsh

3. What are the good points / not so good points of speaking two languages?

- Able to understand everyone
- Assisting communication
- Being different
- *"We can choose which language to speak."*
- Teaching a language to other people – helping them
- Easier to learn another language
- *"It helps you communicate with everyone you wish to communicate with."*

4. If you had the choice, would you choose to do your school work in Welsh/English?

- Everyone would choose to study through the medium of Welsh
- One thought that he would choose English in the secondary school. *"Because my teacher says that my writing in English is better. I read a lot of English."*

5. Do you speak about the Welsh language or about the language in general at school?

- Completed language questionnaires annually (for the council in Cardiff)
- School council is trying to develop playtime to assist children who can't speak Welsh.
- *"There is a questionnaire every term which asks us how important Welsh is to us. And how much Welsh we speak. It goes to the council in Cardiff".*
- *"I understand that this school is Welsh and it's important in this area. So, I've learnt Welsh properly".*
- *"It's a Welsh village in Wales. More and more people speak English and there is a need for places like Llangybi to make us learn to be together and to speak Welsh."*

6. Have you participated in the Welsh Language Charter activities?

- The picture of the mountain on the classroom wall.
- *"Every time someone speaks Welsh, we can move our ticket up the mountain. "We did it for a year but now everyone has forgotten about it."*

Ysgol Sarn Bach

Date	School	Number	Language
25.6.15	Ysgol Sarn Bach	4 from year 2	2 from W/E homes 2 from monolingual E homes
		8 from year 6	1 from a monolingual W home 3 from monolingual E homes 3 from W/E home 1 from a W/Hebrew home

Year 2 Group Ysgol (Sarn Bach)

**1. What happens here in terms of the use made of Welsh and English and other languages?
Who is in the school and what language do they speak?**

- Head teacher - Welsh
- Teachers - Welsh
- Supply Teachers - Welsh
- Assistants – Welsh
- Caretaker – Welsh
- Children – they don't speak Welsh all the time when playing. Also when we eat at lunchtime we speak English.

What is happening in the school and in what language?

- School Service - Welsh
- Fruit Time – Welsh
- Sports – Welsh
- Urdd – Welsh
- Lunch – Welsh mainly but some English
- Playtime – Welsh mainly but some English
- Lessons - Welsh
- Gold Time – Welsh
- Reading - bilingual

“Year 6 children speak English all the time. But the small children speak Welsh.”

The Language of Lessons

- Everything in Welsh in this school.
- Help is available for homework – i.e. there are guidelines for parents
- No use of the internet in this school.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 2/4 are better at speaking Welsh generally
- 2/4 are better at speaking English generally
- 4 are better at doing their school work in Welsh
- 2 are better at speaking Welsh at home
- 1 is better at speaking English at home
- 1 speaks both languages equally at home
- 2 are better at socialising in Welsh
- 2 are equal in both languages socially.

3. What are the good points / not so good points of speaking two languages?

Don't know

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 2 chose to study in Welsh
- 2 chose to study in English

5. Do you speak about the Welsh language or about the language in general at school?

"The teachers always tell us to speak Welsh."

6. Have you participated in the Welsh Language Charter activities?

We've had a questionnaire about Welsh and English – I don't know for whom or for what purpose.

Year 6 Group (Sarn Bach)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Teachers - Welsh
- Assistants – everyone can speak Welsh but sometimes they help in English if some find Welsh difficult
- Cleaner - Welsh
- Lunchtime staff - Welsh
- Head teacher - Welsh
- Visitors – bilingual (depending on the activity)

What is happening in the school and in what language?

- Lessons - Welsh
- Lunch time – more English but some speak Welsh
- Athletics - Welsh
- Reading time - bilingual (personal choice)
- School service - Welsh
- Star of the week – Welsh
- Physical exercise – Welsh
- Trips – Welsh
- Playing football – Welsh but many English words are used. *“We shout things such as ‘Free-kick’”.*
- *“We speak English with each other sometimes. But there is more Welsh I would say. It depends with whom I am speaking.”*

The Language of Lessons

- Everything in Welsh in every subject here.
- Additional support with homework
- Internet use in English.

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 1/8 are better at speaking Welsh generally
- 5/8 are generally better at speaking English
- 2/8 are equal in both languages socially
- 1/8 are better at doing their school work in Welsh
- 5/8 are better at doing their school work in English
- 2/8 have equal skills in both languages in school
- 5/8 are better at speaking English at home
- 2/8 have equal skills in both languages at home
- 1/8 is better at speaking Welsh at home
- 8/8 are better at speaking English socially

3. What are the good points / not so good points of speaking two languages?

- Easier to learn another language
- Helps us to be clever
- Having different friends
- Able to speak with everyone
- Feeling safe

"I don't know I haven't thought much about it, I do it without thinking."

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 6/8 would choose English
- 2/8 would choose Welsh

5. Do you speak about the Welsh language or about the language in general at school?

- *"We talk about the Welsh Language Charter. We went to get a silver award. It means how much Welsh you speak at school. You have to speak loads to get a gold."*
- *"It's important to keep the language alive. Not many people speak Welsh. People come here and change the language rather than us changing them."*
- Discussion in the school council also – how to improve. Playtime campaign and creating new ideas. Skipping and singing etc. in Welsh. Nobody liked that – a feeling that they are forced to play in a prescriptive way.

6. Have you participated in the Welsh Language Charter activities?

As above.

Ysgol Botwnnog

Dyddiad	Ysgol	Nifer	Iaith
7.7.15	Ysgol Botwnnog	5 from year 9 5 from year 10	2 from a W/E home 6 home from W homes 2 home from E homes

Years 9 and 10 Groups (Ysgol Botwnnog)

1. What happens here in terms of the use made of Welsh and English and other languages? Who is in the school and what language do they speak?

- Teachers – everyone speaks Welsh except for the English department
- Dinner ladies – Welsh (refuse to speak English)
- Caretaker – Welsh
- Technician - Welsh
- Nurse – Welsh
- Head teacher - Welsh
- Pupils – having one English individual tends to change the language of the others. But everyone can speak Welsh. The majority are Welsh.

What is happening in the school and in what language?

- Lessons - Welsh
- Registration - Welsh
- Library – Welsh
- Break time - Welsh
- Lunchtime - Welsh
- Posters – Welsh
- Digital Screen – Welsh
- Workshops (one or two have been in English from external providers)
- School Website – Welsh.

All the above happens in Welsh and all the visual elements, e.g. posters, website are bilingual.

There is additional support for newcomers to receive English medium work packages. But they submit their work in Welsh.

The Language of Lessons

See Appendix 3

2. Do you feel that you are better at speaking Welsh/English/Equal?

- 2/10 are better at speaking English
- 6/10 are better at speaking Welsh
- 2/10 feel that they have equal skills in both languages
- 6/10 are better at doing their school work in Welsh
- 2/10 are better at doing their school work in English
- 2/10 are equal in both languages in school
- 6/10 are better in Welsh at home
- 3/10 are better in English at home
- 1/10 is equal in both languages at home
- 6/10 are better in Welsh socially
- 2/10 are better in English socially
- 1/10 is equal in both languages socially.

3. What are the good points / not so good points of speaking two languages?

- Better job opportunities
- Able to translate
- Able to speak with more people
- Being a more interesting individual
- Opens doors and provides opportunities
- Building confidence

4. If you had the choice, would you choose to do your school work in Welsh/English?

- 4 wanted to study in Welsh
- 1 wanted to study in English
- 5 want to study bilingually

"I want to do it half and half because although I like to speak Welsh, I find it easier to work in English."

5. Do you speak about the Welsh language or about the language in general at school?

"If you speak English at break time, the teachers question why you are doing that."

"There are posters around the place but they don't work. Nobody notices them!"

6. Have you participated in the Welsh Language Charter activities?

No.

Appendix 2: Focus Group Questions

1. What happens here in terms of the use made of Welsh and English and other languages?
2. Do you feel that you are better at speaking Welsh/English/Equal?
3. What are the good points / not so good points of speaking two languages?
4. If you had the choice, would you choose to do your school work in Welsh/English?
5. Do you speak about the Welsh language or about the language in general at school?
6. Have you participated in the Language Charter activities?

Table 5: Language used in lessons: Ysgol Tryfan, Yr. 9 Pupils (number = 5)

	Science		Mathematics		Other lessons		
Teacher with class	100%		100%		100%		
Teacher with individuals	100%		100%		40%	60%	
Pupils with teacher	100%		100%		40%	60%	
Pupils with each other	60%	40%	40%	60%	60%	40%	
Textbook / Work sheets	80%		20%	100%		80%	20%
Information from the internet	100%		100%		100%		
Using the internet	100%		100%		100%		
E-mail	N/A		N/A		N/A		
Intranet	100%		100%		100%		
Homework sheets	60%	40%	100%		80%	20%	
Completing homework	100%		100%		100%		

Key: Welsh (purple)

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 6: Language used in lessons: Ysgol Tryfan, Yr. 10 Pupils (number = 5)

	Science		Mathematics		Other lessons	
Teacher with class	100%		100%		100%	
Teacher with individuals	20%	80%	100%		100%	
Pupils with teacher	100%		100%		100%	
Pupils with each other	100%		100%		100%	
Textbook / Work sheets	100%		20%	80%	100%	
Information from the internet	100%		100%		100%	
Using the internet	20%	80%	100%		100%	
E-mail	60%	N/A	60%	N/A	60%	N/A
Intranet	N/A		N/A		100%	
Homework sheets	100%		100%		100%	

Key: **Welsh (purple)** **English (light blue)** **Bilingual (blue)** **N/A: Not applicable**

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Table 7: Language used in lessons: Ysgol Botwnnog, Yr 9 Pupils (number = 4)

	Science		Mathematics		Other lessons	
Teacher with class	25%	75%	75%	25%	100%	
Teacher with individuals	100%		100%		50%	50%
Pupils with teacher	25%	75%	100%		100%	
Pupils with each other	100%		75%	25%	50%	50%
Textbook / Work sheets	100%		100%		50%	50%
Information from the internet	75%	25%	100%		25%	75%
Using the internet	100%		100%		75%	25%
E-mail	N/A		N/A		N/A	
Intranet	N/A		N/A		N/A	
Homework sheets	75%	25%	100%		75%	25%
Completing homework	75%	25%	100%		75%	25%

Key: **Welsh (purple)**

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 8: Language used in lessons: Yr 10 Pupils (number = 5)

	Science			Mathematics			Other lessons		
Teacher with class	80%		20%	100%			80%		20%
Teacher with individuals	60%		40%	100%			80%		20%
Pupils with teacher	80%		20%	100%			80%		20%
Pupils with each other	40%	60%		80%		20%	60%	20%	20%
Textbook / Work sheets	40%	60%		60%		40%	60%	40%	
Information from the internet	20%	40%	40%	80%		20%	100%		
Using the internet	80%		20%	100%			60%		40%
E-mail	N/A			N/A			N/A		
Intranet	N/A			N/A			N/A		
Homework sheets	60%		40%	100%			40%	60%	

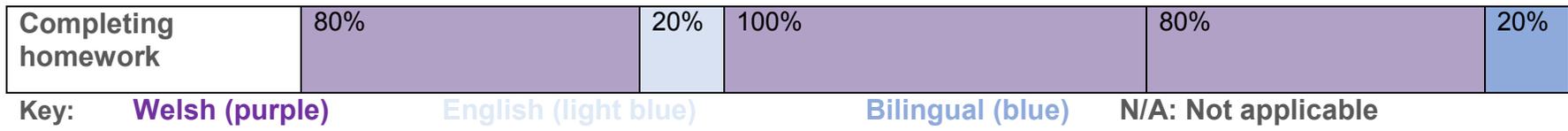


Table 9: Language used in lessons: Ysgol Ardudwy, Yr 7 Pupils (number = 3)

	Science		Mathematics	Other lessons
Teacher with class	100%		100%	100%
Teacher with individuals	100%		100%	100%
Pupils with teacher	100%		100%	100%
Pupils with each other	33.3%	66.6%	100%	100%
Textbook / Work sheets	100%		100%	100%
Information from the internet	100%		100%	100%
Using the internet	100%		100%	100%
E-mail	N/A		N/A	N/A
Intranet	100%		100%	100%
Homework sheets	100%		100%	100%
Completing homework	100%		100%	100%
Discussion Groups	100%		100%	100%

Oral Task	100%		100%		100%	
Reading	66.6%	33.3%	100%		66.6%	33.3%

Key: **Welsh (purple)** **English (light blue)** **Bilingual (blue)** **N/A: Not applicable**

Table 10: Language used in lessons: Ysgol Ardudwy, Yr 8 Pupils (number = 3)

	Science		Mathematics		Other lessons	
Teacher with class	100%		66.6%	33.3%	100%	
Teacher with individuals	100%		100%		100%	
Pupils with teacher	100%		33.3%	66.6%	100%	
Pupils with each other	100%		100%		100%	
Textbook / Work sheets	100%		100%		100%	
Information from the internet	100%		100%		100%	
Using the internet	100%		100%		100%	
E-mail	N/A		N/A		100%	
Intranet	100%		100%		100%	
Homework sheets	66.6%	33.3	33.3%	66.6%	33.3%	66.6%
Completing homework	33.3%	66.6%	33.3%	66.6%	33.3%	66.6%

Key:

Welsh (purple)

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 11: Language used in lessons: Ysgol Ardudwy, Yr 9 Pupils (number = 4)

	Science		Mathematics		Other lessons
Teacher with class	100%		100%		100%
Teacher with individuals	75%	25%	75%	25%	100%
Pupils with teacher	100%		100%		100%
Pupils with each other	100%		100%		100%
Textbook / Work sheets	100%		100%		100%
Information from the internet	100%		100%		100%
Using the internet	100%		100%		100%
E-mail	N/A		N/A		100%
Intranet	N/A		N/A		100%
Homework sheets	100%		100%		100%
Completing homework	100%		100%		100%
Discussion Groups	100%		100%		100%
Oral Task	100%		100%		100%

Key: **Welsh (purple)**

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 12: Language used in lessons: Ysgol Ardudwy, Yr. 9 Pupils (number = 10)

	Science		Mathematics		Other lessons	
Teacher with class	20%	80%	40%	60%	20%	80%
Teacher with individuals	30%	70%	90%		70%	30%
Pupils with teacher	30%	70%	30%	70%	50%	50%
Pupils with each other	70%	30%	60%	40%	60%	30%
Textbook / Work sheets	90%		80%	20%	80%	20%
Information from the internet	30%	70%	30%	70%	60%	40%
Using the internet	100%		100%		70%	30%
E-mail	20%	40%	40%	20%	30%	50%
Intranet	40%	60%	40%	60%	40%	60%
Homework sheets	60%	40%	60%	40%	60%	40%
Completing homework	100%		100%		100%	

Key: **Welsh (purple)**

English (light blue)

Bilingual (blue)

N/A: Not applicable

Table 13: Language used in lessons: Ysgol Friars, Yr 9 and 10 Pupils (number = 10)

	Science	Mathematics		Other lessons
Teacher with class	100%	20%	80%	100%
Teacher with individuals	100%	60%	40%	100%
Pupils with teacher	100%	40%	60%	100%
Pupils with each other	100%	100%		100%
Textbook / Work sheets	100%	100%		100%
Information from the internet	100%	100%		100%
Using the internet	100%	100%		100%
E-mail	N/A	N/A		N/A
Intranet	100%	100%		100%
Homework sheets	90%	90%	90%	90%

Completing homework	100%	100%	100%
Key:	Welsh (purple)	English (light blue)	Bilingual (blue) N/A: Not applicable