

**ANNUAL REVIEW REPORT
WELSH IN EDUCATION STRATEGIC PLAN**

DECEMBER 2020

OVERALL SUMMARY PLAN

During the life of the current WESP, MCC has addressed and made progress in many of our priority areas. However, we recognise that this is not the case for all aspects of our plan and we intend to prioritise these areas going forward.

We have made strong progress in increasing the demand for Early Years WM provision through the development of new settings and increased levels of promotional information for parents. We have also seen increasing rates of transition from these WM settings into WM schools. This will have a positive impact on the number of seven-year-old children taught through the medium in future years and begin to support more sustainable growth into our primary schools, which in turn will increase the numbers and percentage of pupils continuing their secondary education through the medium of Welsh. We expect the expansion of WM provision across the county through Band B to further support an increase in demand.

Nearly all Monmouthshire pupils who attend secondary WM provision study for qualifications through the medium of Welsh and have access to a range of learning opportunities. However, this has been more challenging this year for all pupils due to the impact of the pandemic on learning and particularly for pupils where Welsh is not the language of the home.

We have noted an improving trend in the proportion of pupils achieving a GCSE in Welsh as a second language. However, we have not yet seen that translate into higher numbers of pupils studying Welsh at AS and A level.

The regional development of Welsh medium training and resources to support the introduction of the ALN Act is progressing well. All schools and settings have received training and have access to relevant documentation in Welsh relating to the ALNET Act and the appointment of a Regional ALN Lead will ensure this works remains a priority. Work to develop WM provision with

Monmouthshire is on-going; however, the recruitment of staff who can deliver specialist support through the medium of Welsh is a challenge.

Participation in Welsh Language professional learning is high across Monmouthshire over the last three years and this continued throughout the pandemic. We have seen a significant increase in the number of schools participating in the Cymraeg Campus programme with a third working towards the silver award and a few towards gold. The utilisation of teachers who have completed the WG sabbatical to share good practice is having a positive impact across many schools.

Outcome 1: More seven-year-old children being taught through the medium of Welsh

KEY ANNUAL DATA

(where possible, please note if data shows a % increase / decrease since previous reporting period)

Current Position	2017/18 target	2018/19 target	2019/20 target	2020/21 target
The percentage of seven-year-old children currently taught through the medium of Welsh is 5.6% and 50 pupils based on Jan 18 PLASC	5.5% (55 pupils) Actual (January 18 PLASC): 5.6% (50 pupils)	6.8% (61 pupils) Actual (current numbers) 5.6% (52 pupils)	6.8% (60 pupils) Actual (current year 1 numbers) 5.3% (48 pupils)	3.9% (33 pupils) Actual (current Y1 numbers Sept 2020) 3.9% (33 pupils)

After an initial increase in the percentage of seven-year-old pupils taught through the medium of Welsh, our current figures indicate a significant decline for the academic year 2020/21. There is a decline in the number of seven year olds learning through the medium of Welsh in 2020. However, this appears to be an exceptionally low year. Early projections for 2021 and 2022 indicate that numbers will return to 2017/18 levels.

PLANNED ACTIVITIES

(please list the intended actions and use the progress/update/pressures section to provide further information)

1. Undertake annual Welsh-medium survey with parents (Regional)
2. Undertake Welsh medium survey with parents in targeted areas (Local)
3. Improve information for parents/carers on the benefits of Welsh-medium education (Starting Schools Booklet/MCC website)
4. Increase the marketing and promotion of Welsh-medium education (MonFis/MCC website)
5. Increase the number of Welsh-medium childcare places (Childcare offer and Child Sufficiency Assessment)
6. Increase the number of Welsh-medium nursery education settings (Band B and WG grant)
7. Increase the capacity for primary Welsh-medium education across the county (Band B)
8. Increase the number of seven year old children being taught through the medium of Welsh

PROGRESS / UPDATE / PRESSURES

(please use this section to report on progress made during 2020 as well as highlight where progress has been impacted by Covid-19)

- Good progress has been made to strengthen the promotion of WM education on-line and in increasing the number of WM childcare places across the county.
- Accommodation in Ysgol Y Fenni has increased over the last academic year. This means that the school will have sufficient capacity to meet demand for places until Band B proposals take effect.
- There appears to be an overall downward trend in the numbers of seven year olds learning through the medium of Welsh. In 2020/21, projections show a significant decline in numbers compared to previous years, however, it is too early to determine if this is an indication of future demand.

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

KEY ANNUAL DATA

(where possible, please note if data shows a % increase / decrease since previous reporting period)

Current Position	2017/18 target	2018/19 target	2019/20 target	2020/21 target
The current percentage of learners in Year 9 who are assessed in Welsh (first language) is 4.5% (37 pupils)	100% (42 pupils) September 2013 year 6 cohort	100% (35 pupils) September 2014 year 6 cohort	100% (43 pupils) September 2015 year 6 cohort	100% (38 pupils) September 2016 year 6 cohort
Year 6 comparison with the percentage of learners assessed in Welsh (First Language) three years earlier is 4.6% (42 pupils)	85.7% (36/42 pupils) September 2014 WM intake	74.2% (26/35 pupils) September 2015 WM intake	83.7% (36/43 pupils) September 2016 WM intake	76.3% (29/38 pupils) September 2017 WM intake

Monmouthshire pupils continuing to learning through the medium of Welsh attend secondary school in either Torfaen or Newport through a collaborative arrangement. Most learners attending a WM primary school in Monmouthshire continue learning through the medium of Welsh in secondary school.

PLANNED ACTIVITIES

(please list the intended actions and use the progress/update/pressures section to provide further information)

1. Increase the demand for Welsh medium provision in the south of the county
2. Develop a seedling Welsh-medium school in the Monmouth area
3. Establish a Welsh-medium Early Years and childcare provision at Y Ffin and in the Monmouth area
4. Welsh-medium primary schools to further increase transition opportunities from Early Years settings and with secondary schools for pupils in years 5 and 6
5. Develop, with regional partners, suitable provision for pupils joining Welsh-medium education in KS2 and 3.
6. Review the School Transport Policy

PROGRESS / UPDATE / PRESSURES

(please use this section to report on progress made during 2020 as well as highlight where progress has been impacted by Covid-19)

- The rates of transition from Early Years settings into WM education has increased over the life of the plan.

- The new Early Years and childcare setting in Ysgol Y Ffin is established and registered with CIW.
- There appears to be a declining trend in the proportion of pupils transferring from our WN primary schools and into WM secondary education.
- The impact of COVID has prevented the Local Authority in progressing a number of key actions such as the establishment of a third WM primary school and the review of the transport policy.

Outcome 3: More 14-16 year old students studying for qualifications through the medium of Welsh

KEY ANNUAL DATA

(where possible, please note if data shows a % increase / decrease since previous reporting period)

Current Position	2017/18 target	2018/19 target	2019/20 target	2020/21 target
All Monmouthshire pupils in Welsh-medium education (100%) attend Ysgol Gyfun Gwynllyw or Ysgol Gyfun Gwent Is Coed	100%	100%	100%	100%

Secondary pupils living in Monmouthshire, attending Welsh medium secondary schools, nearly always attend either Ysgol Gyfun Gwynllyw or Ysgol Gyfun Gwent Is Coed.

PLANNED ACTIVITIES

(please list the intended actions and use the progress/update/pressures section to provide further information)

1. Comply with the learning skills measure 2009
2. Secure sustainable secondary provision for all Monmouthshire pupils transferring into Welsh-medium secondary schools

PROGRESS / UPDATE / PRESSURES

(please use this section to report on progress made during 2020 as well as highlight where progress has been impacted by Covid-19)

- Both secondary schools providing WM education MCC pupils continue to comply with the learning skills measure. However, this has been more challenging during the pandemic.
- The development of WM provision, though the 21st Century Schools Band B programme, has not progressed as expected. This is due in part to the impact of COVID-19. .

Outcome 4: More 16-19 year old students studying through the medium of Welsh in schools, colleges and work based learning

KEY ANNUAL DATA

(where possible, please note if data shows a % increase / decrease since previous reporting period)

Current Position	2017/18 target	2018/19 target	2019/20 target	2020/21 target
All Monmouthshire pupils in Welsh-medium education (100%) attend Ysgol Gyfun Gwynllyw or Ysgol Gyfun Gwent Is Coed	100%	100%	100%	100%

There is no change to the data for this measure.

PLANNED ACTIVITIES

(please list the intended actions and use the progress/update/pressures section to provide further information)

1. Maintain 14-19 provision at the level of 14-19 grant provision activities
2. Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision

PROGRESS / UPDATE / PRESSURES

(please use this section to report on progress made during 2020 as well as highlight where progress has been impacted by Covid-19)

- COVID-19 has had an impact on provision for all pupils in this age group.
- Whilst schools are working well to provide learners with access to a broad and balanced curriculum, this is more challenging than in previous years.
- Similarly, 14-19 networks and Regional Forums have not continued in the same way since the beginning of the pandemic.

Outcome 5: More learners with higher skills in Welsh

KEY ANNUAL DATA

(where possible, please note if data shows a % increase / decrease since previous reporting period)

Current Position	2017/18 target	2018/19 target	2019/20 target	2020/21 target
The percentage of Monmouthshire pupils in English-medium schools studying GCSE Welsh Second Language Full course in 2016 is: 49.6%	76% Actual – 52.2%	85%* Actual 85.8%	94%* Actual 92.4%	94%
The percentage of Monmouthshire pupils in English-medium schools studying Key Stage 5 AS Welsh Second Language in 2016 is: 3.7%	5% Actual - 6.75%	7%* Actual – 2.2%	15%* NA	NA
The percentage of Monmouthshire pupils in English-medium schools studying Key Stage 5 A Level Welsh Second Language in 2016 is: 6.1%	3.5% Actual - 8.3%	4%* Actual -3.9%	10%* Actual - 2.8%	NA

There has been a continued improving trend in the number of pupils studying Welsh GCSE since the start of the plan. Targets for 2020/21 remain the same to reflect the potential impact of COVID 19.

PLANNED ACTIVITIES

(please list the intended actions and use the progress/update/pressures section to provide further information)

1. Secure a higher rate of transfer from Welsh-medium primary schools at the end of KS2 into KS3 Welsh-medium secondary schools
2. Encourage all four English-medium schools to enter nearly all pupils for the Welsh full course from 2018 when the short course is withdrawn
3. Encourage English-medium schools to increase formal and informal provision for Welsh Second Language at KS3 and KS4 to increase GCSE Full Course uptake
4. Ensure that all four secondary schools support greater collaboration to increase the total AS/A Welsh Second Language entries as a proportion of all entries.
5. Continue to improve outcomes in Welsh second language at the end of KS2 and KS3

PROGRESS / UPDATE / PRESSURES

(please use this section to report on progress made during 2020 as well as highlight where progress has been impacted by Covid-19)

- There is an improving trend in the proportion of pupils achieving a qualification in Welsh second language. However, it is too early to determine what, if any, impact COVID-19 will have going forward.
- Limited progress has been made since the last update due to the impact of COVID -19 in a few key areas such as transition between KS2 and 3 and the development of provision in KS3 and 4.

Outcome 6: Welsh-medium provision for learners Additional Learning Needs (ALN)

KEY ANNUAL DATA

(where possible, please note if data shows a % increase / decrease since previous reporting period)

Current Position	2017/18 target	2018/19 target	2019/20 target	2020/21 target
Targets will be aligned with outcomes from the regional review of provision as reflected in our WESP.	Under development	ALN Training is provided for all WM settings and schools in relation to the ALN Act	ALN advice, guidance, and resources for implement the ALN Act is available in Welsh.	Develop a regional approach to provide services through the

				medium of Welsh.
<p>Annual key data for ALN is developing in line with the preparation for the implementation of the new ALN Act. Targets reflect priorities to build capacity, supported by robust systems and process to establish high quality provision.</p>				
<p>PLANNED ACTIVITIES <i>(please list the intended actions and use the progress/update/pressures section to provide further information)</i></p>				
<ol style="list-style-type: none"> 1. Provide Welsh-medium ALN training for school staff in Welsh-medium settings, particularly in relation to the ALN Act and new Code of Practice 2. Ensure that all pupils with ALN educated through the medium of Welsh are suitably provided for in mainstream settings where appropriate 3. Build on regional collaboration arrangements to support Welsh medium pupils with ALN including those with complex needs 4. Ensure that as many ALN Welsh-medium resources as possible are available in Welsh and English 5. Ensure that all new and revised ALN documentation for use in schools and settings is available in Welsh and English 6. Complete the review of ALN and development of ALN provision to support all learners 				
<p>PROGRESS / UPDATE / PRESSURES <i>(please use this section to report on progress made during 2020 as well as highlight where progress has been impacted by Covid-19)</i></p>				
<ul style="list-style-type: none"> • There is good progress in the development of training for WM schools and the provision of WM resources to support school delivery of the ALN Act. • All revised ALN documentation relating to the ALNET Act is available in Welsh. • The SEWC region now has a regional lead for WESP to develop regional WM ALN provision. Limited progress has been made since the last update due to the impact of COVID -19 in a few key areas. This includes the challenge of recruiting staff to deliver provision and the development of collaborative WM professional advice, which is at an early stage of development. 				

Outcome 7: Workforce planning and Continuous Professional Development (CPD)

KEY ANNUAL DATA

(where possible, please note if data shows a % increase / decrease since previous reporting period)

Current Position	2017/18 target	2018/19 target	2019/20 target	2020/21 target
No data available at the start of the plan.	<p>(Actual) 1 member of staff participated in the WG sabbatical scheme</p> <p>153 practitioners attended Welsh second language training session in 2017/18 academic year</p>	<p>(Actual) 4 members of staff (One member of staff for each cluster participates in the WG Sabbatical Scheme – Welsh in a year initiative)</p> <p>(Actual) Two WM primary schools have achieved the Charter Silver Award</p> <p>(Actual) 11 EM primary schools have achieved the Charter Bronze Award</p>	<p>(Actual) 4 members of staff (One member of staff for each cluster participates in the WG Sabbatical Scheme – Welsh in a year initiative) Two WM primary schools achieve the Charter Gold Award</p> <p>11 EM primary schools achieve the Charter Silver Award</p> <p>25 EM primary schools achieve the Charter Bronze award</p>	<p>(Update) Schools continue to work on Gold/Silver and Bronze award targets however Covid has proved challenging.</p> <p>EAS verification of progress towards the language Charter awards paused due to Covid -19. EAS Support continues via half termly coordinator network meetings and Welsh medium cluster Charter meetings.</p>

The number of schools engaged in the Cymraeg Campus programme has increased significantly during the time of this WESP. A third of our primary schools are now working towards the silver award and many of these may well have achieved the award if verification had taken place this year.

The number of staff participating professional learning has continued to be strong with all English medium schools in Monmouthshire engaging with programmes during the summer term 2020.

PLANNED ACTIVITIES

(please list the intended actions and use the progress/update/pressures section to provide further information)

1. Audit Education practitioners' Welsh language skills annually in all schools and settings to assess training needs
2. Agree a systematic plan with schools and clusters to release staff to participate in the WG Sabbatical Scheme
3. Schools identify the systematic release of staff to participate in the WG Sabbatical Scheme within annual training plans
4. School improvement plans identify improving practitioners' Welsh linguistic skills and working with the Welsh Advisory team as a priority.
5. Improve practitioners' methodological skills through designated school to school cluster initiatives
6. Ensure that all new posts include the ability to speak Welsh as a desirable skills

PROGRESS / UPDATE / PRESSURES

(please use this section to report on progress made during 2020 as well as highlight where progress has been impacted by Covid-19)

- There is a significant increase in the number of schools working towards the silver Cymraeg Campus award. However, the suspension of the verification process due to COVID-19 means that the number achieving the award remains the same as in the previous year.
- Many actions continue to have a positive impact on workforce professional learning despite the challenges of COVID-19.
- Teachers continue to participate in the WG sabbatical. These staff are effectively sharing their expertise across other schools to support the development WM skills in EM schools.
- Welsh is identified as a desirable skill for all new appointments to MCC.

**FOREWARD LOOK
MILESTONES**

Key priorities for the coming year are:

	<ul style="list-style-type: none"> • Continue to develop a range of advice and guidance to promote the benefits of a WM education to ensure parents can make informed choices. • Continue to increase the number of children attending WM early years provision to support a growth in demand in future years. • Strengthen transition arrangements to encourage more pupils to continue their secondary education through the medium of Welsh. • Begin to develop a regional approach to emersion provision so that learners late to WM education can participate successfully. • Commence consultation on Band B proposals, which include the expansion of WM provision within Monmouthshire. • Continue to develop WM ALN provision across the region to support pupils with ALD educated through the medium of Welsh.
<p>Author:</p> <p>Approver:</p> <p>Date:</p>	