

SUBJECT:	Consultation on Monmouthshire's Draft Welsh in Education Strategic Plan 2014 -2017
MEETING:	COUNCIL
DATE:	27.01.14
DIVISION/WARDS AFFECTED:	All

1. PURPOSE:

- 1.1 To consult with Council on Monmouthshire's draft Welsh in Education Strategic Plan (WESP) 2014 -2017.

The WESP details how Monmouthshire plans to support; develop and secure Welsh language provision in schools and wider communities and how we plan for future growth. The plan reflects the objectives set out in the Government's Welsh-Medium Education Strategy.

The WESP 2014 -2017 has been developed in partnership with the local authorities in SEWC. The plan is in draft form until the consultation period ends on 31st March 2014.

2. RECOMMENDATIONS:

- 2.1 To receive this report as part of the statutory consultation process.

3. KEY ISSUES:

- 3.1 The Welsh Government expects local authorities to work towards:
- increasing the number of seven-year-old children being taught through the medium of Welsh. Numbers have increased across the region and are provisionally projected to increase within Monmouthshire over the next three years;
 - continuing to improve learners language skills on transfer from primary school to secondary school;
 - increasing the number of 14-19 learners studying qualifications through the medium of Welsh;
 - increasing the number of learners with higher skills in Welsh;
 - providing welsh-medium support for learners with Additional Learning Needs; and
 - providing a range of continuous professional development for practitioners and putting strategies in place to attract suitable candidates to the region with good quality Welsh skills.

4. REASONS:

- 4.1 It is a statutory requirement from 2014 that local authorities consult on the WESP submission to Welsh Government.

5. RESOURCE IMPLICATIONS:

- 5.1 Until the plan and options have been approved the resource implications cannot be determined but further updates will follow as part of any option appraisals.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The significant equality impacts identified in the assessment (Appendix 1) are summarised below for members' consideration:

The Welsh in Education Strategic Plan will ensure that Monmouthshire is able to support, develop and secure Welsh language provision in schools and wider communities.

The actual impacts from this report's recommendations will be reviewed annually and criteria for monitoring and review will include:

- The number of seven-year olds being taught through the medium of Welsh
- The number of learners continuing to improve their language skills on transfer from primary school to secondary school.
- The number of learners aged 14 -19 studying for qualifications through the medium of Welsh
- The number of learners with higher skills in Welsh
- The range of Welsh-medium provision for learners with Additional Learning Needs
- The number of vacancies for practitioners to deliver Welsh-medium provision across the region.

7. CONSULTEES:

- neighbouring local authorities
- the head teacher of each school maintained by the LA
- the governing body of each school maintained by the LA
- each institution within the further education sector in the area
- in relation to any foundation or voluntary school in the area –
- the person who appoints the foundation governors
- if the school has a religious character, the appropriate religious body
- the Welsh Language Commissioner
- the Early Years Development and Childcare Partnership
- school councils
- Her Majesty's Chief Inspector of Education and Training in Wales

- organisations providing services to children and young people as the local authority considers appropriate
- other persons or bodies as appear to the local authority to be appropriate.

8. BACKGROUND PAPERS:

- Welsh-Medium Education Strategy
- Welsh in Education Grant 2014 -15

9. AUTHOR:

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Monmouthshire County Council Welsh in Education Strategic Plan

2014 – 2017

January 2014



Monmouthshire County Council

Welsh in Education Strategic Plan 2014-2017

Introduction

This Welsh in Education Strategic Plan is presented by Monmouthshire County Council in conjunction with the local authorities of Blaenau Gwent, Caerphilly, Newport and Torfaen and the Education Achievement for South East Wales. These five local authorities and the EAS will work together in partnership to plan and deliver Welsh-medium education across the area. This plan details how Monmouthshire County Council and the South East Wales consortium will aim to achieve the Welsh Government's outcomes and targets outlined in the National [Welsh Medium Education Strategy](#) at a local and regional level.

Section 1: Vision and aim for Welsh in education

South East Wales will lead the development of Welsh standards in education to equip a bilingual Wales with a skilled bilingual workforce, supporting the Welsh Government's vision for Welsh in Education. We will work together as a region to equip schools and education providers across age ranges and linguistic sectors with the capacity and sustainability to increase standards in Welsh and promote the use of the Welsh language within families, communities and workplaces. We will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh-medium education.

By 2017, Monmouthshire will:

- Increase Welsh-medium early years provision across the local authority
- Stimulate and increase the demand for Welsh-medium education across Monmouthshire
- Improve the quality and accessibility of available information for parents on the MCC website for parents seeking Welsh-medium education
- Work with South East Wales Local Authorities to ensure sufficient Welsh-medium secondary provision in 2016 when Ysgol Gyfun Gwynllyw reaches its full capacity.

Section 2: The Action Plan

This action plan sets out how the South East Wales consortium will work together to contribute to the objectives set out in the Welsh Government's [Welsh-Medium Education Strategy](#).


Outcome 1: More seven-year-old children being taught through the medium of Welsh			
A. Objective	B. Current performance	C. Targets	D. Progress
<p>1.1 Increase the number of seven-year-old children taught through the medium of Welsh</p>	<p>South East Wales</p> <p>The number of pupils in Welsh-medium education is increasing as more places are provided in response to demand.</p> <p>Across the region, 10.45% of year 2 learners are currently in Welsh-medium education. This proportion has increased four out of the five authorities over the last 3 years, and projections indicate that numbers will continue to increase to 10.65% by 2017.</p> <p>All parents receive information on Welsh-medium education through each local authority's <i>Parents' Handbook</i> which is distributed with school application forms.</p> <p>Parents are able to access information on Welsh-medium childcare and early years education provision through Family Information Services.</p> <p>Every local authority within the region complies with the requirements of the Learner Travel Measure (Wales) 2008 through providing transport to Welsh-medium schools for pupils of statutory school age in accordance with each local authority's individual transport policy.</p>	<p>South East Wales</p> <p>Continue to work collaboratively to explore options for cross-boundary provision where appropriate.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>Monmouthshire</p> <p>Monmouthshire currently maintains two Welsh-medium primary schools, one in the north and one in the south of the county.</p> <ol style="list-style-type: none"> 1. Ysgol Gynradd Y Ffin in Caldicot has 134 pupils on roll. The school has a morning LA funded nursery on site. There is the capacity to run a Meithrin in the afternoon however; difficulties in recruiting suitably qualified staff have delayed the opening of this additional provision. 2. Ysgol Gynradd Y Fenni in Abergavenny has 189 pupils on roll. There is a 26 place Cylch Meithrin located in the school grounds which provides Flying Start childcare places for eligible pupils during the term after their second birthday. 77% of pupils who attend the Meithrin transfer to the school at the start of Reception. <p>Current projections suggest that the demand for places will increase by 12.5% over the next four years. This is in line with projected regional increases.</p>	<p>Monmouthshire</p> <p>Continue to increase Welsh-medium early years provision throughout Monmouthshire but particularly in the Caldicot area by September 2014.</p> <p>Continue to increase primary Welsh-medium provision according to demand across Monmouthshire.</p> <p>Review the future demand for Welsh-medium education following consortium agreement of additional secondary Welsh medium provision from 2016.</p>	

A. Objective				B. Current performance				C. Targets				D. Progress			
Year	No of pupils in Year 2	Yr 2 pupils in Welsh-medium Education		Year	No of pupils in Year 2	Yr 2 pupils in Welsh-medium Education		Year	No of pupils in Year 2	Yr 2 pupils in Welsh-medium Education		Year	No of pupils in Year 2	Yr 2 pupils in Welsh-medium Education	
		No	%			No	%			No	%			No	%
Blaenau Gwent				Monmouthshire				Newport				Torfaen			
2011	764	36	4.71%	2011	904	38	4.20%	2011	1711	83	4.85%	2011	1079	111	10.29%
2012	691	31	4.49%	2012	867	44	5.07%	2012	1652	86	5.21%	2012	1088	86	7.90%
2013	792	43	5.43%	2013	883	53	6.00%	2013	1795	82	4.57%	2013	1055	110	10.43%
2014	731	39	5.34%	2014	899	55	6.12%	2014	1951	104	5.33%	2014	1072	132	12.31%
2015	775	53	6.84%	2015	778	49	6.30%	2015	1940	87	4.48%	2015	1083	124	11.45%
2016	782	38	4.86%	2016	810	50	6.17%	2016	1963	102	5.20%	2016	1165	124	10.64%
2017	769	39	5.07%	2017	832	52	6.25%	2017	1885	105	5.57%	2017	1132	124	10.95%
Caerphilly / Ysgol Gyfun Cwm Rhymni cluster				Ysgol Gyfun Gwynllyw cluster				South East Wales Region							
2011	2002	339	13.33%	2011	4458	268	6.01%	2011	6460	607	9.40%				
2012	2016	360	16.88%	2012	4298	247	5.75%	2012	6314	607	9.61%				
2013	2071	401	16.93%	2013	4525	288	6.36%	2013	6596	689	10.45%				
2014	2057	401	17.86%	2014	4653	330	7.09%	2014	6710	731	10.89%				
2015	2166	363	19.56%	2015	4576	313	6.84%	2015	6742	676	10.03%				
2016	2116	364	17.30%	2016	4720	314	6.65%	2016	6836	678	9.92%				
2017	2065	392	17.68%	2017	4618	320	6.93%	2017	6683	712	10.65%				

A. Objective	B. Current performance	C. Targets	D. Progress
<p>1.2 Adopt systematic processes for measuring the demand for Welsh-medium childcare and Welsh-medium statutory educational provision. Act promptly on the findings of parental surveys.</p>	<p>South East Wales</p> <p>Each local authority conducts separate Childcare Sufficiency Assessments in line with Welsh Government requirements.</p> <p>All local authorities conduct regular parental demand surveys for Welsh-medium education.</p>	<p>South East Wales</p> <p>Continue to work collaboratively to explore options for cross-boundary provision where appropriate.</p>	
	<p>Monmouthshire</p> <p>2014/15 is highly likely to be conservative as projected intakes are based upon 7 year average admission levels every year. Over time this will shift to reflect the greater rate of increase of intake happening at Ysgol Gymraeg Y Ffin.</p> <p>Ysgol Gymrage Y Fenni average intake has plateaued as their intake has approached the mid to late 20's on a regular basis.</p>	<p>Monmouthshire</p> <p>Continue to work collaboratively with Mudiad Meithrin to develop Welsh medium childcare and nursery education provision particularly in the Caldicot area</p> <p>Ensure sufficient Welsh-medium nursery places to meet parental demand through EYDC Partnership.</p> <p>Work collaboratively with SEWC partners to identify more efficient and accessible ways of measuring the demand for Welsh-medium places.</p>	
<p>1.3 Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.</p>	<p>South East Wales</p> <p>The four authorities of Blaenau Gwent, Monmouthshire, Newport and Torfaen all included a commitment within each 21st Century Schools Strategic Outline Programme to work together to secure additional Welsh-medium secondary provision within the region when Ysgol Gyfun Gwynllyw reaches its full capacity in 2016.</p>	<p>South East Wales</p> <p>Urgent work continues as a region to confirm a definite proposal from a small number of options to provide for pupils entering Year 7 in 2016 with stakeholders and to submit a request for funding to Welsh Government in 2014. The Welsh Government has been fully engaged with the Local Authorities</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>A working group has been established and is meeting regularly, with WG representation present, to derive options for providing additional provision in September 2016.</p>	<p>concerned and has been providing advice and guidance.</p>	
	<p>Monmouthshire</p> <p>Monmouthshire has two Welsh Medium Primary Schools, Ysgol Gymraeg y Fenni in the North and Ysgol Gymraeg y Ffin in the South. At present, there are sufficient places to meet the demand from parents/carers. However, within our 21st Century Schools Programme, we have identified that there will be a need for further provision from September 2016 onwards as on present trend, Y Fenni will be full.</p> <p>Ysgol Gymraeg y Fenni is housed in a fit for purpose building which was erected in 2007 whilst a degree of work was undertaken in 2008 prior to Ysgol Gymraeg y Ffin moving into a building which originally housed Sandy Lane Infants School, this was mainly to enhance access and parking. Monmouthshire's 21st Century programme highlights the need for an extra classroom at Y Ffin in the future.</p> <p>The authority has played a full part in contributing financial support for improvements to Ysgol Gyfun Gwynllyw.</p> <p>The 21st Century programme notes the future pressure on Gwynllyw's ability to accommodate Monmouthshire students from September 2016 onwards.</p>	<p>Monmouthshire</p> <p>To complete the collaborative SOP and business case by end of March 2014.</p> <p>To agree a sustainable option to secure additional secondary Welsh-medium provision by September 2016 or earlier if feasible.</p> <p>Secure WG 21st Century schools funding (subject to business case) to contribute to addressing secondary provision in 2016.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>Discussions are taking place across authorities to consider two options for the post September 2016 period. A collaborative SOP and supporting business case are being drawn up for consideration.</p> <p>Monmouthshire has secured £5 million, in principle, from WG 21st Century schools funding (subject to business case) to contribute to addressing secondary provision in 2016.</p>		
<p>1.4 Ensure collaborative working through consortia.</p>	<p>The five authorities of Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen all work closely together regarding secondary Welsh-medium provision. Ysgol Gyfun Gwynllyw is the regional school for Blaenau Gwent, Monmouthshire, Newport and Torfaen. Ysgol Gyfun Gwynllyw works in partnership with Ysgol Gyfun Cwm Rhymni in Caerphilly to deliver 14-19 education.</p> <p>Cross-authority Welsh-medium secondary provision 14-19 between Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni is very strong and has been commended by Estyn (see outcomes 3 and 4).</p> <p>The four LAs of Blaenau Gwent, Monmouthshire, Newport, and Torfaen jointly contributed towards the refurbishment and expansion of Ysgol Gyfun Gwynllyw to increase the capacity to 1,100 places. This is a £12.1 million investment, jointly funded by all four authorities and the Welsh Government. A task and finish group continues to meet in order to develop options for providing additional Welsh-medium secondary education by 2016 when Ysgol Gyfun Gwynllyw will no longer be able to accommodate all pupils in the four</p>	<p>The South East Wales authorities will continue to work together to undertake and share the findings of parental demand surveys and to ensure sufficient Welsh-medium secondary provision.</p> <p>Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni will continue to work in partnership to provide a diverse range of qualifications at Key Stages 4 and 5.</p> <p>Develop closer partnership working across the Welsh-medium primary schools within the region, through the development of PLCs.</p> <p>Urgent work continues as a region to confirm a definite proposal from a small number of options to provide for pupils entering Year 7 in 2016 with stakeholders and to submit a request for funding to Welsh Government in 2014. The Welsh Government has been fully engaged with the Local Authorities concerned and has been providing advice and guidance.</p> <p>The South East Wales authorities will continue work</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>authorities.</p> <p>The Education Achievement Service for South East Wales was established in September 2012, which includes the Welsh in Education support Team for the region. A review of Welsh language advisory services was undertaken in 2012 including consultation with a range of stakeholders to develop a coherent model of delivery to improve standards in Welsh. This new model of delivery was implemented across all five authorities from September 2013.</p> <p>This Welsh in Education Strategic Plan has been developed by a working group from across the South East Wales Consortium.</p>	<p>together with the Education Achievement Service to monitor the Welsh in Education Strategic Plans and to develop and monitor the associated Welsh in Education Grant.</p>	
<p>1.5 Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.</p>	<p>South East Wales</p> <p>There is one newly established centre for latecomers to Welsh-medium primary education in Cardiff. However, there is no such provision currently available within Blaenau Gwent, Caerphilly, Monmouthshire, Newport or Torfaen.</p>	<p>South East Wales</p> <p>The South East Wales authorities will deliver a regional strategy to meet the needs of latecomers to Welsh-medium education and for pupils moving into English-medium schools from outside Wales in need of additional support for Welsh second language, according to demand.</p>	
<p>1.6 Establish a Welsh-medium Education Forum and establish links</p>	<p>South East Wales</p> <p>The South East Wales Consortium has established a regional Welsh in Education Strategic Forum from the autumn term 2013. This forum includes representatives</p>	<p>South East Wales</p> <p>The regional Welsh in Education Strategic Forum will meet three times a year to monitor the five Welsh in Education Strategic Plans and the regional Welsh</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
<p>with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.</p>	<p>from across the region and is consulted on the development of the Welsh in Education Strategic Plans and the Welsh Education Grant.</p> <p>Monmouthshire Monmouthshire has an established Welsh Medium Education Forum which has the title Monmouthshire's Welsh Medium Group. The group meet on a six weekly basis to discuss matters pertaining to the enhancement of Welsh Medium. Meetings are minuted and progress on adopted actions scrutinised. The group has recently, for example, been involved in debating the content of MCC's Welsh Education Scheme. The Welsh Medium Group is chaired by the Chief Officer for Children and Young People who is also the Chairman of the Children and Young People's Partnership. This provides a close link between the working of the two groups of people. Monmouthshire's Children and Young People's Plan (CYPP) (2008-2011) demonstrates a commitment by the LA to advance its education and training agenda and continuing to raise attainment standards from their current levels. Central to this commitment is the fundamental element which ensures pupils and students are provided with the educational stimulus to promote their language skills leading to bilingualism, and thus the appropriate proficiency in Welsh and English to meet the needs of the communities served by our schools.</p>	<p>Education Grant.</p> <p>Monmouthshire Complete the review of the Welsh Medium Education Forum by January 2014.</p>	
<p>1.7 Provide information for parents/carers</p>	<p>South East Wales Each local authority consults with each other annually on the school admissions processes and the content of the associated information for parents' booklets. This</p>	<p>South East Wales The South East Wales authorities will continue to consult each other annually on school admissions</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>enables each local authority to provide consistent information on the linguistic nature of provision within the region.</p> <p>Newport, Monmouthshire and Torfaen (on a trial basis) have implemented a bilingual online admissions process from September 2012.</p>	<p>and information processes.</p>	
	<p>Monmouthshire</p> <p>Provision of Welsh Medium education is communicated to parents through the LA's Starting Schools Booklet. This is provided to admission to Reception and Year 7. A copy is also available on the MCC website.</p>	<p>Monmouthshire</p> <p>Improve the quality and accessibility of available information for parents on the MCC website for parents seeking Welsh-medium education by March 2014.</p>	

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school

A. Objective	B. Current performance	C. Targets	D. Progress
<p>2.1 Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)</p>	<p>In September 2013, 6.23% of Year 9 pupils in south east Wales were in Welsh-medium secondary schools.</p> <p>Ysgol Gyfun Gwynllyw in Torfaen is the feeder Welsh-medium secondary school for pupils from Torfaen, Newport, Monmouthshire, and Blaenau Gwent. In 2013, 3.55% of Year 9 pupils across the four authorities were attending Ysgol Gyfun Gwynllyw. 100% of pupils are assessed through the medium of Welsh.</p> <p>In 2013, 11% of Year 9 pupils in Caerphilly were attending Welsh-medium secondary education at Ysgol Gyfun Cwm Rhymni, and 100% are assessed through the medium of Welsh. This is an increase against 9.58% in 2013.</p> <p>The number of Year 9 pupils in Welsh-medium Education is increasing across the region as the number of places available in primary schools expands.</p> <p>Caerphilly opened a further 900 place provision on the former St Illan site in September 2013.</p>	<p>Ensure every child seeking to progress from Welsh-medium primary education to Welsh-medium secondary education is able to access a place.</p> <p>Maintain 100% teacher assessment through the medium of Welsh in Year 9 at Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni.</p>	

A. Objective				B. Current performance				C. Targets				D. Progress			
Year	No of pupils in Year 9	Yr 9 pupils in Welsh-medium Education		Year	No of pupils in Year 9	Yr 9 pupils in Welsh-medium Education		Year	No of pupils in Year 9	Yr 9 pupils in Welsh-medium Education		Year	No of pupils in Year 9	Yr 9 pupils in Welsh-medium Education	
		No	%			No	%			No	%			No	%
Blaenau Gwent				Monmouthshire				Newport				Torfaen			
2011	760	30	3.95%	2011	919	21	2.29%	2011	1792	46	2.57%	2011	1272	89	4.99%
2012	722	41	5.68%	2012	814	31	3.81%	2012	1659	43	2.59%	2012	1219	70	4.15%
2013	689	28	4.06%	2013	785	25	3.18%	2013	1708	44	2.58%	2013	1094	55	7.00%
2014	647	28	4.33%	2014	745	20	2.68%	2014	1603	34	2.12%	2014	1082	53	5.74%
2015	612	33	5.39%	2015	842	38	4.51%	2015	1632	60	3.68%	2015	1074	67	4.90%
2016	689	25	3.63%	2016	903	32	3.54%	2016	1652	54	3.27%	2016	1043	73	5.34%
2017	771	27	3.50%	2017	883	36	4.08%	2017	1670	53	3.17%	2017	1100	73	6.10%
Caerphilly / Ysgol Gyfun Cwm Rhymni cluster				Ysgol Gyfun Gwynllyw cluster				South East Wales Region							
2011	2158	238	10.21%	2011	4743	186	3.92%	2011	6901	424	6.14%				
2012	2052	237	9.58%	2012	4414	185	4.19%	2012	6466	422	6.53%				
2013	2031	241	11.03%	2013	4296	152	3.54%	2013	6307	393	6.23%				
2014	1958	216	11.55%	2014	4096	135	3.30%	2014	6035	351	5.82%				
2015	1933	252	12.21%	2015	4117	183	4.44%	2015	6093	450	7.39%				
2016	1991	245	11.11%	2016	3384	152	4.49%	2016	6278	429	6.83%				
2017	2064	326	13.23%	2017	3541	153	4.32%	2017	6488	515	7.94%				

A. Objective	B. Current performance	C. Targets	D. Progress																															
<p>2.2 Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4.</p>	<p>Progression rates from Mudiad Meithrin early years settings to Welsh-medium schools fluctuate across the region and were generally lower in 2012 than 2011, but higher than 2010.</p>	<p>Develop an action plan to increase transfer rates from Mudiad Meithrin settings to Welsh-medium primary schools to at least 80% per setting by 2017. Maintain the high transfer rates between Welsh-medium primary schools and Welsh-medium secondary schools.</p>																																
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<p>Torfaen</p>	<p>South East Wales</p>	<p>Transition rates between Welsh-medium primary and secondary schools are high across the South East Wales. Transition rates have been maintained at 100% in Blaenau Gwent and Caerphilly over the last two years, and have increased in Newport and Torfaen.</p>																																
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	Sept 2011	Sept 2012	Sept 2013																															
Blaenau Gwent	89.7%	100%	100%																															
Caerphilly	98.0%	100%	100%																															
Monmouthshire	90.6%	78.6%	95.65%																															
Newport	97.5%	85.3%	96.6%																															
Torfaen	98.2%	95.5%	99.5%																															
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<p>Blaenau Gwent</p>	<p>Caerphilly</p>	<p>Monmouthshire</p>	<p>Newport</p>	<p>Torfaen</p>	<p>South East Wales</p>																													

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw have created a very effective cluster group, which collaborate to ensure that the pupils transferring from year 6 to Cwm Rhymni and Gwynllyw are fully prepared for the transition.</p> <p>Ysgol Gyfun Gwynllyw has very effective strategies in place to support these pupils. Including one to one intervention programmes in both Welsh, English and Numeracy, targeting those pupils identified by data analysis of the National Literacy and Numeracy tests. There are timetabled Literacy lessons which support basic Literacy skills taught in English and Welsh lessons. There is a whole school focus presently on teaching specific reading strategies so that learners may gain full access to the curriculum throughout the school and across all subjects.</p> <p>Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw identify those pupils in year 9 who are in danger of becoming NEETS. These pupils then following a specifically designed curriculum which appeals to them and aims to ensure that they do not become NEETS.</p> <p>Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw have a strategy for Welsh medium pastoral support which enables each child to access appropriate support when required. This support is essential in ensuring that every child is fully aware of the available 14-16 Welsh medium provision, thus ensuring that approaching 100% of KS3 pupils transfer to KS4.</p>		

A. Objective	B. Current performance	C. Targets	D. Progress
<p>2.3 Promote a higher proportion of Welsh-medium provision within bilingual schools.</p>	<p>All schools are either designated Welsh-medium schools or English-medium schools where Welsh is taught as a second language. With the exception of English and English Literature in Key Stages 2, 3, 4 and 5, all subjects in all phases and stages in every Welsh-medium school are taught through the medium of Welsh.</p>		

draft

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh
Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning

A. Objective	B. Current performance	C. Targets	D. Progress
<p>3.1 Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh</p>	<p>100% of pupils in Year 11 at Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni are studying for 5 or more qualifications through the medium of Welsh. This high proportion is to be commended.</p> <p>There will be continued partnership working between Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni. Estyn praised increased vocational qualifications through partnership working in its inspection of the school in 2008: <i>“The school has successfully taken into account national priorities. In-particular, the school is currently working very closely with Ysgol Gyfun Cwm Rhymni to meet WAG’s 14-19 Learning Pathways agenda. Effective links have been made with providers of education and training in the community.”</i></p> <p>Partnership working between Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni was Case Study 1 in Estyn’s 2008 report on good practice (Case study 2 is the co-operative work with a local school).</p> <p>PLCs have been established for the last three years, including literacy PLCs in both Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw, and joint PLCs in all core subjects and each year three non-core subjects in addition to the senior leadership team between the two schools and another five schools within the same Welsh-medium family of schools.</p> <p>Professional Learning Communities have continued to</p>	<p>The South East Wales consortium will:</p> <ul style="list-style-type: none"> • continue to improve the quality of the provision available to students. • continue to further develop professional learning communities to ensure sustained high standards across the curriculum. • continue to be at the forefront of strategies for developing 14-16 learning pathways through collaboration at all levels and with all stakeholders in the development of Welsh-medium education. • further develop the pioneering cross border/consortium partnership in order to further expand the number of courses available to the students. This can only be achieved if all stakeholders in the RNDP(ANDP) recognise the need to prioritise Welsh medium 14-16 education. Welsh medium 14-16 education needs to be considered as part of future consortia and LAN discussions and inform future educational strategies. 	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>thrive through the family of schools. 34 days of collaboration across the five schools was organised during 2012-2013.</p> <p>Two new schools have joined our family and this has strengthened the collaborative approach of our family.</p> <p>27 days of collaborative meeting have been arranged and a further 10 days of training for non specialist teachers of English and Mathematics will take place during 2013-2014.</p> <p>We have attempted to collaborate with Ysgol Gymraeg Bro Morgannwg and Preseli. There is a will to do so but as yet we have not succeeded in organising the literacy and leadership meetings as desired.</p> <p>Our NEETS strategy is proving to be very popular with the pupils and successful in encouraging the pupils to have an interest in their own development and to have high expectations for the future. We have witnessed additional benefits from improved expectations from those pupils who would normally be working with the NEETS PUPILS.</p>		
<p>3.2 / 4.1 Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009</p>	<p>Currently, the provision for Welsh-medium post-14 options complies with the Learning and Skills Measure (Wales) 2009 and is sustained through specific grants (14-16, 16-19, grant for bilingual teaching 14-19) and through partnership working between Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymini.</p> <p>Ysgol Gyfun Cwm Rhymini and Ysgol Gyfun Gwynllyw</p>	<p>Ensure provision is maintained through the appropriate funding mechanisms and continued partnership working.</p> <p>Ensure sufficient Welsh-medium secondary places through regional working to plan school places.</p> <p>Develop a Strategic Plan for developing Welsh medium 14-19 Learning Pathways 2013-2017. This</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>works in close collaboration to ensure that they are able to offer a wide range of suitable courses through the medium of Welsh. Continued future collaboration across South East Wales will be required in order that the Welsh medium provision at 14-16 can be sustained.</p> <p>This Partnership ('Partneriaeth 6') is an effective system of co-operation between two centres that specialise in teaching through the medium of Welsh. Currently, only Partneriaeth 6 within South East Wales has the ability and specialism necessary to fulfil the aims of the Welsh Medium Education Strategy.</p> <p>The Strategic Plan for developing Welsh medium 14-19 Learning Pathways 2013-2017 was introduced in January 2013 (see appendix 5). The plan is monitored on a regular basis by the Joint Governors 14-19 Learning Pathways sub-committee. The plan will be updated in January 2014. We continue to be lead members of the South East Wales 14-19 forum and the South East Wales CYDAG.</p> <p>Ysgol Gyfun Cwm Rhymni is a Lead Practitioner School working in collaboration with Caerleon Comprehensive school.</p> <p>There is more detail in the Partneriaeth 6 Strategic action plan is attached in appendix 5.</p>	<p>plan will reflect the aims of Partneriaeth 6 in achieving our long-term vision in line with the recently published "Review of Qualifications for 14-19 year olds in Wales". This should lead the south East Wales regional development plan for Welsh medium 14-19 Learning Pathways 2013-2016.</p> <p>Build on effective partnership with other Welsh medium schools and external educational agencies within our South East Consortium region and across South Wales.</p> <p>Create partnerships with other leading Welsh medium schools across Wales to share outstanding practice and to further enable Cwm Rhymni.</p> <p>Re-launch Partneriaeth 6 to respond effectively to the changes in national learning Pathways strategies and other key national strategies.</p> <p>Partneriaeth 6 will become a broader partnership across the curriculum and key stages. These developments are on going and are a long term strategy to coincide with the development of our new site in Caerphilly (Y Gwyndy).</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
<p>3.3 Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools</p>	<p>Transition rates from Year 11 to Year 12 remain high in 2013:</p> <ul style="list-style-type: none"> • Ysgol Gyfun Cwm Rhymni: 73.2% • Ysgol Gyfun Gwynllyw: 67% <p>The proportion of students continuing their key stage 5 education through the medium of Welsh has increased over recent years. For example, in 2006 just 56% of students continued at Ysgol Gyfun Gwynllyw compared with 70% in 2012. The increased choice of courses and new buildings at the school have been influential factors.</p> <p>The number of students remaining to study in year 12 has remained constant between 2012 and 2013, although the proportion has declined slightly. The number of students remaining to study at key stage 5 at both schools is high, especially given the geographical nature of the area. Research over the years has shown that very few students who leave to study elsewhere are following courses offered within the schools. Fewer students from Monmouthshire remain due to the higher travel costs.</p> <p>Subjects pursued elsewhere by Ysgol Gyfun Gwynllyw students have included music and art. It is anticipated that the new building at Ysgol Gyfun Gwynllyw opened in 2012 with specialist art and music facilities will attract more students to study these courses at KS5.</p> <p>100% of pupils in years 12 and 13 at Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni study 2 or more subjects through the medium of Welsh.</p> <p>At Key Stage 4, 30 academic and vocational courses</p>	<p>This high transition rate and number of courses offered through the medium of Welsh will be maintained through continued partnership.</p> <p>Continue to promote 14-19 Learning pathways through the medium of Welsh as a regional partnership and share the long-term vision for Welsh medium 14-19 learning pathways.</p> <p>Our vision for the for Welsh medium 14-19 learning pathways is as follows;</p> <ul style="list-style-type: none"> • Continue to develop the Partnership effectively across all Welsh medium stakeholders and to be prominent in leading education initiatives locally and nationally. • Deliver on our strategy to provide excellent Welsh medium education of the highest possible standard with each pupil having the opportunity to achieve their true potential. <p>Ensure that all stakeholders in Welsh medium education understand and agree with this fundamental vision.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>are offered with a wide range of level 2 vocational courses. At Key Stage 5, 30 academic and vocational courses are offered with a wide range of level 3 vocational courses. The number of courses offered at both schools has increased over the years.</p> <p>The 14-19 Regional Welsh Medium Forum provides opportunities for practitioners to network and share good practice and information.</p> <p>The proportion of learners age 16-19 studying through the medium of Welsh is increasing as demand for Welsh-medium education increases. Retention in Years 12 and 13 is increasing year on year.</p> <p>We have introduced a suitable curriculum for 16-19 pupils with additional learning need. We combine NVQ (Classroom Assistants or Business Administration) and core subjects as well as tracking pupils re (Poverty Deprivation Grant) PDG funding to establish the link between provision and outcomes. We will be introducing a 16-19 preparation for working life curriculum to our basic needs unit in September 2014.</p> <p>We have sustained the growth in our sixth form with 154 students in year 12, 109 in year 13 and 11 in year 14.</p> <p>We are continuing to promote further understanding of the need develop literacy skills amongst our post 16 students and particularly amongst our vocational students.</p>	<p>Develop post 16 courses for students with special educational needs at level 1.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>The South east Wales vocational training day (15/11/13) at Cwm Rhymni focused on developing literacy across the post 16 vocational curriculum.</p> <p>Discussions continue with Ystrad Mynach college.</p> <p>From septemebr 2013 we have introduced a post 16 NVQ curriculum for some of our special needs pupils. They are aiming to achieve a level 2 qualification over a two year period.</p> <p>Cwm Rhymni will be introducing a post 16 entry Level 3 curriculum in September 2014 for students within our Complex Needs Unit. We will therefore be developing a Post 16 Complex Needs Unit.</p>		
<p>3.4 Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision</p>	<p>14-19 Networks provide annual funding to support collaborative arrangements for teaching subjects through the medium of Welsh.</p> <p>The development of Welsh-medium 14-19 provision is included within each authority's 16-18 Transformation Strategy (2010).</p> <p>Discussions are held annually between the Welsh-medium secondary schools and the further education sector to explore options for delivering courses through the medium of Welsh.</p>	<p>A regional budget will be provided by the Welsh Partnership to sustain and improve Welsh-medium provision.</p> <p>Continue to hold annual discussions between the Welsh-medium secondary schools and the further education sector to explore options for delivering courses through the medium of Welsh.</p>	
<p>3.5 Gather, analyse and use data for 14-19 Welsh-medium</p>	<p>Through the South East Wales Forum, meetings are held regularly, training sessions for staff are arranged, pupils work together and network, priority areas to be developed are identified e.g. psychology.</p>	<p>The Welsh Partnership will continue to work together to plan for post-16 Welsh-medium provision.</p> <p>Further collaboration will be developed through the work of the South East Wales Learning Pathways</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
<p>provision. Plan for post-16 Welsh-medium provision within partnerships</p>	<p>There is collaboration between Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni. The schools actively seek out Welsh-medium independent work-based learning providers e.g. Coleg Rhymni has provided training on car mechanics.</p> <p>Practitioners at Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni attend both Welsh-medium and English-medium Learning Partnership meetings to have a full picture of the extent of 14-19 Welsh-medium provision in the region.</p> <p>Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw have formed a joint governors' 14-19 sub committee. This joint sub committee monitors and evaluates the performance of Partneriaeth 6.</p> <p>Partneriaeth 6 is an effective system of collaboration between two centres that specialise in teaching through the medium of Welsh. Within South East Wales it is only Partneriaeth 6 that has the ability and specialism necessary to fulfil the aims of the Welsh Medium Education Strategy.</p> <p>Partneriaeth 6 Collaborates with work place training providers in developing training in the work place through the medium of Welsh.</p> <p>The facilitator for the South East Wales Forum Learning Pathways 14-19 is a member of the Ysgol Gyfun Cwm Rhymni Senior Management Team. Since his introduction the focus of the forum has changed to organising a series of highly successful educational conferences.</p>	<p>14-19 Forum.</p> <p>Close collaboration with work place training providers will continue and further developments are expected the future in order that Welsh medium training in other vocational fields can take place.</p> <p>Ysgol Gyfun Cwm Rhymni continues to contribute to the local and national discussion on the development of a Welsh medium 14-19 Learning Pathway Strategy</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>The annual CYDAG/WJEC INSET day (15/11/13) included a vocational training day at Ysgol Gyfun Cwm Rhymni based on the the forums focus groups. This day focused on developing literacy skills.</p> <p>The joint sub-committee continues to meet to monitor, appraise and plan future developments in the 14-19 Welsh medium Learning Pathways strategy.</p> <p>There are ongoing discussions with Ystrad Mynach College (The Bilingual Champion is a member of the South East Wales Forum Learning Pathways 14-19 and meets the head teacher and facilitator regularly).</p> <p>Cwm Rhymni is represented on the LAN and will be represented on the new 14-19 body when established.</p> <p>Plans for the development of a 14-19 curriculum in the Gwyndy are in their infancy, but collaboration across Partneraieth 6 is at the heart of these strategies.</p>		

Outcome 5: More learners with higher skills in Welsh

A. Objective	B. Current performance	C. Targets	D. Progress
<p>5.1 Improve provision to address literacy in Welsh</p>	<p>All Welsh-medium schools are responding to the Literacy Framework working with NSP partners and are implementing the Framework across all aspect of the school curriculum including Welsh. The Framework features in all School Improvement Plans. Literacy mapping has been undertaken across all Welsh-medium schools and by Welsh departments in English-medium secondary schools.</p> <p>Inspections completed and Cwm Rhymini highlighted as outstanding. Report available on request</p> <p>There are successful transition initiatives at both Ysgol Gyfun Cwm Rhymini and Ysgol Gyfun Gwynllyw driving up standards in Literacy with target setting and pupil tracking central to the process. The Transition curriculum continues to be an effective strategy ensuring good development of literacy and a deeper understanding of the environment within a secondary school. Regular meetings of the SE Wales Welsh-medium schools' Head teacher forum ensure the sharing of good practice on whole-school literacy strategies and other initiatives.</p> <p>Across secondary schools, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymini are working in partnership as part of a cross-region network with Ysgol Gyfun Llangynwyd, Ysgol Gyfun Y Cymmer and Ysgol Gyfun Rhydywaun, Ysgol Bro Edern and Ysgol Bryn Tawe. PLCs are held to improve the language skills of Welsh-medium practitioners and learners across the curriculum. PLCs comprise the Core subjects and a range of Foundation subjects which change each year.</p>	<p>The Local Authorities working with the EAS will continue to monitor and evaluate standards in Welsh and the quality of provision, through analysis of Estyn inspection reports, data analysis, school target setting and information received from EAS System Leader for Welsh and the Welsh in Education Support Team leader.</p> <p>The EAS will continue to develop a consortium Strategy for Literacy for Welsh medium provision that will reflect the National Strategy for Literacy and to ensure parity of provision.</p> <p>The work of the EAS Welsh in Education Team in Welsh-medium schools is to be developed to reflect the growing needs of the Welsh-medium sector. The EAS Monitoring, challenge, support and Intervention visits will focus on standards in literacy to ensure learners are making good progress.</p> <p>The work in identifying good practice during 2013-14 will provide a foundation for future school-to-school support. The Welsh in Education Support Team will continue to provide and further develop language and methodology training to teachers and teaching assistants within the Welsh-medium sector</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>The EAS Welsh in Education Support Team, on behalf of Local Authorities, provides support and challenge to all schools (Welsh and English-medium) through regular Welsh in Education Officer visits. All schools are profiled in terms of their strengths and areas for development. Good practice is identified and shared by the Welsh in Education Team. Additional support for Welsh-medium Foundation Phase is received from the EAS Early Years Advisory team (both primary schools and non-maintained Early Years Education settings).</p> <p>The EAS Welsh in Education Support Team monitors the administration and the marking of the National Reading Tests on behalf of Local Authorities. Feedback is provided to schools. Welsh in Education Officers provide support with developing strategies to develop pupil skills in relation to the type of questions encountered within the reading tests.</p> <p>Both Welsh-medium primary clusters have worked at developing Literacy on a PLC basis, working towards improving literacy. The Ysgol Gyfun Cwm Rhymni cluster worked on developing writing strategies during 2012-13 and the Ysgol Gyfun Gwynllyw cluster on developing reading strategies. This work continues with schools across the region, supported by EAS Officers, collaboratively looking at the 'Eight Reading Behaviors' as drivers for improvements in literacy. This good practice resulting from the project will be shared across the consortia.</p> <p>Cwm Rhymni continues to provide an in-house, on-line, personalised language course to further enhance the Welsh literacy standards of staff at all levels at Cwm Rhymni. This is used to identify further staff training needs by the School of Welsh at Cardiff University, thus ensuring that pupils are taught by teachers who are good language models. The strategy for</p>	<p>and promote the Sabbatical Scheme.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress																																										
	<p>improving staff literacy skills has proven to be highly effective. A Welsh language graduate has been appointed to facilitate the strategy by assisting in the mentoring of staff and supporting staff by monitoring the linguistic standard of work sheets and presentations.</p>																																												
<p>5.2 Improve provision and standards of Welsh First Language</p>	<p>Foundation Phase</p> <p>The percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh are noted in the table below.</p> <table border="1" data-bbox="591 719 1055 1018"> <thead> <tr> <th>Welsh First Language FP Outcome 5+</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>76.7%</td> <td>82.9%</td> </tr> <tr> <td>Caerphilly</td> <td>87.7%</td> <td>90.7%</td> </tr> <tr> <td>Monmouthshire</td> <td>97.5%</td> <td>86.0%</td> </tr> <tr> <td>Newport</td> <td>91.0%</td> <td>85.0%</td> </tr> <tr> <td>Torfaen</td> <td>77.5%</td> <td>82.8%</td> </tr> <tr> <td><i>Wales average</i></td> <td><i>85.9%</i></td> <td><i>87.0%</i></td> </tr> </tbody> </table>	Welsh First Language FP Outcome 5+	2012	2013	Blaenau Gwent	76.7%	82.9%	Caerphilly	87.7%	90.7%	Monmouthshire	97.5%	86.0%	Newport	91.0%	85.0%	Torfaen	77.5%	82.8%	<i>Wales average</i>	<i>85.9%</i>	<i>87.0%</i>	<p>All schools have set targets for the relevant phase / key stage.</p> <p>Foundation Phase – Outcome 5</p> <table border="1" data-bbox="1357 676 1803 999"> <thead> <tr> <th>Welsh First Language FP Outcome 5+</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>84.21%</td> <td>77.63%</td> </tr> <tr> <td>Caerphilly</td> <td>90.70%</td> <td>91.80%</td> </tr> <tr> <td>Monmouthshire</td> <td>94.00%</td> <td>84.22%</td> </tr> <tr> <td>Newport</td> <td>91.46%</td> <td>90.38%</td> </tr> <tr> <td>Torfaen</td> <td>95.45%</td> <td>93.39%</td> </tr> <tr> <td><i>SE WALES</i></td> <td><i>91.45%</i></td> <td><i>90.11%</i></td> </tr> </tbody> </table> <p>Targets have also been set for Outcome 6 with a collective SE Wales target of 33.9% in 2014 and 30.1% in 2015.</p>	Welsh First Language FP Outcome 5+	2014	2015	Blaenau Gwent	84.21%	77.63%	Caerphilly	90.70%	91.80%	Monmouthshire	94.00%	84.22%	Newport	91.46%	90.38%	Torfaen	95.45%	93.39%	<i>SE WALES</i>	<i>91.45%</i>	<i>90.11%</i>	
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	<p>Over the last three years performance in Welsh has increased at both Welsh medium schools (+12.2% Caerphilly, +7.7% Torfaen). Performance at Ysgol Gyfun Cwm Rhymni is above the national average with results the third highest in the family of schools. Attainment at Ysgol Gyfun Gwynllyw, despite an increasing trend is slightly below the national average with results the ninth highest in the family of schools. In 2013, performance at both schools is below the median.</p> <p>Key Stage 4</p> <p>The percentage of learners at the end of Key Stage 4 who achieve A*-C in GCSE Welsh First Language are noted in the table below:</p> <table border="1" data-bbox="544 850 1099 1102"> <thead> <tr> <th>KS4 Welsh GCSE A*-C</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Caerphilly</td> <td>74.7%</td> <td>80.3%</td> <td>67.46%</td> </tr> <tr> <td>Torfaen</td> <td></td> <td>71.8%</td> <td>84%</td> </tr> <tr> <td>Wales average</td> <td>74.63%</td> <td>73.69%</td> <td>73.27%</td> </tr> </tbody> </table> <p>Over the last three years performance at KS4 has fluctuated at Ysgol Gyfun Cwm Rhymni, with 2013 results below the national average. Results in 2012 were the first in the family of schools falling to the eighth in the family in 2013, below the median in the third quartile. The issues involved are being addressed by the school.</p>	KS4 Welsh GCSE A*-C	2011	2012	2013	Caerphilly	74.7%	80.3%	67.46%	Torfaen		71.8%	84%	Wales average	74.63%	73.69%	73.27%	<p>in 2014, 73.52% in 2015 and 73.4% in 2016.</p> <p>Key Stage 4</p> <table border="1" data-bbox="1346 767 1816 948"> <thead> <tr> <th>KS3 Welsh Level 5+</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Caerphilly</td> <td>82.48%</td> <td>82.55%</td> </tr> <tr> <td>Torfaen</td> <td>83.72%</td> <td>86.02%</td> </tr> <tr> <td>SE Wales</td> <td>83%</td> <td>84.09%</td> </tr> </tbody> </table> <p>Results in all schools are being monitored and challenged by the SEWC EAS System Leaders and the Welsh in Education team Leader with enhanced support and interventions taking place by the EAS Welsh in Education Officers and EAS Welsh Medium Foundation Phase Teacher Advisor.</p> <p>To ensure the transfer of good practice across Welsh medium primary schools, Ysgol y</p>	KS3 Welsh Level 5+	2014	2015	Caerphilly	82.48%	82.55%	Torfaen	83.72%	86.02%	SE Wales	83%	84.09%	
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	<p>The KS4 Welsh language results of Ysgol Gyfun Gwynllyw for 2013 have shown a significant improvement on 2012 with an increasing three year trend. Results in 2013 exceed national averages. Results in 2013 are the second highest in the family and above the median in quartile 1.</p>	<p>Castell, Caerffili has been identified as a host school for the EAS Securing Good programme. This is a school-based programme delivered in host schools, by serving teachers and leaders with a track-record of success for teachers. It aims to enable nominated teachers from other Welsh medium schools whose teaching is generally Good to be at least Good at all times, and to be a platform for the development of Excellence.</p>	
<p>5.3 Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p>All Welsh-medium schools offer pupils the chance to participate in a wide range of activities e.g. lunch time and after school clubs, participation in Urdd cultural and sporting competitions including the annual National Eisteddfod, swimming galas etc. All these activities are conducted through the medium of Welsh and are well attended. These offer outstanding opportunities to practice the Welsh language outside the classroom. The local Mentrau Iaith provide a range of out of school activities enhancing extra-curricular opportunities to speak Welsh.</p> <p>All Welsh-medium schools offer pupils regular opportunities to attend the Urdd residential camps to participate in a range of residential activities. The EAS Welsh in Education Support team has formed a relationship with the newly appointed SE Wales Urdd Camps Officer (Swyddog Gwersylloedd yr Urdd) who has addressed the SE Wales Head teachers' forum.</p> <p>At both secondary schools co-ordinators have been appointed for the development of the Welsh ethos with the aim of developing the informal use of Welsh. These co-ordinators collaborate with</p>	<p>Local Authorities will continue to support a range of providers and initiatives in order to develop the use of Welsh outside the classroom including after school clubs.</p> <p>The Local Authorities in partnership with the EAS System Leaders and the Welsh in Education Support Team will monitor the planning for the increase of informal Welsh by pupils and the support of student courses or visits proposed through individual school WEG expenditure plans.</p>	

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	<p>cluster schools to promote the informal use of Welsh.</p> <p>Through collaboration, Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw have been developing strategies for improving the informal use of Welsh among pupils across the SE Wales region. Strategies include collaboration with wider partner schools.</p>																														
<p>5.4 Improve provision and standards of Welsh Second Language</p>	<p>Key Stage 2</p> <p>The percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language are noted in the table below:</p> <table border="1" data-bbox="517 767 1126 1090"> <thead> <tr> <th>KS2 Welsh 'second language' Level 4+</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>59.00%</td> <td>63.9%</td> <td>71%</td> </tr> <tr> <td>Caerphilly</td> <td>23.40%</td> <td>45.8%</td> <td>65%</td> </tr> <tr> <td>Monmouthshire</td> <td>58.90%</td> <td>76.9%</td> <td>76%</td> </tr> <tr> <td>Newport</td> <td>66.50%</td> <td>77.0%</td> <td>79%</td> </tr> <tr> <td>Torfaen</td> <td>52.80%</td> <td>72.0%</td> <td>77%</td> </tr> <tr> <td><i>Wales average</i></td> <td><i>51.40%</i></td> <td><i>61.6%</i></td> <td><i>67.7%</i></td> </tr> </tbody> </table> <p>Over the last 3 years the% of pupils achieving at least the expected level at KS2 across SE Wales schools has increased significantly (+20.5%). The percentage of pupils achieving at least the expected outcome is +5.3% above the Wales average of 67.7%. The percentage of pupils achieving at least the expected outcome is above the Wales average in 4 of the 5 LAs. Girls outperform boys by 11.4% (Wales's variance being13.2%).</p>	KS2 Welsh 'second language' Level 4+	2011	2012	2013	Blaenau Gwent	59.00%	63.9%	71%	Caerphilly	23.40%	45.8%	65%	Monmouthshire	58.90%	76.9%	76%	Newport	66.50%	77.0%	79%	Torfaen	52.80%	72.0%	77%	<i>Wales average</i>	<i>51.40%</i>	<i>61.6%</i>	<i>67.7%</i>	<p>The Local Authorities, working with the EAS will continue to monitor and evaluate standards in Welsh Second Language and the quality of provision. Results in all schools are being monitored and challenged by the SEWC EAS System Leaders and the Welsh in Education Support Team Leader with enhanced support and interventions taking place by the Welsh in Education Officers.</p> <p>Welsh in Education Officers responsible for Welsh Second Language, will continue to work with all primary schools and secondary English medium schools across the EAS region to support the raising of standards in Welsh across the curriculum.</p> <p>All schools will continue to be formally profiled in terms of standards at KS2, KS3, KS4 and post 16 and in terms of provision for Welsh (analysis of subject time allocation, staff language skills and provision for the GCSE Full Course and the increase of pupil numbers</p>	
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	<p>Caerphilly is the lowest performing LA with the percentage of pupils achieving L4+ being -2.7% lower than the Wales average. However, the percentage of pupils achieving L4+ in Caerphilly has increased by +19.2% on 2012. Significant improvement has also been made in Blaenau Gwent.</p> <p>Three of the five authorities are in the top five highest performing LAs with four of the five authorities in the top ten. Caerphilly climbed from the 20th position in 2012 to the 14th in 2013.</p> <table border="1" data-bbox="394 730 1240 1171"> <thead> <tr> <th>Teacher assessment in Welsh Second Language at the end of Key Stage</th> <th>Number of pupils in Year 6</th> <th>Percentage of pupils assessed in Welsh second language</th> <th>Percentage achieving Level 4+ in Welsh second language</th> <th>Number of pupils assessed in Welsh second language</th> <th>Number of pupils achieving Level 4+ in Welsh second language</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>688</td> <td>95</td> <td>71</td> <td>657</td> <td>467</td> </tr> <tr> <td>Caerphilly</td> <td>1946</td> <td>84</td> <td>65</td> <td>1630</td> <td>1053</td> </tr> <tr> <td>Monmouth-shire</td> <td>844</td> <td>97</td> <td>76</td> <td>821</td> <td>620</td> </tr> <tr> <td>Newport</td> <td>1638</td> <td>96</td> <td>79</td> <td>1576</td> <td>1239</td> </tr> <tr> <td>Torfaen</td> <td>971</td> <td>93</td> <td>77</td> <td>901</td> <td>698</td> </tr> <tr> <td>SE Wales</td> <td>6087</td> <td>92</td> <td>73</td> <td>5585</td> <td>4077</td> </tr> </tbody> </table> <p>* Welsh 2nd language results not received from 2 Caerphilly schools - Crumlin High Level and White Rose Primary.</p>	Teacher assessment in Welsh Second Language at the end of Key Stage	Number of pupils in Year 6	Percentage of pupils assessed in Welsh second language	Percentage achieving Level 4+ in Welsh second language	Number of pupils assessed in Welsh second language	Number of pupils achieving Level 4+ in Welsh second language	Blaenau Gwent	688	95	71	657	467	Caerphilly	1946	84	65	1630	1053	Monmouth-shire	844	97	76	821	620	Newport	1638	96	79	1576	1239	Torfaen	971	93	77	901	698	SE Wales	6087	92	73	5585	4077	<p>entered for external examinations). Local authority WESP targets will continue to be clearly outlined to schools. School profiles and performance in relation to WESP targets will continue to be discussed with Headteachers and documented in communications with schools relating to WEG expenditure planning.</p> <p>The focus of the EAS Welsh in Education team's core and enhanced support will continue to be based on the strengths and weaknesses of schools in relation to Welsh, as identified by an applied success criteria used by the EAS Welsh in Education Officers with progress made in each school in the following areas monitored throughout the year:</p> <ul style="list-style-type: none"> The school's success in embracing and reflecting the Welsh Government's aspirations <i>to promote a Welsh ethos, to inform the learners of the benefits of learning the Welsh language and to provide appropriate opportunities for all pupils to achieve their full potential in relation to their Welsh language skills.</i> % of learners achieving level 4+/ 5+, A*-C GCSE Full and Short Course in Welsh Second Language. Numbers studying the Full Course. Numbers studying AS/A level. The quality and impact of 	
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	<p>KS2/3 Cluster Moderation</p> <p>The Local Authorities, working in partnership with the EAS monitor teacher assessment at key stages 2 and 3. EAS Welsh in Education Officers attend all final SE Wales Welsh second language cluster moderation meetings to support and monitor the cluster moderation process and the quality of school based moderation leading to cluster moderation.</p> <p>Across the 4 Local Authorities of the region that were supported by the Torfaen Welsh Advisory Service prior to the EAS, clusters proved an 88% overall success rate in the External Cluster Moderation Exercise of 2012 (WJEC). However, the impact of Key Stage 2/3 Cluster Moderation national exercise of 2012 varies greatly from cluster to cluster and across schools within clusters. The following observations were made by EAS Welsh in Education Officers across all 5 Local Authorities during 2013 cluster moderation sessions:</p> <p>Typically, schools were aware of the need to bring a range of work by an individual pupil across all ATs to cluster moderation to demonstrate sufficient evidence in order to apply the best fit. All cluster schools were represented at the meetings. Profiles included work demonstrating the appropriate level. However, many profiles needed further evidence of the Range to ensure that colleagues could fully agree the best-fit. Teacher / school annotation was underdeveloped. Consideration of adjacent levels should be further developed.</p> <p>In the most developed cases we saw clusters where the majority of schools brought annotated learner profiles with the necessary</p>	<p>standardisation and moderation</p> <ul style="list-style-type: none"> • Leadership and management of Welsh • The impact of self- evaluation of teaching and learning on future planning • The level of staff confidence and training • Estyn inspection findings and recommendations <p>Additional enhanced support will be targeted to schools in most need. These schools are identified by the Welsh in Education Officers according to performance in the identified success criteria and in collaboration with Local Authorities and System Leaders.</p> <p>Schools and clusters will have access to the EAS comprehensive training programme for staff to enable them to deliver NC programmes of study in order to respond to initiatives promoted by the Welsh Government to further raise standards.</p> <p>Further work will be done by the Welsh Language Support Team to ensure consistency in assessment across the south east Wales region and to further improve the reliability of assessment across all schools. The Welsh Language Support Team will expect schools to have rigorous assessment, targeting and tracking systems in place.</p>	

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	<p>range of work provided to agree the best-fit. Schools within the best clusters are continuing to produce profiles to the standard expected for external moderation with detailed written teacher / school based commentary providing the background of the pupil, task contexts and cross referencing between the profile and the level descriptions (including adjacent levels). The teachers were able to appropriately able to scrutinise each other's evidence and challenge where appropriate. There was evidence of internal moderation prior to cluster moderation at both KS2 and KS3.</p> <p>Key Stage 3</p> <p>The percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language are noted in the table below.</p> <table border="1" data-bbox="394 799 1066 1115"> <thead> <tr> <th>% KS3 Welsh Second Language L5+</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>63.90%</td> <td>65.1%</td> <td>73%</td> </tr> <tr> <td>Caerphilly</td> <td>61.50%</td> <td>65.3%</td> <td>68%</td> </tr> <tr> <td>Monmouthshire</td> <td>66.40%</td> <td>77.1%</td> <td>75%</td> </tr> <tr> <td>Newport</td> <td>64.50%</td> <td>67.6%</td> <td>75%</td> </tr> <tr> <td>Torfaen</td> <td>57.00%</td> <td>63.6%</td> <td>77%</td> </tr> <tr> <td><i>Wales average</i></td> <td>64.60%</td> <td>68.2%</td> <td>73%</td> </tr> </tbody> </table> <p>Over the last 3 years the% of pupils achieving at least the expected level across SE Wales schools has increased (+10.6%).The percentage of pupils achieving at least the expected outcome is on a par with the Wales average (+0.2%). Girls outperform boys by 17.6% (Wales variance 17.2%). Caerphilly is the lowest performing LA with the percentage of pupils achieving L5+ being -5.3% lower than the Wales average.</p>	% KS3 Welsh Second Language L5+	2011	2012	2013	Blaenau Gwent	63.90%	65.1%	73%	Caerphilly	61.50%	65.3%	68%	Monmouthshire	66.40%	77.1%	75%	Newport	64.50%	67.6%	75%	Torfaen	57.00%	63.6%	77%	<i>Wales average</i>	64.60%	68.2%	73%	<p>The Welsh Language Support Team will support standardisation and moderation (KS2, KS3 and at KS4) across the 5 LA's in order to establish a common understanding and application of standards across schools and LAs.</p> <p>The EAS Welsh in Education Team will utilise the EAS Excellence in Teaching Framework as a tool for raising standards of teaching and learning in Welsh and Welsh Second Language and to promote best practice. The team will define, on a subject level, the characteristics of the 6 elements of the framework and will provide and capture practice worth sharing to support the delivery of the framework.</p> <p>Targets KS2:</p> <p>It is not a statutory requirement for schools to set targets for improvement for non-core subjects however the following targets are set as aspirational targets for schools.</p> <table border="1" data-bbox="1279 1112 1861 1390"> <thead> <tr> <th>KS2 Welsh Second Language Level 4+</th> <th>2013</th> <th>2015</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>71.1%</td> <td>72%</td> <td>80%</td> </tr> <tr> <td>Caerphilly</td> <td>64.5%</td> <td>60%</td> <td>76%</td> </tr> <tr> <td>Monmouthshire</td> <td>75%</td> <td>75%</td> <td>84%</td> </tr> <tr> <td>Newport</td> <td>78.2%</td> <td>77%</td> <td>84%</td> </tr> </tbody> </table>	KS2 Welsh Second Language Level 4+	2013	2015	2017	Blaenau Gwent	71.1%	72%	80%	Caerphilly	64.5%	60%	76%	Monmouthshire	75%	75%	84%	Newport	78.2%	77%	84%	
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	<p>Outcomes have improved in all but one LA with significant improvements on 2012 made in Torfaen (+13.5% L5+). A slight decrease on 2012 seen in Monmouthshire, but results still above the EAS and national averages.</p> <table border="1" data-bbox="394 437 1245 951"> <thead> <tr> <th>Teacher assessment in Welsh Second Language at the end of Key Stage 3</th> <th>Number of pupils in Year 9</th> <th>Percentage of pupils assessed in Welsh second language</th> <th>Percentage achieving Level 5+ in Welsh second language</th> <th>Number of pupils assessed in Welsh second language</th> <th>Number of pupils achieving Level 5+ in Welsh second language</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>690</td> <td>100</td> <td>73</td> <td>690</td> <td>502</td> </tr> <tr> <td>Caerphilly</td> <td>2076</td> <td>89</td> <td>68</td> <td>1840</td> <td>1249</td> </tr> <tr> <td>Monmouthshire</td> <td>809</td> <td>100</td> <td>75</td> <td>809</td> <td>607</td> </tr> <tr> <td>Newport</td> <td>1640</td> <td>100</td> <td>75</td> <td>1640</td> <td>1229</td> </tr> <tr> <td>Torfaen</td> <td>1224</td> <td>85</td> <td>77</td> <td>1038</td> <td>800</td> </tr> <tr> <td>SE Wales</td> <td>6439</td> <td>93</td> <td>73</td> <td>6017</td> <td>4387</td> </tr> </tbody> </table> <p>Key Stage 4 Full Course (or OCR NVQ Level 2 equivalent – 1 school – Newport High)</p> <p>The percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course are noted in the table below:</p> <table border="1" data-bbox="551 1198 1093 1362"> <thead> <tr> <th>KS4 Welsh Full course A*-C</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>72.82%</td> <td>83%</td> <td>82.61%</td> </tr> <tr> <td>Caerphilly</td> <td>66.27%</td> <td>62.71%</td> <td>58.87%</td> </tr> </tbody> </table>	Teacher assessment in Welsh Second Language at the end of Key Stage 3	Number of pupils in Year 9	Percentage of pupils assessed in Welsh second language	Percentage achieving Level 5+ in Welsh second language	Number of pupils assessed in Welsh second language	Number of pupils achieving Level 5+ in Welsh second language	Blaenau Gwent	690	100	73	690	502	Caerphilly	2076	89	68	1840	1249	Monmouthshire	809	100	75	809	607	Newport	1640	100	75	1640	1229	Torfaen	1224	85	77	1038	800	SE Wales	6439	93	73	6017	4387	KS4 Welsh Full course A*-C	2011	2012	2013	Blaenau Gwent	72.82%	83%	82.61%	Caerphilly	66.27%	62.71%	58.87%	<table border="1" data-bbox="1279 268 1879 309"> <tr> <td>Torfaen</td> <td>76.4%</td> <td>75%</td> <td>84%</td> </tr> </table> <p>Targets KS3</p> <table border="1" data-bbox="1279 453 1879 810"> <thead> <tr> <th>KS3 Welsh Second Language' L5+</th> <th>2013</th> <th>Targets 2015</th> <th>Targets 2017</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>68.2%</td> <td>73%</td> <td>78%</td> </tr> <tr> <td>Caerphilly</td> <td>72.75%</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>Monmouthshire</td> <td>77.44%</td> <td>76%</td> <td>82%</td> </tr> <tr> <td>Newport</td> <td>75.03%</td> <td>75%</td> <td>82%</td> </tr> <tr> <td>Torfaen</td> <td>74.98%</td> <td>74%</td> <td>82%</td> </tr> <tr> <td>Wales average</td> <td>73.3%</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table> <p>KS4 Targets</p> <table border="1" data-bbox="1279 1027 1879 1362"> <thead> <tr> <th>KS4 Welsh Full course A*-C</th> <th>2013</th> <th>Targets 2015</th> <th>Targets 2017</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>82.61%</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>Caerphilly</td> <td>58.87%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>Monmouthshire</td> <td>75.2%</td> <td>77%</td> <td>80%</td> </tr> <tr> <td>Newport</td> <td>47.47%</td> <td>76%</td> <td>76%</td> </tr> <tr> <td>Torfaen</td> <td>96.25%</td> <td>75%</td> <td>80%</td> </tr> </tbody> </table>	Torfaen	76.4%	75%	84%	KS3 Welsh Second Language' L5+	2013	Targets 2015	Targets 2017	Blaenau Gwent	68.2%	73%	78%	Caerphilly	72.75%	73%	80%	Monmouthshire	77.44%	76%	82%	Newport	75.03%	75%	82%	Torfaen	74.98%	74%	82%	Wales average	73.3%	n/a	n/a	KS4 Welsh Full course A*-C	2013	Targets 2015	Targets 2017	Blaenau Gwent	82.61%	77%	85%	Caerphilly	58.87%	75%	75%	Monmouthshire	75.2%	77%	80%	Newport	47.47%	76%	76%	Torfaen	96.25%	75%	80%	
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<p>The number of learners who sit GCSE Welsh Second Language Short Course and Full Course as a percentage of the cohort are outlined in the table below. Also noted are the % of learners who do not sit any external examination in Welsh Second Language:</p> <table border="1" data-bbox="394 560 1182 884"> <thead> <tr> <th>% of the cohort entered for Welsh Second Language GCSE 2013</th> <th>Short course</th> <th>Full course</th> <th>Total Welsh</th> <th>% of cohort not entered</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>56.07%</td> <td>12.7%</td> <td>68.77%</td> <td>31.23%</td> </tr> <tr> <td>Caerphilly</td> <td>38.03%</td> <td>34.48%</td> <td>72.51%</td> <td>27.49%</td> </tr> <tr> <td>Monmouthshire</td> <td>44.59%</td> <td>41.42%</td> <td>86.01%</td> <td>13.99%</td> </tr> <tr> <td>Newport</td> <td>56.95%</td> <td>16.79%</td> <td>73.74%</td> <td>26.26%</td> </tr> <tr> <td>Torfaen</td> <td>60.81%</td> <td>11.42%</td> <td>72.23%</td> <td>27.77%</td> </tr> </tbody> </table> <p>A high proportion of learners from the SE Wales region sit an external examination in Welsh, although the majority sit the Short Course examination.</p>	% of the cohort entered for Welsh Second Language GCSE 2013	Short course	Full course	Total Welsh	% of cohort not entered	Blaenau Gwent	56.07%	12.7%	68.77%	31.23%	Caerphilly	38.03%	34.48%	72.51%	27.49%	Monmouthshire	44.59%	41.42%	86.01%	13.99%	Newport	56.95%	16.79%	73.74%	26.26%	Torfaen	60.81%	11.42%	72.23%	27.77%	<table border="1" data-bbox="488 268 1160 309"> <tr> <td><i>Wales average</i></td> <td>46.8%</td> <td>49.6%</td> <td>46.12%</td> </tr> </table>	<i>Wales average</i>	46.8%	49.6%	46.12%	<table border="1" data-bbox="1301 268 1861 389"> <tr> <td>Monmouthshire</td> <td>41.42%</td> <td>45%</td> </tr> <tr> <td>Newport</td> <td>16.79%</td> <td>30%</td> </tr> <tr> <td>Torfaen</td> <td>11.42%</td> <td>25%</td> </tr> </table> <p>The Local Authorities, working with the EAS will continue to ensure that every pupil in an English-medium secondary school is given the opportunity to sit an external examination in Welsh as a second language by the end of KS4 and increase the percentage of pupils entered for GCSE Welsh Second Language (full and short course) or NVQ Level 2 equivalent.</p> <p>Schools will continue to be asked to link their WEG expenditure to LA WESP targets.</p>	Monmouthshire	41.42%	45%	Newport	16.79%	30%	Torfaen	11.42%	25%	
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A. Objective	B. Current performance	C. Targets	D. Progress
<p>5.5 Increase opportunities for learners of all ages to practise their Welsh outside the classroom (English-medium schools)</p>	<p>The EAS Welsh Education Officers work closely with schools to raise the profile of the Welsh Language outside the Welsh classroom and provide advice to schools, including:</p> <ul style="list-style-type: none"> • providing teachers with examples of how to take opportunities to use every day Welsh during exemplar lessons in the Foundation Phase and at KS2 • providing teachers with examples of how to take opportunities to integrate Welsh into outside play in the Foundation Phase and into Yard Games at KS1 and KS2 • providing teachers with examples of how to use every day Welsh during assemblies and public occasions • implementing the Helpwr Heddiw strategy, with pupils being given responsibility for giving instructions and commands to their peers through the medium of Welsh • providing an exemplar Welsh language development policy • producing the 'Bilingualism at its best' document demonstrating a whole-school approach to developing the Welsh language across the school <p>The EAS Welsh in Education Support Team provides a comprehensive Welsh Second language central and in-house training programme for Headteachers, teachers, classroom assistants, administration staff etc. This comprises courses which enhance practitioners' ability to develop bilingualism within and beyond the classroom.</p> <p>The Welsh in Education Support Team work closely with the Urdd in informing schools about the range of activities and residential courses available. Links have been forged with the newly appointed South East Wales Urdd Residential Camp Officer (Swyddog y Gwersylloedd) who has attended and addressed the</p>	<p>The Local Authorities will continue to support a range of providers and initiatives in order to develop the use of Welsh outside the classroom.</p> <p>Schools should continue to offer opportunities for learners to experience Welsh beyond the classroom.</p> <p>The Welsh Language Support Team will continue to offer training, support and guidance on enhancing the use of Welsh in all areas.</p> <p>The LAs, and schools will continue to work with Menter Iaith and Urdd Gobaith Cymru. The Welsh Language Support Team will work with local Mentrau in the Urdd in targeting schools and clusters of schools.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress												
	<p>EAS Welsh in Education Support Team’s primary Welsh-medium headteacher network meetings and the secondary heads of department forum. The Urdd and Menter Iaith have also been recently represented at Welsh second language primary coordinator forums.</p> <p>During 2012-13, 889 Year 5 and 6 pupils from 20 primary schools across the 5 LAs have attended Welsh residential courses at Llangrannog. All Secondary schools offer regular opportunities for pupils to attend the Urdd camps at Llangrannog and Glanllyn and of the 34 Secondary schools, 22 schools have attended at least 1 Urdd camp during the last year.</p>														
<p>5.6 Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p>Concerns remain as to the future of Welsh and Welsh second language AS and A level courses. There continues to be an annual reduction in the numbers following the courses with numbers studying AS Welsh Second Language in 2013 critical.</p> <p>The number of students completing courses Welsh at AS/A level in 2013 are as follows:</p> <table border="1" data-bbox="528 978 1115 1206"> <thead> <tr> <th data-bbox="528 978 958 1075">Number of students entering Welsh courses at KS5 in 2013</th> <th data-bbox="958 978 1037 1075">AS</th> <th data-bbox="1037 978 1115 1075">A2</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 1075 958 1118">Caerphilly</td> <td data-bbox="958 1075 1037 1118">6</td> <td data-bbox="1037 1075 1115 1118">9</td> </tr> <tr> <td data-bbox="528 1118 958 1161">Torfaen</td> <td data-bbox="958 1118 1037 1161">7</td> <td data-bbox="1037 1118 1115 1161">2</td> </tr> <tr> <td data-bbox="528 1161 958 1206"><i>South East Wales</i></td> <td data-bbox="958 1161 1037 1206">13</td> <td data-bbox="1037 1161 1115 1206">11</td> </tr> </tbody> </table> <p>The number of students studying Welsh Second Language at AS/A level in 2013 are as follows:</p>	Number of students entering Welsh courses at KS5 in 2013	AS	A2	Caerphilly	6	9	Torfaen	7	2	<i>South East Wales</i>	13	11	<p>The EAS Welsh in Education Team, CYDAG and schools will continue to highlight issues surrounding the suitability of WJEC courses and monitor post 16 examination specifications.</p> <p>The Welsh in Education Support Team will continue to challenge English-medium schools to ensure suitable provision for Full Course Welsh at KS4 to enable pupils’ linguistic skills to be sufficiently developed in preparation for a post 16 course.</p> <p>The 14-19 Learning Partnerships to continue to ensure that all learners are able to access Welsh courses at KS5</p>	
Number of students entering Welsh courses at KS5 in 2013	AS	A2													
Caerphilly	6	9													
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	<p data-bbox="383 692 1263 858">Ysgol Gyfun Cwm Rhymni leads a Professional Learning Community for Welsh language studies. Five of the family of schools, including Ysgol Gyfun Gwynllyw, collaborate in this PLC with an emphasis on developing a collaborative approach towards A level Welsh Language.</p> <p data-bbox="383 895 1263 959">The Welsh in Education Support Team provide support and challenge to all secondary schools to:</p> <ul data-bbox="383 963 1263 1235" style="list-style-type: none"> <li data-bbox="383 963 1263 1066">• Improve standards of Welsh and particularly Welsh Second language at Key Stages 3 and 4, to adequately prepare students for the possibility of further Welsh studies at KS5. <li data-bbox="383 1070 1263 1173">• Increase numbers of pupils opting to study Welsh Second language Full Course at KS4 to attract more students at AS/A Level <li data-bbox="383 1177 1263 1235">• Work with the Mentrau Iaith and the Urdd to encourage learners' use of Welsh language skills beyond the classroom. 																										

Outcome 6: Welsh-medium provision for learners with Additional Learning Needs

A. Objective	B. Current performance	C. Targets	D. Progress
<p>6.1 Improve Welsh-medium additional learning needs provision (ALN)</p>	<p>South East Wales</p> <p>All pupils with Additional Learning Needs educated through the medium of Welsh are provided for in mainstream schools.</p> <p>Parents are offered the process of conducting the SEN Statutory Assessment through the medium of English, Welsh or bilingually.</p> <p>Where appropriate, additional advice and support is provided to Welsh-medium schools by a range of Welsh speaking educational professionals, which includes educational psychologists, advisory teachers / school improvement and inclusion advisers, SpLD teachers, Communication and Intervention Team, Hearing Impairment Service, Visual Impairment Service etc.</p> <p>Within Caerphilly, there are two Welsh-medium specialist classes located within mainstream primary schools. There are currently no specialist resource bases or specialist alternative education provision within the other four authorities.</p> <p>PLC established to improve teaching and learning of Welsh in special schools and resource bases.</p>	<p>South East Wales</p> <p>Undertake audit of Welsh Language ALN provision and inclusion practitioners Welsh language skills by July 2014.</p> <p>Develop plans to provide specialist Welsh-medium primary provision within a mainstream primary school within the Ysgol Gyfun Gwynllyw cluster of schools.</p> <p>Develop a managed moves protocol between Welsh-medium schools in the area to provide for pupils at risk of disaffection or exclusion by April 2015.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>Monmouthshire</p> <p>Monmouthshire are unable to provide additional advice and support to Welsh-medium schools in Welsh due to the lack of Welsh speaking Educational Psychologists. There are currently no vacancies to fill.</p> <p>Similarly, inclusion and behaviour support do not provide intervention through the medium of Welsh.</p> <p>Statutory assessment paperwork is available in Welsh on request. Information about special educational needs is provided within the Starting School Booklet and will be available on the MCC website in due course.</p>	<p>Monmouthshire</p> <p>To continue to ensure that all LA vacancies atae that Welsh speaking is highlightes as desirable.</p> <p>To work in collaboration with SEWC parteners to provide Educational Psychology and SpLD support in Welsh</p> <p>Complete the translation and publication of the Starting School Booklet in Welsh on the MCC website.</p>	

Draft

Outcome 7: Workforce planning and Continuous Professional Development

A. Objective	B. Current performance	C. Targets	D. Progress
<p>7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education</p>	<p>Primary school vacancies: There were no primary school vacancies to teach through the medium of Welsh at the start of September 2013. However, there have been difficulties in recruiting to a number of key roles with secondments and alternative staffing structures implemented.</p> <p>Secondary school vacancies: There were no Welsh-medium secondary school teacher vacancies in September 2013. However difficulties with recruitment have occurred in a number of areas, particularly science, with non-specialist staff used to cover posts. All secondary school vacancies to teach Welsh Second language were filled at the start of September 2013. However, a number of secondary schools are utilising Welsh speakers rather than suitably qualified specialist Welsh teachers to teach Welsh as a second language. There were no teaching assistant vacancies to work through the medium of Welsh not filled at the start of September 2013. The Local Authorities and EAS Welsh in Education Support Team provide support for all Headteacher and Deputy Headteacher appointments, and provide support and advice for teaching appointments as required. In order to increase the number of Welsh speaking Teaching Assistants, the LAs are currently working with Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw to support a NVQ Teaching Assistant course for post 16</p>	<p>The Education Achievement Service, in partnership with schools, will explore ways of attracting suitable candidates with good quality Welsh language skills to fill vacancies in Welsh-medium settings and in Welsh Second language departments in English-medium Secondary schools. Schools will be urged to employ Welsh Second language specialist teachers.</p> <p>Developing Welsh leaders from within local schools will be a priority within the EAS leadership programme. There are currently 5 primary teachers and two secondary teachers from the Welsh medium-sector involved in the EAS/ University of S Wales PG Cert Programme and 10 primary teachers from the sector involved with the Excellence in Teaching Portal ILM programme. Cwm Rhymni is a Lead Practitioner School.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>pupils. This highly successful course has been in place since 2006.</p>		
<p>7.2 Improve practitioners' linguistic skills. Improve practitioners' methodological skills</p>	<p>In 2013 the EAS System Leaders in Welsh medium schools and Welsh in Education Officers in English medium schools, monitored proposed WEG expenditure plans on behalf of the Local Authorities. Assistance with expenditure planning and feedback on submitted plans was provided to all schools by EAS Welsh in Education Officers. Head teachers were made aware of the need for expenditure to be linked to school development needs in terms of meeting WESP targets and making progress against the EAS Welsh in Education Team's applied success criteria. Plans were submitted onto the EAS School Secure website for scrutiny and authorisation by EAS staff. The Welsh in Education Officers authorised or requested a revised expenditure plan from the schools according to the development needs of the school. The EAS Welsh in Education Officers continue to monitor WEG expenditure by schools and report to the Welsh in Education Support Team Leader.</p> <p>This process has led to an increase in the uptake of central EAS Welsh second language, language and methodology training courses and schools planning more strategically for their training needs.</p> <p>The level of staff training and confidence has been one of the EAS Welsh in Education Team's applied success criteria since April 2013. At that time all schools were assessed / audited in terms of their performance against the applied success criteria. This was revisited in line with the need to conduct the Welsh Government's skills audit in</p>	<p>Head teachers in English-medium schools will continue to be challenged to ensure that WEG expenditure is targeted towards language and methodology training with continued scrutiny of WEG expenditure plans by the Welsh in Education Officers.</p> <p>The EAS Welsh in Education Support Team will ensure that planning for future central training reflects the needs of schools according to the EAS success criteria (level of staff confidence and training) and the WG skills audit.</p> <p>The EAS Welsh in Education Support Team will strengthen links with the EAS Literacy Team to ensure that Welsh-medium schools are able to access suitable methodology training and drive up standards in dual literacy. They will also continue to provide targeted language and methodology training within individual schools. Trainers from outside the region will be utilised according to the demand from schools.</p> <p>The EAS Welsh in Education Support Team will continue to work with the Sabbatical Team in selecting suitable candidates to participate in the Sabbatical Scheme courses; monitoring the impact of the scheme on participants' return to school; and provide courses to further enhance participants' linguistic skills. The results of the WG skills audit conducted by the EAS Welsh in</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>Summer 2013 with the Welsh Governments criteria used. In-house language and methodology training for 2013-14 has been targeted according the EAS Welsh team's findings (April 2013). The programme for the financial year is constructed a year in advance. However the CPD programme of 2014-15 onwards will reflect the work of the EAS Welsh in Education team in completing the WG skills audit.</p> <p>For Welsh Second Language, the EAS Welsh in Education Team Leader and members of the Welsh in Education Support Team have assessed all schools' needs in line with an EAS Welsh in Education Support Team's applied success criteria as outlined in Outcome 5. All schools are applied a score for performance in each individual criteria. Officers work with all schools on developing and improving the aspects identified as weakest. The weakest schools across local Authorities are provided with additional targeted intervention and training.</p> <p>Links have been formed between the EAS Welsh in Education Team and the local WG Sabbatical team. Methodology sessions have recently been provided by an EAS Welsh in Education Officer (Second Language). Participants who have attended the scheme are being supported and monitored by this officer on return to their schools and are provided with informal opportunities to speak Welsh outside of school hours in informal settings.</p> <p>Members of the EAS Welsh in Education Support Team address all newly qualified teachers as part of the EAS early induction agenda with the work of the Welsh in Education</p>	<p>Education Team during Summer 2013 will assist the team in targeting schools where language skills need developing.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<p>Officers outlined and further appropriate courses signposted.</p>		
<p>7.3 Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework</p>	<p>Between April 2012 and September 2013, 742 Teaching Assistants from English-medium schools have attended the SE Wales Welsh in Education Support Team's Welsh-language courses (304 since April 2013). Target schools have received bespoke in-house training. An increase has been seen in demand due to specialist scrutiny of WEG expenditure plans by Welsh in Education Officers and the increased availability of service to Caerphilly schools.</p> <p>Since April 2013 the Welsh in Education Support Team has also provided in-house language training for teaching assistants to a number of Welsh-medium schools, totalling 103 staff members.</p> <p>At present there are a range of Professional Learning Communities within individual schools, clusters and across local authorities with the expressed aim of developing Welsh (First and Second Language) and Welsh-medium methodologies, including the highly successful partnership working across Ysgol Gyfun Cwm Rhymni and <i>Ysgol Gyfun Gwynllyw and wider partners (Partneriaeth 6)</i>.</p> <p>The EAS Welsh In Education Support Team has established PLCs to improve standards in Welsh/Welsh Second language:</p>	<p>The EAS Welsh in Education Support Team will continue to work to support the teaching of Welsh and Welsh Second Language across the consortium on behalf of Local Authorities within the South East Wales region. Support will continue to be strategically targeted according to individual schools' areas of need and enhanced support provided to schools in greatest need of challenge and intervention.</p> <p>The monitoring of the WEG will continue to be undertaken by the EAS to ensure strategic use of the funding.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> • literacy in Welsh medium schools (8 reading behaviours) • a PLCs for developing pupils' Welsh language skills in: Special schools • the Foundation Phase in English medium schools; • continuity and progression,KS3 in English medium secondary schools • primary and secondary coordinators and HOD forums <p>The five Chief Education Officers / Directors of Education of the South East Wales Consortium have been working across the authorities to develop shared education services including the support for the teaching of Welsh and Welsh Second Language.</p> <p>Since April 2013, the work to support the teaching of Welsh and Welsh Second Language has been delivered by the EAS Welsh in Education Support Team, led by the Systems Leader for Welsh and the Welsh in Education Support Team Leader. This model was developed by the SE Wales region following the full review of Welsh services across the five authorities during Winter 2012.</p>		

Section 3: Commentary and further notes

This Welsh in Education Strategic Plan encompasses a three-year period, in which Local Authorities face many changes, including the move towards increased working through consortia and the delayed 21st Century Schools funding programme. Therefore, this plan will evolve each year to reflect the changing education landscape and any constraints in capital funding to develop provision.

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Appendix 1: Number and percentage of pupils attending non-maintained Welsh-medium settings and funded non-maintained Welsh-medium settings which provide the Foundation Phase who transfer to Welsh-medium/bilingual schools

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2012	Percentage of pupils transferring to Welsh-medium schools in September 2012	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	Notes
Tic Toc	0	0%	0	0%	There is no local Welsh-medium school in Tredegar. The Cylch has closed and a new setting, Tic Toc has opened in its place. The Mudiad Meithrin Ti a Fi officer is leading the Cylch Ti a Fi and is discussing progression to Cylch Meithrin and Welsh-medium education with parents. Mudiad Meithrin staff are also in discussion with Ysgol Bro Helyg to improve the transition.
Pobl Bach	6	19%	6	26%	The main reason for this transition rate is the distance between the Cylch and the Welsh-medium primary school. A parents' questionnaire has demonstrated that the main reason parents do not choose Welsh-medium primary education is they feel the school is too far for 3 year old children and no transport is provided for children under age 5. The setting has now relocated and is now in the Deighton area. The Mudiad Meithrin Ti a Fi Officer is leading the Cylch Ti a Fi in Tredegar and promoting transition to the Cylch and to Welsh-medium education. Mudiad Meithrin staff are in discussions with the Council and Rhag regarding opening a new school in the area.
Helyg Bychan	22	79%	27	93%	
Blaenau Gwent	28	41.2%	33		
Parc Waunfawr	-	-	1	8%	New setting without a Welsh-medium primary school in the area. The nearest Welsh-medium school is full. Mudiad Meithrin staff have collected information from parents regarding demand for Welsh medium provision and is discussing this with the Local Authority.
Dewi Sant	3	8%	1	4%	There is no Welsh-medium primary school in Risca, children travel to Cwm Gwyddon. Mudiad Meithrin staff have collected information from parents regarding Welsh medium provision and is discussing this with the Local Authority.
Pontllanffraith	7	32%	20	42%	The school is the only pre-school provision in the area feeding 8 different schools, 4 Welsh and 4 English-medium. The nearest Welsh-medium primary school is 3 miles away. Cylch Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and increase progression rates. Mudiad Meithrin is working closely with the Cylch to develop the relationship with the local Welsh

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2012	Percentage of pupils transferring to Welsh-medium schools in September 2012	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	Notes
					medium school.
Penpedairheol	5	38%	16	55%	Pupils have to travel to reach the local Welsh-medium school. Mudiad Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and are monitoring the progression rates at the cylch.
Llanbradach	12	50%	10	59%	
Aberbargoed 123	10	59%	13	57%	
Cwm Gwyddon	29	76%	36	75%	
Coed Duon	12	92%	18	90%	
Rhymni	20	95%	19	90%	
Yr Enfys	21	95%	14	82%	
Cwm Derwen	20	100%	20	100%	
Ifor Bach	36	100%	25	100%	
Nelson	19	100%	40	95%	
Penalltau	19	100%	39	100%	
Tedi Twt Gilfach Fargoed	18	100%	22	100%	
Tonyfelin	27	100%	25	96%	
Caerphilly	258	73.5%	319		
Y Fenni	20	77%	29	83%	
Monmouthshire	20	77%	29		
Somerton	1	6%	5	29%	The setting is located on the site of an English-medium school.
Y Delyn	19	100%	9	100%	
Newport	20	51.1%	14		
Garndiffaith	0	0%	0	0%	The area is very disadbantaged and therefore the number of children attending is very low as parents find the price of care too high. The setting will become a Flying Start setting in 2015 and this will support parents to attend the setting. The setting has also moved and staff fluent in Welsh have been appointed.Mudiad Meithrin staff are working closely with the setting to increase progression. Every parent will receive a progression package from Mudiad Meithrin provding important

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2012	Percentage of pupils transferring to Welsh-medium schools in September 2012	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	Notes
					messages regarding Welsh medium education progression. The staff at the settings will also distribute an information and training pack regarding how to hold discussions to promote progression with parents.
Abersychan	11	48%	14	100%	The setting has moved and is now meeting at a new building that's closer to Ysgol Gymraeg Bryn Onnen in Blaenavon. The setting also provides wraparound care for the school which will increase progression to the Welsh medium school. Mudiad Meithrin staff are working closely with the setting to increase progression. Every parent will receive a progression package from Mudiad Meithrin providing important messages regarding Welsh medium education progression. The staff at the settings will also distribute an information and training pack regarding how to hold discussions to promote progression with parents.
Cwmbran	17	100%	24	96%	
Pontypwl	35	100%	22	100%	
Torfaen	63	77.8%	60		

Appendix 2: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

	Total number of Year 6 pupils in Welsh-medium and bilingual primary schools 2012/13	Total number of Year 6 pupils transferring to Welsh-medium/bilingual secondary schools 2013/14	Percentage of Year 6 pupils transferring to Welsh-medium or bilingual secondary schools 2013/14
Blaenau Gwent	25	25	100%
Caerphilly	257	257	100%
Monmouthshire	23	22	95.7%
Newport	59	57	96.6%
Torfaen	69	68	99.5%
South East Wales	433	429	99.1%

draft

Appendix 3: Attainment and performance in Welsh Second Language

Year: 2013

Key Stage 2

Teacher assessment in Welsh Second Language at the end of Key Stage 2	Number of Year 6 pupils	Percentage of Year 6 pupils assessed in Welsh second language	Percentage of pupils assessed achieving Level 4+
Blaenau Gwent	688	95%	71%
Caerphilly	1946	84%*	65% *
Monmouthshire	844	97%	76%
Newport	1638	96%	79%
Torfaen	971	93%	77%
South East Wales	6087	92%	73%

* Results not submitted by 2 Caerphilly English-medium primary schools

Key Stage 3

Teacher assessment in Welsh Second Language at the end of Key Stage 3	Number of Year 9 pupils	Percentage of Year 9 pupils assessed in Welsh second language	Percentage of pupils assessed achieving Level 5+
Blaenau Gwent	690	100%	73%
Caerphilly	2076	89%	68%
Monmouthshire	809	100%	75%
Newport	1640	100%	75%
Torfaen	1224	85%	77%
South East Wales	6439	93%	73%

Appendix 4: List of statutory consultees

A local authority must consult the following on the Plan in draft:

Section 84 of the School Standards and Organisation (Wales) Act 2013:

- neighbouring local authorities
- the head teacher of each school maintained by it
- the governing body of each school maintained by it
- each institution within the further education sector in its area
- in relation to any foundation or voluntary school in its area –
 - the person who appoints the foundation governors
 - if the school has a religious character, the appropriate religious body
- other prescribed persons.

“Other prescribed persons” are listed in Regulation 9:

- the Welsh Language Commissioner
- the Early Years Development and Childcare Partnership
- school councils
- Her Majesty’s Chief Inspector of Education and Training in Wales
- such organisations providing services to children and young people as the local authority considers appropriate
- such other persons or bodies as appear to the local authority to be appropriate.

Appendix 5: Partneriaeth Chwech Strategic Action Plan



PARTNERIAETH%206
%20STRATEGIC%20PL

draft

The “Equality Challenge” (Screening document)

<p>Name of the Officer completing “the Equality challenge”</p> <p>Sharon Randall-Smith</p>	<p>Please give a brief description of the aims proposed policy or service reconfiguration</p> <p>The aim of the policy is to</p> <ul style="list-style-type: none">• increase the number of seven-year-old children being taught through the medium of Welsh. Numbers have increased across the region and are provisionally projected to increase within Monmouthshire over the next three years;• continue to improve learners language skills on transfer from primary school to secondary school;• increase the number of 14-19 learners studying qualifications through the medium of Welsh;• increase the number of learners with higher skills in Welsh;• provide welsh-medium support for learners with Additional Learning Needs; and• provide a range of continuous professional development for practitioners and putting strategies in place to attract suitable candidates to the region with good quality Welsh skills.
<p>Name of the Division or service area</p> <p>Children and Young People</p>	<p>Date “Challenge” form completed</p> <p>12th February 2014</p>

Protected characteristic affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
Age		X	
Disability		X	
Marriage + Civil Partnership		X	
Pregnancy and maternity		X	
Race		X	
Religion or Belief		X	
Sex (was Gender)		X	
Sexual Orientation		X	
Transgender		X	
Welsh Language			X

What are the potential negative Impacts.	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments or engagement with affected parties).
➤	➤
➤	➤
➤	➤

➤	➤
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The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below:

The Welsh in Education Strategic Plan will ensure that Monmouthshire is able to support, develop and secure Welsh language provision in school and wider communities.

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

--

Signed Sharon Randall-Smith

Designation Head of Service

Dated 12th February 2014



monmouthshire
sir fynwy

Equality Impact Assessment Form

and

Sustainable Development Checklist

EQUALITY IMPACT ASSESSMENT FORM

Name of policy or change to service (Proposal)	Directorate:	Department:
Draft WESP 2014 -2017	CYP	Education
Policy author / service lead	Name of assessor	Date of assessment:
Sharon Randall-Smith		12 th August 2013

1. Have you completed the Equality Challenge form? **Yes / No.** If **No** please explain why

Yes

2. What is the **Aim/s** of the Policy or the proposed change to the policy or service (the proposal)

The aim of the policy is to

- increase the number of seven-year-old children being taught through the medium of Welsh. Numbers have increased across the region and are provisionally projected to increase within Monmouthshire over the next three years;
- continue to improve learners language skills on transfer from primary school to secondary school;
- increase the number of 14-19 learners studying qualifications through the medium of Welsh;
- increase the number of learners with higher skills in Welsh;
- provide welsh-medium support for learners with Additional Learning Needs; and

provide a range of continuous professional development for practitioners and putting strategies in place to attract suitable candidates to the region with good quality Welsh skills.

3. From your findings from the “Equality Challenge” form did you identify any people or groups of people with protected characteristics that this proposal was likely to affect in a **negative** way? Please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

4. Please give details of any consultation(s) or engagement carried out in the development /re-development of this proposal.

- neighbouring local authorities
- the head teacher of each school maintained by the LA
- the governing body of each school maintained by the LA
- each institution within the further education sector in the area
- in relation to any foundation or voluntary school in the area –
- the person who appoints the foundation governors
- if the school has a religious character, the appropriate religious body
- the Welsh Language Commissioner
- the Early Years Development and Childcare Partnership
- school councils
- Her Majesty’s Chief Inspector of Education and Training in Wales
- organisations providing services to children and young people as the local authority considers appropriate

5. Please list the data that has been used for this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc.

WG data
SEWC Data

6. As a result did you take any actions to mitigate your proposal? Please give details below.

Currently in draft for – amendments will be considered following outcomes of consultation.

7. Final stage – What was decided?

• **No change made to proposal/s – please give details**

N/A at present

• **Slight changes made to proposal/s – please give details**

N/A at present

• **Major changes made to the proposal/s to mitigate any significant negative impact – please give details**

N/A at present

Signed Sharon Randall-Smith

Designation Head of Service

Dated 12th February 2014

Forthcoming document consideration

We always welcome any feedback or contributions anyone has to this document and our work towards equality. A database of completed equality impact assessments and the schedule of assessments by directorate and department will be available to review on our website.

If you would like to discuss the completion of this form or any issues arising out of its completion please contact:

Name: Alan Burkitt – Partnership and Engagement. Tel: 01633 644010.

Contact Email: Equality@monmouthshire.gov.uk or alanburkitt@monmouthshire.gov.uk

Post: Partnership and Engagement, Monmouthshire County Council, County Hall, Y Rhadyr, Usk, NP15 1XJ

The “Sustainability Challenge”

<p>Name of the Officer completing “the Sustainability challenge”</p> <p>Sharon Randall-Smith</p>	<p>Please give a brief description of the aims proposed policy or service reconfiguration</p> <p>The aim of the policy is to</p> <ul style="list-style-type: none">• increase the number of seven-year-old children being taught through the medium of Welsh. Numbers have increased across the region and are provisionally projected to increase within Monmouthshire over the next three years;• continue to improve learners language skills on transfer from primary school to secondary school;• increase the number of 14-19 learners studying qualifications through the medium of Welsh;• increase the number of learners with higher skills in Welsh;• provide welsh-medium support for learners with Additional Learning Needs; and <p>provide a range of continuous professional development for practitioners and putting strategies in place to attract suitable candidates to the region with good quality Welsh skills.</p>
<p>Name of the Division or service area</p> <p>CYP</p>	<p>Date “Challenge” form completed</p> <p>12th February 2014</p>

Aspect of sustainability affected	Negative impact Please give details	Neutral impact Please give details	Positive Impact Please give details
PEOPLE		X	
Ensure that more people have access to healthy food		X	
Improve housing quality and provision		X	
Reduce ill health and improve healthcare provision		X	
Promote independence		X	
Encourage community participation/action and voluntary work		X	
Targets socially excluded		X	
Help reduce crime and fear of crime		X	
Improve access to education and training		X	
Have a positive impact on people and places in other countries		X	
PLANET		X	

Reduce, reuse and recycle waste and water		X	
Reduce carbon dioxide emissions		X	
Prevent or reduce pollution of the air, land and water		X	
Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)		X	
Protect or enhance visual appearance of environment		X	
PROFIT			
Protect local shops and services		X	
Link local production with local consumption		X	
Improve environmental awareness of local businesses		X	
Increase employment for local people		X	
Preserve and enhance local identity and culture		X	
Consider ethical purchasing issues, such as Fairtrade,		X	

sustainable timber (FSC logo) etc			
Increase and improve access to leisure, recreation or cultural facilities			X

What are the potential negative Impacts	Ideas as to how we can look to MITIGATE the negative impacts (include any reasonable adjustments)
➤	➤
➤	➤
➤	➤
➤	➤

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

The Welsh in Education Strategic Plan will ensure that Monmouthshire is able to support, develop and secure Welsh language provision in school and wider communities.

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

Signed

Sharon Randall-Smith

Dated

12th February 2014

If you would like to discuss the completion of this form or any issues arising out of its completion please contact:

Name: Hazel Clatworthy, Sustainability Community Officer, Tel: 01633 644843

Contact Email: hazelclatworthy@monmouthshire.gov.uk