

WELSH IN EDUCATION STRATEGIC PLAN ANNUAL REVIEW REPORT

2024/25

Name of Local Authority

Monmouthshire

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Approver:	
Date:	31 st July 2025

Introduction to Annual Review Report for the Welsh in Education Strategic Plan

What is the purpose of this report?

It is a **statutory requirement** for you to submit your report to the Welsh Government by 31 July 2025.

The aim of this template is to **provide guidance** and prompts that suggest **what information should be included** to ensure that you satisfy these statutory requirements. If you feel that **other information** is relevant to your narrative and context, you are welcome to include it.

We have reviewed the form and content of this template in response to plans, programmes, and policy developments within the Welsh Government since the last reporting period, and to highlight the connection between the **data and the analytical narrative**. We have also considered feedback provided by you following the second reporting year. This will lead to **consistency of data and information** across Wales.

This annual report is now the **principal means of reporting** on many elements of the Local Authority Education Grant – Cymraeg 2050, and this is why we have asked you to report specifically in this report on information regarding some elements such as the late immersion grant.

The feedback process

We will consider your progress towards your targets and commitments within your WESP and five-year action plan, as well as your future plans. Following consultation with specialist policy departments within the Welsh Government, we will provide you with **written feedback according to each outcome** during the autumn term.

Following this we will **arrange meetings** to discuss your achievements and feedback.

Use of Data

We request that you use local data (qualitative and quantitative) to report on your progress. We are aware that PLASC data will not be published in time to be used in this report. You will however have access to the core data (submitted to the Welsh Government for validation in January) and you should use these data for comparison with data provided in your 2023–24 report.

Information on provision in your maintained secondary schools

We use data on subjects offered and assessed through the medium of Welsh to cross-reference against stated school language categories in your area and to monitor progress against your 10-year WESP. We ask that you submit this information using the data tables under outcome 4 in this template. Historically these data were collected on the local curricular offer spreadsheet; we hope that this new method is simpler and less time-consuming to you.

Forward look, and The Welsh Language and Education (Wales) Bill

The Welsh Language and Education (Wales) Bill was passed by Senedd Cymru on 13 May. It will become law when it receives Royal Assent.

The Bill's objective is to move toward the Cymraeg 2050 target of a million speakers by strengthening the role of Welsh in education, with the general aim of ensuring that all pupils in maintained schools in Wales can use Welsh independently when they leave school.

We will use opportunities over this next period to engage with you; to share and discuss the Act's implications for you over time. Much of what is encompassed in the Bill is in progress, including the WESP, late immersion provision, school categorisation according to Welsh-language provision and work to raise awareness and encourage behavioural change. We look forward therefore to supporting, reinforcing, and building on the immense work that you have already accomplished in this field.

KEY ACHIEVEMENTS AND HIGHLIGHTS

Provide up to 7 main achievements and highlights for 2024–2025.

- The number of children accessing Welsh medium early education and childcare provision has noticeably increased in 2024-2025.
- Work to establish a Year 12 childcare course in one of our secondary schools has been successful in attracting some Welsh speakers. In time, this will increase the number of Welsh speaking staff in Monmouthshire with relevant childcare qualifications and support the growth of early years provision.
- Ysgol Gynradd Trefynwy opened in September 2024 with 16 pupils and has continued to thrive during the year and will expand its provision to two classes in September 2025. Our work with regional and wider partners continues to be a strength in supporting us to establish our third Welsh-medium school.
- The expansion of late immersion provision to Ysgol Fenni pupils from September 2025 is a positive step and will support the growth of the school when it moves to its new site.
- Expertise in the teaching of Welsh second language at A level is being further developed through the collaborative delivery of the AS and A level across Monmouthshire and an E-sgol supported professional learning group. It is a core part of the Monmouthshire universal E-sgol offer with three of the four schools having learners in this first year. These learners will continue into Year 13, and twenty-five learners have expressed an interest in studying Welsh second language in September 2025.
- Good autism practice Training, which has been developed in collaboration with the Autism Education Trust and National Autism Society will be available in Welsh from September 2025.
- We have made good progress in meeting our target for proficient Welsh speakers in schools, and in ensuring that almost half of our staff have at least entry level Welsh language skills.

RISKS AND MITIGATIONS

Risks: What are the specific local authority-level risks that affect or could affect progress across all outcomes? Give details of individual risks.

- There is a risk that we will be unable to find a venue or identify suitably qualified Welsh speaking staff to open additional cylch meithrin settings.
- Immersion provision may not be sustainable in all three Welsh medium schools if grant funding remains at the current level and uptake is lower than expected across the three schools.
- More pupils with ALN may transfer into an English-medium school.

Mitigations: What steps are you taking to mitigate the above risks?

- The need for a cylch meithrin setting in Monmouth is included in the considerations for a permanent location for Ysgol Gymraeg Trefynwy and we are trying to recruit Welsh speakers into childcare. We will work with Y Gwynllyw to strengthen our childcare training offer so that we have enough suitable qualified staff to grow Welsh medium provision in the early years.
- Continue to promote the opportunities and benefits of immersion provision in supporting learners to encourage more parents and pupils to choose Welsh medium education at any age.
- A member of the Inclusion team will meet with colleagues in transition schools to understand the provision they offer and organise early and enhanced transition activities so that parents and pupils have a high level of confidence in the provision.

GENERAL

Welsh in Education Forum

How does your Welsh in Education planning Forum (where applicable) drive the strategic direction of your WESP and support activities in relation to the outcomes?

How does the Forum monitor your progress towards achieving the targets and outcomes of your WESP?

What sub-groups have you established and how do they support WESP activities?

Our WEF meets termly to review progress against our action plan. Through this process, the group identify the priorities for the next year, which are reflected in our work plans.

Our Promotion sub-group is effective in raising awareness of the benefits of a Welsh medium education throughout the year and especially at the times when parents are making choices and applying for school places. They are proactive in organising events, including Ti-y-Fi and identifying opportunities to promote the Welsh language and culture. Members of this group also work with schools and the community to facilitate events where learners can use and develop their Welsh language skills successfully in authentic contexts.

Learner Travel (Wales) Measure 2008

How do you work with other local authorities, schools, and further education institutions (as appropriate) to promote access to education and training through the medium of the Welsh language in accordance with the duty set out under section 10 of the Learner Travel (Wales) Measure 2008? Give details on your progress and the main challenges in relation to this issue.

The local authority provides free home to school transport for Welsh medium learners where they meet the eligibility criteria within our Home to School Transport Policy.

Transporting primary age pupils has been challenging due to the proximity of our primary Welsh medium schools, and the distances that some children are required to travel. However, the challenges have been significantly reduced since the opening of Ysgol Gymraeg Trefynwy, providing provision more locally in Monmouth, rather than transporting young children to Abergavenny.

The challenge remains regarding our Welsh medium provision for Secondary aged learners. As provision for these learners is outside of the county, some children are travelling long distances to school which can bring challenges in meeting the timings that learners spend travelling to school.

While we comply fully with our legal requirements in not funding Post 16 travel costs for any pupil. However, we understand this is a concern for those attending Welsh medium schools and will work with all parties to understand this position.

OVERALL SELF ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your overall progress against the Plan during 2024—2025.

Amber

Outcome 1

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

KEY DATA AND OUTCOME SUMMARY

Provide the following data to report on your progress against your ten-year target and any other target noted in your Plan:

Number and percentage of 3-year-olds receiving their education through the medium of Welsh (PLASC data)

Year	Number	Percentage
2023-24	74	6.45%
2024-25	97	8.58%

Data for Cylchoedd Meithrin

Year	Number of settings	Number of children	Number transferring to school	Number transferring to Welsh-medium school	Percentage transferring to Welsh-medium school
2022-23	2	63	28	23	82.1%
2023-24	2	77	47	41	87.2%

Welsh-medium Flying Start data

Year	Number of settings	Number of places	Number of children
2023-24	2	47	21
2024-25	2	47	28

Other Welsh-medium provision

Type of provision	Number of settings	Number of children
Childminder	1	10

PROGRESS UPDATE

Give a brief update on your progress against the agreed target for this outcome.

We have made positive steps to increase the number of children accessing Welsh medium early education. A third Welsh medium school opened in September 2024 offering 30 nursery places and take up has been better than expected. Take up of places has also increased at our other two Welsh medium LA nurseries.

Give a summary of your progress in expanding Welsh-medium early years provision, including Flying Start, under the headings below.

What are you doing to increase the number of Welsh-medium childcare places available as well as uptake of these places?

- Unfortunately, it has not been possible to establish a third cylch meithrin setting in Monmouth, as planned, due to a lack of a suitable venue. Instead, we have offered full time early education places at the seedling Welsh school to ensure that the lack of wrap around childcare is not a barrier to parents choosing Welsh medium education.
- We need to consider how we can provide Welsh medium Flying Start places in Monmouth, as this is not currently available. Two of our childminders that are approved for Flying Start childcare attend Cylch Ti a Fi Trefynwy and use some Welsh language within their setting. We have not had any requests for this currently, as much of Monmouth and the surrounding areas are not currently eligible for Flying Start. However, we will continue to review our provision for Flying Start in this area.
- Take up at our existing two cylch meithrin settings has increased and most children attending these settings move on to a Welsh medium school to access their early education.
- One of these cylch meithrin settings will be relocating to a new site in September 2025 along with the Welsh school. We have secured a larger space for them, to enable them to extend their age range and increase their number of registered places.
- Both cylch meithrin settings offer Flying Start childcare places and take up of these places has increased.
- We have recruited a new Welsh speaking childminder who is offering Welsh medium childcare and is currently full.
- We fund a Ti a Fi Officer through Mudiad Meithrin to raise the profile of the Welsh Language with families and encourage them to consider Welsh medium education and childcare. Cylch Ti a Fi Trefynwy has been well attended in 2024-25 and this has impacted positively on the number of families applying for a nursery place at Ysgol Gymraeg Trefynwy from September 2025. Cylch Ti a Fi Y Fenni is temporarily closed due to the move to the new site, but we will support them to reopen as soon as possible.
- The Promotion Subgroup and the Family Information Service actively promotes Welsh-medium childcare provision.

How do you use the analysis of your Childcare Sufficiency Assessment to identify areas for development?

• The Childcare Sufficiency Assessment (CSA) published in 2022 identified a gap in relation to Welsh medium childcare, as this was only available in two areas of Monmouthshire and was limited in relation to age range and opening hours. • The CSA action plan includes a target to develop a cylch meithrin in each of the five towns of Monmouthshire • The CSA 2022-27 and subsequent annual progress reports were used to inform WESP targets for outcome 1 and to identify future actions.
Give details on your process of developing provision (tendering processes), including the types and number of provision settings being planned for year 4.
• We are in the process of carrying out a tender exercise for both early education and Flying Start childcare. We are hoping to increase the number of non-maintained providers offering these services and all Welsh medium settings will be encouraged and supported to apply. • The approved list will be in place for a period of 12 months, in the first instance. We are hoping to replace this with a more flexible process in the future such as a Dynamic Purchasing System.
State the collaboration with organisations in the early years sector to strengthen and expand Welsh-medium childcare provision in your area (e.g. Cwlwm partner organisations). Give details on the nature of this collaboration.
• Mudiad Meithrin and the other Cwlwm partner organisations are members of our Early Years Development and Childcare (EYDCP) Partnership. We meet with them at least termly to discuss plans to develop new childcare provision and to support existing settings to expand their provision. • We fund a Ti a Fi Officer through Mudiad Meithrin to promote Welsh medium education. We also fund an advice line through Pacey to support prospective childminders through the registration process. • Basic Welsh language training for childminders took place in July 2023 and childcare practitioners are actively encouraged to take up Welsh language training provided by Cwlwm partners.
How do you share information about the availability of early years education and other Welsh-medium provision with parents/carers? Give details on how you work with the Family Information Service, your admissions teams, and external agencies to ensure that information is shared effectively.
• Representatives from MCC Early Years, Admissions and Communications teams sit on the Promotion Subgroup alongside external partners. We are creating a calendar of activities to promote the Welsh language. • There is a section on the MCC website that promotes Welsh medium education and childcare and the benefits of being bilingual.

- Our Family Information Service regularly promotes Welsh medium groups and activities through social media. We have attended events such as the Usk Show and Miri Mynwy to promote Welsh medium education and childcare.

Any further information that may be relevant to this outcome.

- We are offering Level 2 Childcare as part of our post 16 curriculum from September 2025. We have identified a cohort of between 8 and 12 students and one of these is Welsh speaking. We are hoping to use one of our Welsh medium settings for work placements. We will follow up with Ysgol Gyfun Gwynllyw to see if we can link up with their pupils that are completing or considering the childcare course.

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2024—2025.

Amber

Outcome 2

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

KEY DATA AND OUTCOME SUMMARY

Target

Note the target approved in your 10-year WESP for the percentage of year 1 children educated through the medium of Welsh.

Target (%)	120
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Reception and Year 1 Learners

Number and percentage of learners in Reception Class and Year 1 who are taught through the medium of Welsh, using local PLASC data.

	2023		2024	
Reception class learners	Number:	50/814 (PLASC 24)	Number:	58/818 (PLASC 25)
	Percentage:	6.1%	Percentage:	7%
Year 1 learners	Number:	51/855 (PLASC 24)	Number:	54/829 (PLASC 25)
	Percentage:	5.9%	Percentage:	6.5%

Give any details, reasons and context that are key to understanding the increase or decrease in numbers and percentages of learners in Reception Class and Year 1 educated through the medium of Welsh:

- The academic year 2023/24 saw us fall below our target of 69 Reception aged learners, largely due to a reduction in the intake numbers at Ysgol Gymraeg Y Fenni.
- Overall, this means that we are currently at 65.55% of our target for 2030 (Reception number 2024 v Reception places 2030). Whilst this is an increase of 10.35pp from 2022, it is below our target of 79.35% which is due to a decline in applications to Y Fenni this year.
- In recognition of this decline, we have worked hard with our schools, promotion subgroup, and supporting partners to promote the benefits of Welsh medium education through our social media campaigns, website updates and attendance at Welsh medium community events. We have also continued to invest heavily in our late immersion provision and are exploring opportunities to extend this offer to other areas of the County.
- It is pleasing to note that the percentage of learners being taught through the medium of Welsh has increased for both Reception and year 1 aged learners. 58 Reception aged learners were registered at Welsh medium

Schools in 2024/25, and we expect this growth to continue into the 2025/26 academic year, with 80 Reception aged learners projected to be on roll in Welsh medium schools. This equates to 9.7% of the reception cohort taking us to 67% of our 120 Reception learner target for 2030.

- To maintain this upward trend, we will continue to focus on promoting the benefits of a Welsh education and our immersion provision as widely as possible. At the same time, we will ensure that our new school, Y Trefynwy, and the relocation of Y Fenni to a larger site and the expansion of immersion provision will be a central to our promotion strategy and a regular feature from our central communications team.

Surplus places

Surplus places data in Welsh-medium schools from the PLASC 2024 collection

Name of school	Capacity	Numbers on Roll	Number of surplus places	Percentage of surplus places %
Ysgol Gymraeg Y Fenni	317	236	81	25.6%
Ysgol Gymraeg Y Ffin	210	113	97	46.1%

Outline your plans to address surplus places in schools:

- The PS has worked closely with partners to identify key priorities and provide ownership to group members. The MCC website has been updated to include videos that promote WM education, all existing promotional material has been updated, and the group are working on creating new. The group continue to work closely with MCC communications team to create a timetable for social media posts.
- The PS have reviewed the MCC website and up-dated the Welsh-medium Education pages. A new page for Ysgol Gymraeg Trefynwy has been created, and a marketing campaign will continue to inform parents about the new provision.
- The promotion of the childcare facilities within our WM schools is also a key priority for the Promotion subgroup.
- The statutory processes concerning the relocation and increase in capacity of Ysgol Y Fenni is now complete with the school moving to its new site in September 2025. This proposal allows the school to move to a two-form entry allowing 60 children per year group. Whilst this is likely to increase surplus places in the short term, it will provide improved facilities for our WM learners and support the growth in Welsh-medium education.
- Surplus places in our Welsh medium primary schools in 2024 were reported as 33.7%. For 2025, this has reduced to 31.4%. Whilst this is higher than we would like, it is indicative of our investment to build capacity within our Welsh medium sector. The Council continue to work with the promotion subgroup to promote the benefits of Welsh medium education, and the expansion in immersion provision which we hope that this will lead to an increase in the numbers applying for places. It is hoped that the confirmed relocation of Ysgol Gymraeg Y Fenni away

from their current location with temporary accommodation into a building with excellent teaching and learning facilities will impact positively on the number of children applying for places at the school.

Black, Asian and minority ethnic learners

Number and percentage of Black, Asian and minority ethnic learners (PLASC 2024)

	In Welsh-medium schools		In English-medium schools	
	Number	%	Number	%
PLASC 2023	15	4.2%	591	9.5%
PLASC 2024	16	4.6%	594	10.3%

Outline the actions taken by you in collaboration with your local equality networks and partners to engage with parents/carers about opportunities to access Welsh-medium education among families from Black, Asian and minority ethnic groups and communities.

We continue to promote our Welsh medium primary schools to all eligible pupils, and Black, Asian and Minority Ethnic pupils for part of this cohort. We have not yet completed any direct marketing with these groups. However, we plan to discuss good practice strategies with our neighbouring authorities to take forward next year.

Late immersion provision

Numbers that have attended late immersion centres/units, or that have received late immersion support between 1 Sept 2024 and 31 July 2025.		Number of learners
Primary		
Number of learners who have received late immersion provision		7
Number of the above who are Black, Asian or minority ethnic learners		2
Number of learners who have received follow-up provision		7
Number of learners who have received language proficiency provision (Gloywi Iaith)		N/A
Secondary		
Number of learners who have received late immersion provision		N/A
Number of the above who are Black, Asian or minority ethnic learners		N/A
Number of learners who have received follow-up provision		N/A
Number of learners who have received language proficiency provision (Gloywi Iaith)		N/A

Give an update on your local provision for latecomers to support the data in the table above.

Ysgol Gymraeg Y Fenni have been receiving support with the set-up of immersion through Partnership collaboration. Leaders at the school have been supported to consider linguistic planning, have been provided guidance on potential resourcing, with teaching and learning resources also shared.

The school have been directed to schools across the Partnership and invited to attend the regional summer term immersion practice sharing network session and a recent L2 pedagogy professional learning session to prepare for the teaching of latecomers.

A lead for late immersion in Y Fenni has been appointed and discussions have also been had regarding the delivery of further professional learning for all staff within the school at an appropriate point so that they also consider the language acquisition and immersion process and how they will support pupils as they re-integrate into mainstream as part of the late immersion offer. Both immersion centres have access to a regional immersion network.

The leads from both Y Fenni and Y Ffin have been supported to consider developing shared approaches to ensure all pupils who attend immersion classes benefit from similar experiences.

Capital projects

List your projects that are funded through the Welsh-medium capital investment programme.

No projects have been funded through the Welsh-medium capital investment programme in academic year 24/25. However, we have invested £470,222 from revenue funding to refurbish a section of a school to house the seedling school in Monmouth.

Welsh-medium capital project: description	Project value	Update/timetable (e.g. 'business case received')
Not applicable	£	

Welsh-medium rolling programme project: description	Project value	Update/timetable (e.g. 'business case received')
Not applicable	£	

Note any proposed plans for Welsh-medium capital investment for the future.

- Ysgol Gymraeg Y Fenni will relocate to their new building in September 2025 which will increase their capacity to 420. The building is currently being refurbished to address the backlog maintenance which will bring the school up to standard, in addition to this there will be new classroom wet areas, new signage, redecoration and new flooring throughout.

- Our 9-year Strategic Outline Programme includes determining provision for Welsh medium secondary pupils from north Monmouthshire. Discussions are on-going with Blaenau Gwent Council to determine a collaborative approach to delivering a Welsh medium secondary school. Pupils from north Monmouthshire currently travel to Ysgol Gyfyn Gwynllyw in Torfaen. The distance pupils travel to access WM secondary education means that for some pupils their journey can be over an hour long each way. For this reason, we are seeing an increase in pupils not transferring to secondary education.

Increasing Welsh-medium provision

Outline your plans to increase Welsh-medium provision in your schools that are not Welsh-medium schools.

- We do not have any immediate plans to increase Welsh-medium provision in our schools that are not Welsh-medium during the next academic year. This is because our current priority is to promote and grow the provision that we have established within our 3 Welsh medium Primary Schools. However, we have approached all Monmouthshire schools to consider and indicate if they are considering increasing Welsh-medium provision and/or looking to transition to a different category within the next two years. No schools have approached us to date.
- Given the current level of surplus places we have in our schools, there is no immediate pressure on Welsh-medium places. However, this will be reviewed on an annual basis to ensure we plan effectively to manage an increased demand for places.
- A total of 21 practitioners from across Monmouthshire schools have engaged with sabbatical training at all levels over the last 4 years. As a result, most English-medium schools across Monmouthshire are developing their use of Welsh incidentally and across the wider curriculum areas. Estyn has identified the approaches being taken by St Mary's RC, Chepstow, and Undy Primary School to build capacity and raise the profile of spoken Welsh within the school are being shared widely.
- Three of the four EAS strategic cluster leads for Welsh are past sabbatical graduates. They promote professional learning, including the Sabbatical Scheme and have a role in providing basic training to the education workforce, which includes TAs. As a result of the above, Welsh-language in English-medium schools is improving appropriately in Monmouthshire schools.

State how you ensure that information about the availability of Welsh-medium education is shared with parents/carers.	
• The availability of Welsh medium education features prominently within our annual admissions prospectus, made available to all parents who are following the school application process. • The application portal also asks specific questions to all applicants on whether they have considered Welsh medium education for their child and provides links to where they can obtain further information on the benefits. • Throughout the admission round application process, we have run separate social media campaigns promoting Welsh medium education and the offer that is available within Monmouthshire • For our new seedling school, Ysgol Gymraeg Trefynwy, we undertook an exercise to target families within Monmouth with children eligible to start Reception to ensure that they were aware of the new Welsh medium provision in the area.	
Any further information that may be relevant to this outcome.	
No	
SELF-ASSESSMENT	
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2024-2025.	Amber

Outcome 3

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

KEY DATA AND OUTCOME SUMMARY

Number and percentage of learners transferring from yr 6 Welsh-medium education to yr 7 Welsh-medium education (PLASC data and locally available data)

2024			2025		
Yr 6 2023 numbers	Yr 7 2024 numbers	% transferring	Yr 6 2024 numbers	Yr 7 2025 numbers	% transferring
44	21	50	29	18	62

Monitoring

How do you monitor linguistic progression from primary to secondary (or at any other point), including your transitioning arrangements?

Each school (English and Welsh medium) has a dedicated School Improvement Partner that considers, with schools, learner progression, including progress in Welsh language and literacy skills and transition arrangements. Joint self-evaluation activities with the School Improvement Partner across all schools evaluate their commitment in ensuring that all learners experience a progressive journey in developing their Welsh language skills. A consistent approach ensures that we can identify best practice and address any areas for development, brokering support from Partner Schools or specialist Welsh medium Curriculum Partners where necessary. Supporting cluster work and initiatives through professional learning opportunities ensures continuity in expectations. The Local Authority constantly works with the partnership Principal School Improvement Partner for Welsh medium schools, who works across the Partnership's local authorities, to quality assure provision and learner progress of Monmouthshire learners across the age range.

Collaboration

If your transfer data shows a reduction or gives cause for concern, state how you have worked with Welsh-medium schools (and English-medium where relevant) and other partners more widely to understand the reasons, and note any actions being implemented.

To address transfer data concerns from YG Y Fenni, the Local Authority has worked with the school and the designated secondary school in Torfaen to contribute to the development of a cluster video, promoting the benefits of Welsh medium education and of continued Welsh language learning at Ysgol Gymraeg Gwynllyw. A detailed cluster transition plan is also being implemented. Ysgol Gwynllyw have started transition with Year 5 pupils this year to further increase transition rates by September 2026. The Youth Service will continue to offer a six-week transition programme to support transition into Ysgol Gwynllyw and Ysgol Is Coed.

Is there work underway to identify or support schools that have a high percentage of surplus places to improve their transfer rates.? Provide information about patterns in schools, school clusters or specific year groups within schools.
The local authority has worked with YG Y Fenni to increase participation in the well-established transition programme with YG Gwynllyw, delivered by our Youth Service. In addition, where there is additional staff capacity in late immersion classes, schools are encouraged to use this resource to support learners in Years 5 and 6 to develop their skills in the Welsh language so that they will feel more confident to continue their education through the medium of Welsh.
Where relevant, give an update on collaboration with other local authorities to ensure continuity of arrangements for learners who receive Welsh-medium education outside the area.
The Local Authority regularly works with the partnership Principal School Improvement Partner for Welsh medium schools, who works across the Partnership's local authorities, to support quality assurance of provision and learner progress of Monmouthshire learners across the age range.
Language skills Set out how your schools ensure that all learners make suitable and challenging progress in their skills along the Welsh-language continuum by increasing the amount of Welsh-medium education provided to them.
The EAS has a Welsh spelling, vocabulary, grammar, and syntax continua to support schools to evaluate pupil progress in Welsh language skills (Welsh medium). There is also an EAS language continuum for Foundation Learning, Primary and Secondary English medium schools that supports schools to plan and evaluate progressive Welsh language skills across the curriculum. This supports schools to increase Welsh provision across Areas of Learning and experience and make meaningful use of language in both formal and informal situations. The implementation of the Siarter Iaith/Cymraeg Campus frameworks also support the increase of Welsh language experiences for pupils. It is an expectation that all HTs will attend professional learning for the development and evaluation of Welsh in English medium schools in the autumn term. This will support leaders to consider their provision, expectations, and learner progress. This will be followed by EAS/Local Authority thematic supported self-evaluation activity across schools later in the autumn term to enable the LA to consider how well schools ensure learner progress, challenge and expectation and plan next steps. Targeted and bespoke support brokered through partnership working will be provided to schools as a follow-up to this activity.
Any further information that may be relevant to this outcome
No
SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2024—2025.	Amber
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Outcome 4

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

KEY DATA AND OUTCOME SUMMARY

Provision in maintained secondary schools (Category 2, 3 and transitional)

Welsh courses and qualifications

- There are no Welsh-medium secondary schools in Monmouthshire. This means that all courses in secondary schools are delivered in English except for Welsh as a second language. During transition into KS4 and Sixth Form learners are initially offered a 'free choice' of courses and qualifications. There are currently no cohorts enquiring about the availability to study further qualifications through the medium of Welsh.

Give data listing which subjects are offered and taught through the medium of Welsh in years 10, 11, 12 and 13 in the local authority's category 2, 3 and transitional schools.

GCSE (reproduce table for each school)

Name of school and language category:					
Subject	Welsh	Bilingual	English	Offered?	Numbers taking up offer
	✓/✗	✓/✗	✓/✗	Yes/No	
Not applicable					

AS/A Level (reproduce table for each school)

Name of school and language category:					
Subject	Welsh	Bilingual	English	Offered?	Numbers taking up offer
	✓/✗	✓/✗	✓/✗	Yes/No	
Not applicable					

Vocational (reproduce table for each school)

Name of school and language category:					
Subject	Welsh	Bilingual	English	Offered?	Numbers taking up offer
	✓/✗	✓/✗	✓/✗	Yes/No	
Not applicable					

Describe how you support schools to increase the number of qualifications that learners can study through the medium of Welsh and how you monitor provision.

Not applicable

State how the local authority assists with the continuation of the Welsh-medium education provided for persons in year 10 and above by collaborating with other schools and other FEIs.

Not applicable

Welsh as a subject

Number and percentage of learners registered and assessed for GCSE First Language, GCSE Second Language

GCSE										
School	Numbers on roll		Welsh First Language				Welsh Second Language			
	Yr 10	Yr 11	Yr10	%	Yr11	%	Yr10	%	Yr11	%
Not applicable										

The data reflects a proportion of pupils who find accessing Welsh at GCSE level a challenge e.g. pupils attending PRS. The LA will work with the EAS to ensure all pupils have access to a meaningful qualification pathway and consider approaches taken e.g. in PRU in neighbouring LAs, as a potential way forward.

Number and percentage of learners registered and assessed for A Level Welsh First Language and Second Language

AS/A Level										
School	Numbers on roll		Welsh First Language				Welsh Second Language			
	Yr 12	Yr 13	Yr12	%	Yr13	%	Yr12	%	Yr13	%
Not applicable										

State how the local authority is working with its schools and FEIs to co-ordinate the provision of Welsh as a subject (GCSE First Language, GCSE Second Language, and A Level) to persons in year 10 and above in its maintained secondary schools.

Collaboration with schools for external examinations

- GCSE Welsh second language is offered in all four of Monmouthshire's secondary schools, with most pupils being registered for and assessed in the subject. 685 or 84% of the Year 11 cohort were registered for and assessed in GCSE Welsh Second Language in 2023/24. 24/25? In addition, five pupils in Year 9 were registered for and assessed in the same qualification. Pupils within Pupil Referral Services such as the Pupil Referral Unit and EOTAS, and those following a range of alternative provisions within schools are generally not entered for this examination.
- Expertise in the teaching of Welsh Second Language at A level is being further developed through the collaborative delivery of the AS and A Level across the county and an E-sgol supported professional learning group.
- The EAS facilitated an A level workshop for Monmouthshire pupils at Monmouth comprehensive during December 2024, making links with HEIs through collaboration with the Coleg Cymraeg Cenedlaethol. The EAS has also worked with schools to provide opportunities for AS/A level pupils to practice their speaking skills with the Welsh Curriculum Partner in advance of external oral examinations.

State how you have supported schools to ensure that smaller classes remain viable, and any occasions where it has not been possible to organise the provision of Welsh as a subject, giving numbers.

See E-sgol provision below

E-sgol

E-sgol Yr 12

School	Subject	Welsh	Bilingual	English	Number of learners
Monmouth	Welsh Second Language			Y	5
	Spanish			Y	1
	Computer Science			Y	1
Caldicot	Spanish			Y	2
	Computer Science			Y	2
	Welsh Second Language			Y	2
King Henry VIII 3-19	Welsh Second Language			Y	2
	Computer Science			Y	4
Chepstow	Economics			Y	12
	Computer Science			Y	3

e-sgol Yr 13

School	Subject	Welsh	Bilingual	English	Number of learners
n/a					
n/a					

If you currently offer e-sgol provision, do you have plans to expand the provision in future?

- All four secondary schools are core stakeholders in the Monmouthshire E-sgol Network that commenced delivery of learning in September 2024. In preparation for the launch, all schools attended the E-sgol annual learning conference and several professional learning and planning sessions. A Level Second Language Welsh is at the core of the Monmouthshire universal E-sgol offer, with three of our four schools having learners in this first Year 12 cohort. These learners will progress into Year 13 for the 2025/26 academic year. Currently twenty-five

learners have expressed an interest in studying Welsh Second Language A Level in September 2025.	
Promotion and engagement List your activities to engage with all parents/carers about opportunities for access to Welsh-medium secondary education and your work to promote the advantages of Welsh-medium secondary education.	
The promotion group has identified capacity to support schools to promote the benefits of a bilingual education in future careers during the time when learners are making choices about options, A levels and further education pathways.	
Describe how you have worked with schools to promote the advantages of studying Welsh as a subject at GCSE and A Level among learners and parents/carers	
- All schools have a comprehensive strategy to ensure learners appreciate the value of Welsh in future careers. For example, through social media and by supporting school careers events. All schools have included the benefits of studying Welsh language in their KS4 and Sixth Form prospectus, 'Next Step' assemblies, parents' meetings, sample lessons, careers events and open evenings. - Partnership collaboration and funding ensured delivery a Pam Cymraeg? event for Yr 10/11 learners at Monmouth Comprehensive during December 2024 to promote the Welsh language and the careers available through the medium of Welsh. Also, 'A level' Welsh day was held at Monmouth Comprehensive during December 2024. Both opportunities were supported by the Coleg Cymraeg.	
Any further information that may be relevant to this outcome.	
<u>Post 16 Work Based Learning</u> We have engaged with directorates across Monmouthshire County Council, our schools, and further stakeholders, to develop post 16 Pathways to Employment programmes in Sport, Leisure, Play and Childcare. These innovative courses, based both in schools and in the workplace, have been offered as part of the sixth form curriculum for 2025-26. A Childcare course will be in place in the north of the county for the 2025/26 academic year, based in King Henry VIII 3-19 School. Students following the Childcare programme will have the opportunity to be placed in Welsh speaking settings as part of their course. Several learners have expressed an interest in taking up placements in Welsh speaking settings.	
SELF-ASSESSMENT	
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2024–2025.	Green

Outcome 5

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

KEY DATA AND OUTCOME SUMMARY

Give the following information regarding the number of schools operating the Siarter Iaith and Siarter Iaith Cymraeg Campus.

	Number of schools	Percentage of schools	Current award Status (Number of schools)
Siarter Iaith primary schools	3	67%	Gold 2
Siarter Iaith secondary schools	0	NA	NA
Siarter Iaith Cymraeg Campus primary schools	28 (Including Deri View/King Henry Primary Site)	100%	Silver 4 Bronze 24
Siarter Iaith Cymraeg Campus secondary schools	4	50%	Bronze 2
PRU and Special Schools	1	0%	0

Give an update on any activities/provision for school-age children to use their Welsh-language skills outside the classroom and the school by working in partnership with your youth services and organisations such as Urdd Gobaith Cymru and Mentrau Iaith. Provide up to 4 examples.

- The EAS has promoted the Gŵyl Plant Gwent (Summer 2025) opportunity.
- The EAS is promoting the Urdd's Wales Euro Jambori virtual event on 02.07.25.
- The EAS is working with the Urdd to promote engagement with the 2027 Eisteddfod yr Urdd at Tredegar Park.

Any other activities to support learners to make continuous progress in learning Welsh (to include schools from all language categories).

- A Pam Cymraeg? event was held for Yr 10/11 learners at Monmouth Comprehensive during December 2024
- An 'A level' Welsh day was held at Monmouth Comprehensive during December 2024
- A workshop for Language Immersion Centres is to be facilitated by EAS in June 2025

How do you promote local successes and share best practice among schools and beyond?

- Practice sharing is facilitated via the designated Siarter Iaith termly networks for Welsh medium primary and secondary schools
- For English medium schools, practice sharing is facilitated through the network for Welsh language leads in primary schools, HoD network in secondary schools and the Welsh cluster leads' network.
- Practice-sharing is also facilitated through the dedicated EAS Siarter Iaith 'Dewch i weld / Come and see' events in schools across the region.

For Welsh Medium Schools:

- Ysgol Gymraeg Bro Allta (Caerffili) 14.03.25

For English Medium Schools:

- Beaufort Hill Primary (Blaenau Gwent) 10.06.25
- Ebbw Fawr Learning Community (Blaenau Gwent) 04.07.25
- Cwmfelinfach Primary (Caerphilly) 06.05.25
- Glyn Gaer (Caerphilly) 12.02.25
- Llancaeath Jr (Caerphilly) 19.03.25
- St Mary's RC (Monmouthshire) 11.06.25
- Undy Primary (Monmouthshire) 11.06.25
- Gaer Primary (Newport) 20.02.25
- Langstone Primary (Newport) 05.02.25 and 21.05.25
- Marshfield Primary (Newport) 05.06.25

Siarter Iaith

- The EAS currently uses the X platform (@EAS_Cymraeg) to congratulate schools who have received a Siarter Iaith award, tagging the Local Authority into relevant news items, for re-sharing.
- The platform is also used to re-share news from schools tagging the @EAS_Cymraeg handle when undertaking Siarter Iaith/Cymraeg Campus activity.
- The EAS actively engages schools with the celebration of designated Welsh language / cultural celebration days through the provision of resources, the sharing of ideas for such dates, and live sharing of school activity on designated days via the relevant network spaces, meeting opportunities and the X handle. Events include e.g. Chain of greetings on Shwmae, S'umae Day (15.10.24), Dydd Miwsig Cymru playlists (07.02.25) and a Diwrnod Seren a Sbarc quiz (16.05.25).
- Close collaboration between regional leaders of Siarter Iaith and Cymraeg Campus resulted in the development of ideas for Dydd Miwsig Cymru, appropriate for sharing with all schools, regardless of language medium. It also resulted in the development of ideas to strengthen Welsh connections in the community which are now being trialled by schools.

Note any training provided to school workforces to assist with the operation of the Siarter Iaith.

The EAS Welsh in Education Partners conduct, lead, and support: • Termly communications with Welsh medium headteachers via their MS Team / network meeting to inform them of the latest developments • Termly visits to each Welsh medium school • Termly network meetings for both Welsh and English medium schools • Termly Welsh Strategic Cluster Leads meetings for Welsh leads of English medium clusters • Dedicated ‘Dewch i weld’ events for both Welsh and English medium schools. • Cymraeg Campus drop-in clinics for English medium schools e.g. silver award drop-in clinic 29.11.25 and 28.03.25 • Professional learning sessions for Headteachers: Strategic planning and self-evaluation of Welsh in English Medium Schools • Briefing for School Improvement Partners in English medium schools
Note any support for schools in the form of visits, and validation.
The EAS ensures: • Termly support visits to each Welsh medium school • Support visits by request or brokerage to English medium schools • The availability of a cycle of verification bi-annually, or as schools become ready for their next award and request verification. • During 2024-25 (to date), 7 schools have received a verification visit and awarded a new award (Bronze: Durand, Llandogo, Raglan; Silver: Goytre Fawr, St Mary’s RC; Gold: Y Fenni, Y Ffin. • Chepstow Comprehensive and Osbaston Primary have confirmed readiness to be verified for the silver award and dates are currently being arranged/discussed.
Any evaluation of the Siarter Iaith’s impact (including Cymraeg Campus).
All schools have a dedicated School Improvement Partner. Progress towards the Charter is captured via each school’s School on a Page (SoaP) profile and School Support Overview (SSO). All in-school activity related to the Siarter Iaith /Cymraeg Campus is evaluated via the SSO mechanism and via Notes of Activity (NOA) (including termly review against SDP priorities and NOA review of short/long term impact). The SSO also includes all Supported Self Evaluation (SSE) activity. All schools receiving a verification visit receive an in-depth SSE report on their progress towards the Siarter Iaith / Cymraeg Campus award demonstrating the impact on the school. Where schools engage well with Siarter Iaith provision and support, the impact on schools’ vision and ethos is strong, resulting in the positive development of pupils’ Welsh language skills in informal situations. Progress from Bronze to Silver is relatively slow paced in some areas.
Any further information that may be relevant to this outcome
Coleg Gwent feeds into several outcome areas, all in-house. Coleg Gwent works with Coleg Cymraeg Cenedlaethol (which are funded to support post-16 learners in FE and

work-based learning) and Welsh Ambassadors. Each campus has a Welsh club which is supported by the Welsh Ambassadors, who promote and facilitate the club with support from staff. In addition, there is a full calendar of events throughout the academic year which includes national celebrations e.g. St Davids Day, Shwmae Day, Dydd Miwsig Cymru etc. which can be up to two days a month. During these days there are a variety of activities depending on what is being celebrating. The events tend to take place in the foyers or atriums and hundreds of young people (Welsh speakers and non-Welsh speakers) attend and engage with Welsh music, activities, food. In terms of Welsh speakers there are targeted activities for them to use their skills such as a visit to St Fagans for fluent Welsh speakers, where the learners spoke Welsh all day, where young people are encouraged to engage in enrichment activities to inspire confidence in using the language, which in turn has a positive impact on Outcome 3. Coleg Gwent works with Menter Iaith and with The Urdd on some of their enrichment activities.

Ysgol Gymraeg Y Fenni and Ysgol Gymraeg Y Ffin competed in The Urdd Eisteddfod. English-medium primary schools Goytre Fawr, Magor and Cross Ash took part in the Urdd Eisteddfod singing competition and Rogiet took part in the arts and crafts competition. Cross Ash came third across all of Wales in the national Eisteddfod in Margam Park. Ysgol Gymraeg Y Fenni and Ysgol Gymraeg Y Ffin have competed in The Urdd's sports tournaments. The following primary schools made visits to Urdd Residential Centres: Undy, Shirenewton, The Dell, Cross Ash, Archbishop Rowan Williams. The following secondary schools made visits to Urdd Residential Centres: Monmouth, Caldicot and King Henry VIII. Over 200 children and young people took part in the Urdd Jambori for learners in October including Osbaston, ARW, Kymin View, Llandogo, Trellech and Cross Ash primary schools. 1 X Hwyl yn y Gymraeg (Fun through Welsh) session was delivered in ARW School. 1 young person from Monmouthshire registered to be part of the Urdd Youth Theatr.

In 2024-2025 1244 contacts were made through provision provided by The Urdd (commissioned through Monmouthshire Youth Service) which included two Welsh speaking Youth Clubs (one for Year 6 pupils, and one for Year 7+) in Caldicot, one lunchtime club and the delivery of the Year 6 Transition project in Ysgol Gymraeg Y Ffin. Trips and visits included a Welsh Language Gig at Gwynllyw, an end of term trip for the Youth Clubs, Summer Activities including trips to Thorpe Park, Alton Towers and 25 young people from Monmouthshire attended an Urdd residential.

From April 2025, Monmouthshire Youth Service re-commissioned The Urdd through the Welsh Government's Youth Support Grant to work in collaboration to offer:

- Two Welsh speaking Youth Clubs at The Zone Youth Centre in Caldicot, every Wednesday. First session is for Year 6 (which links to Outcome 3), with the Year 7+ session following on afterwards.
- A new Welsh Language Youth Club at Abergavenny Youth & Community Centre on a Monday evening, focusing initially on Year 6s with a view to be for Year 7+ from September 2025.
- A weekly drop-in Welsh language lunchtime club at Caldicot School.
- A six-week transition programme to Year 6 classes at both Ysgol Gymraeg Y Fenni and Ysgol Gymraeg Y Ffin, again linking to Outcome 3.

- Additional activities and trips for young people attending our Welsh language provisions.

Menter Iaith are hold Welsh-language swimming lessons including water safety in Caldicot Leisure Centre for 8+ (every Monday for 5 weeks over the summer) for up to 15 children. At the same time, looking to run a second session for parents and babies following a request from parents. In the summer there will be a session held in Chepstow Leisure Centre for families, and parents and child for Martyn Geraint (Welsh entertainer). Mother and toddler sessions currently happening in Monmouth (Rockfield Community Centre), with a scheduled messy play session as well as a Party in the Park event planned for July. The mother and toddler sessions are bilingual and advertised through local mother and toddlers' groups. The children are feeders for the new school.

SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2024—2025.

Green

Outcome 6

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

KEY DATA AND OUTCOME SUMMARY

ALN Learners

Number and percentage of ALN/SEN learners by school language medium in Welsh and English, based on PLASC data.

	Welsh medium		English medium	
Primary	Number	11	Number	280
	Percentage	3.5%	Percentage	5.6%
Secondary	Number	N/A	Number	258
	Percentage	N/A	Percentage	6.2%

(You are expected to report on workforce needs under outcome 7)

Number of additional Welsh-language and bilingual provision where the authority plans to locate learners

	Type of provision (eg neurodiversity/ language and communication)	Welsh medium/bilingual	English medium
Primary	Complex Learning & ND needs	nil	64
Secondary	Complex Learning & ND needs	nil	165

Specialist staff – language medium

Field of work, e.g. educational psychology, teacher specialising in visual impairment or hearing impairment, teacher specialising in autism	Total number of authority staff	Total number of staff able to work through medium of Welsh
Specialist Teacher Team (Literacy & Numeracy)	3	1
Educational Psychology Service	8	0 (2 learners)
Education Support Team	4	0

ALN learners' choice of language medium

Describe how you use data or information to identify reasons for ALN learners' choice of instruction language medium, noting whether there are apparent patterns of choosing (or moving to) English-medium education due to lack of Welsh-medium provision or resources.

- Most children with ALN in Monmouthshire are educated in mainstream provision. Monmouthshire's Early Years Team, comprising of Advisory Teachers and Educational Psychologists, would identify children with ALN and support their transition into school. Where highly complex ALN has been identified, parents may consider English medium specialist provision, however if parental choice is to remain in mainstream Welsh medium provision, this would be supported by the local authority and school.
- There is a pattern emerging regarding transition of pupils with ALN from Welsh medium primary education to secondary education, which appears to favour English medium secondary education over Welsh medium secondary education.
- Between 2022- 2024 five pupils with Statements of SEN or IDPs have transferred from Welsh medium primary schools to English medium secondary schools. In 2024 one pupil with an IDP transferred from a Welsh medium primary school to a Welsh medium secondary school. In September 2025, there are no children with IDPs transferring from Welsh medium primary schools to secondary education.

Additional Learning Needs and Education Tribunal (Wales) Act 2018

State the progress made against your duty under section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 to keep Welsh-medium ALN provision under review during this reporting year.

- A review of Welsh-medium ALN provision took place over the spring and summer term 2024. A report was written, which included a gap analysis of the existing resources and where there are 'insufficiencies' in Monmouthshire Welsh medium primary schools. The report described how coordinated meetings were arranged with the Additional Learning Needs Coordinators (ALNCOs) and Head Teachers at Ysgol Y Fenni and Ysgol Y Ffin. During these meetings, school staff audited their existing Welsh language resources and the impact these resources / interventions have on children to meet their identified ALN. Subsequently, recommendations were provided to address the insufficiencies in Welsh resources for pupils with ALN, focusing on literacy, numeracy, and wellbeing.
- The next review is scheduled for the spring and summer term 2026, with the inclusion of Ysgol Trefynwy.
- As a result of the ALN / ALP review, a gap in Welsh language resources specifically tailored for pupils with Additional Learning Needs (ALN) was identified.
- Recommendations contained in the report included investment in additional Welsh language ALN resources to ensure comprehensive support for ALN pupils in

Monmouthshire and release time for collaboration between the two Welsh medium primary schools and the new 'seedling' Welsh medium setting, Ysgol Gymraeg Trefynwy. The report recognised the importance of collaboration, including the allocation of release time for educators facilitating effective teamwork and resource sharing.
Note the main findings and actions taken following the review to improve Welsh-medium provision for learners with ALN, and any challenges.
• In April 2025, resources were made available to purchase identified learning resources and these are in the process of being secured. • The Monmouthshire Autism in Schools and Settings has ensured all training materials and the standards and competencies frameworks are available in Welsh; schools are focusing on embedding good autism practice. • The ongoing collaborative work of the three schools is supporting the monitoring of implementation of the agreed actions from the initial ALP review, identification and sharing of best practice. This is supported by an officer from the Inclusion Service working with the Welsh language implementation lead on the development and identification of Welsh medium resources.
Collaboration Outline the developments and progress that have occurred through collaboration with other local authorities to share resources and expertise. Include any progress in the context of mapping specific learning resources and research needs.
• The MCC Officer responsible for undertaking the ALP review is continuing to work with colleagues across Wales and the ALN National Implementation Lead (Welsh Language) to share expertise and develop Welsh language provision and resources. A MCC Officer participated in a national WESP Support Network WM for ALN meeting to discuss the WESP Outcome 6 plans and considerations on a Wales-wide scale. • The MCC Officer and staff from Monmouthshire's Welsh Medium Primary Schools (Ysgol Fenni and Ysgol Ffin) attended the Welsh Medium ALN Effective Practice Event. School representatives expressed enthusiasm for collaborating on future projects, sharing resources, and promoting good practice. • Making Sense of Autism Training (part of the suite of Welsh language Autism resources developed by Monmouthshire) has been delivered to a Welsh medium school in Port Talbot and further requests from other Welsh medium schools /settings are being considered.
Any further information that may be relevant to this outcome
Good Autism Practice Training, which is being developed in collaboration with the Autism Education Trust and National Autism Society will also be available in Welsh, from the autumn term 2025.
SELF-ASSESSMENT

Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2024—2025.	Amber
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Outcome 7

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

KEY DATA AND OUTCOME SUMMARY

Include data that shows your progress against your ten-year target and any other relevant target in your Plan e.g. PLASC data and/or School Workforce Annual Census (SWAC) data, including ALN workforce and specialist ALN workforce).

Target	WESP target 4.2% proficient Welsh speakers (school based) Current proficient Welsh speakers 5.7% (60 school based) Current entry level Welsh speakers 48.1% (517 school based)
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Based on our current position we have set the following targets at each phase in terms of the Welsh language skills within the workforce based on what we feel is challenging but achievable.

The main focus is to reduce the number of staff with no Welsh language skills and support their progression along the Welsh language continuum, while recognising that progress becomes more challenging at the higher levels of proficiency. (25/26 targets in purple)

Number of teachers and support staff recorded in accordance with Language Competency Framework

Primary	W1	W2	W3	W4	W5	W6	W7
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	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	1 (0)	68 (10)	134 (180)	32 (39)	109 (130)	29 (32)	-
Support staff	112 (67)	238 (215)	60 (120)	13 (16)	5 (7)	13 (16)	-

Secondary	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	82 (41)	97 (111)	17 (37)	10 (13)	0 (2)	13 (15)	-
Support staff	119 (83)	45 (52)	3 (23)	0 (5)	0 (3)	1 (2)	-

All-through school	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Teachers	29 (14)	33 (33)	8 (18)	6 (9)	5 (6)	3(4)	-
Support staff	32 (16)	36 (44)	5(10)	5 (6)	0 (1)	0 (1)	-

Number of ALN support staff recorded in accordance with Language Competency Framework

	W1	W2	W3	W4	W5	W6	W7
	No skills	Entry	Foundation	Intermediate	Higher	Proficient	No information
Primary	12 (2)	22 (27)	6 (8)	0 (1)	0 (1)	1 (2)	-
Secondary	5 (2)	16 (14)	0 (2)	0 (1)	0 (1)	0 (1)	-
All-through school	3 (1)	4 (2)	1 (2)	0 (1)	0 (1)	0 (1)	-

Numbers following a sabbatical course or any Welsh course tailored for educators and offered through the National Centre for Learning Welsh (Data from National Centre for Learning Welsh Dashboard)

Course name and level	Number of staff 2024-25	
	Teachers	Support staff
2 Term Sabbatical Course	4	0
1 Term Foundation Level Sabbatical Course	1	0

What progress have you made to identify how many headteachers, teachers, additional learning support staff (primary, secondary and ALN) you will need (as noted in your WESP/5-year action plan)?

We have reviewed staffing across our two existing schools and Y Trefynwy. During this current WESP/5-year work plan, we anticipate we will need the following based on the current growth profile in all three schools, current staffing levels and the projected reduction in the birth rate across the county.

Y Fenni

The school has sufficient staff capacity to manage current pupil numbers and to manage an increase of up to 80 pupils based on current staffing levels and class sizes. It is unlikely that the school will increase its pupil numbers significantly until after it moves onto the new site, which is anticipated to be towards the end of 2025 and near to the end of our WESP/5-year plan.

Y Ffin

The school population is growing and whilst staffing is sufficient at present, we are likely to need another teacher and teaching assistant within the next two years.

Y Trefynwy

We have sufficient staffing for the first two years. However, we will need to appoint a substantive Headteacher, and it is likely that we will need to appoint another teacher and a teaching assistant within this current WESP/5-year plan.

Late Immersion

We will need to appoint an additional Teacher and Teaching assistant to lead the second immersion class.

Overall, this means that we will need to recruit the following additional staff:

Headteacher	1
Teacher	3
Teaching Assistant	3

What action has been taken during this reporting period to address those needs?

Partnership working enables professional learning opportunities to develop Welsh medium leaders at all levels. Monmouthshire schools have access to Welsh medium professional learning for TAs/HLTAs, Middle leaders, Senior leaders, Preparing for Headship, New and Acting Headteacher Programme.

Dedicated School Improvement Partners support schools to identify professional learning needs and practitioners that would benefit from professional learning to develop their leadership skills so that capacity is built over time. School Improvement Partners report to the Welsh Medium Principal School Improvement Partner who is in regular dialogue with the authority on workforce development and need.

Note any collaboration with Initial Teacher Education providers, the Coleg Cymraeg Cenedlaethol, or the National Centre for Learning Welsh.

Initial Teacher Education

Partnership working ensures regular collaboration with Initial Teacher Education providers, predominantly the University of South Wales and Cardiff Metropolitan University, to supporting the shaping of ITE programmes prior to accreditation, facilitating partnership working with schools, support the quality assurance of school-based partnerships, and shape aspects of programme delivery. This includes activity in support of the development of the Welsh medium workforce and the development of workforce skills to teach Welsh.

The EAS also supports interview and appointment of potential Welsh medium ITT candidates to courses e.g. Cardiff Met 2024-25. For USW, during 2024-25 the regional partnership's Welsh literacy Curriculum Partner has held Welsh medium sessions for BA students in Year 1 a 2 in support of developing pupils' literacy skills (oracy) in Welsh medium schools. Also, for USW, the communities of learning (English medium schools) provision for Welsh has been strengthened through partnership Welsh Curriculum Partner collaboration with school-based mentors. The delivery of three dedicated sessions has upskilled mentors in expectations for Welsh and will ensure more robust school-based mentoring and quality assurance of student progress in their ability to teach Welsh. Regional resources to support delivery have been shared to enable the development of Welsh across the curriculum. Collaboration with communities of learning have also resulted in the development of further resources to support mentors, students, and learners. A session has also been held with Year 1 and 2 BA students with a focus on developing methodology to develop speaking skills based on the regional Welsh language continuum for English medium schools. Professional learning sessions are in the planning for both Welsh and English medium PGCE students with a focus on developing speaking skills. The National Centre for Learning Welsh: The EAS continues to promote and recruit to the sabbatical scheme, and signs-off applications on behalf of the local authority via the National Centre portal. It also provides follow-up support to practitioners in schools post sabbatical so that skills are maximised. The LA have identified a lead who will work with the local National Centre Education Workforce Tutor to plan for future professional learning (language). Initial meetings are in progress. Taster sessions were made available to Monmouthshire schools in July 2025. A language development offer, based on SWAC data, has been developed for schools in conjunction with the tutor for Autumn 2025. An offer for clusters will be available following a Welsh leadership professional learning session for Monmouthshire Headteachers in October 2025. Y Coleg Cymraeg Cenedlaethol Partnership working has ensured that Dysgu'r Dyfodol opportunities have been disseminated with schools.
State how you will identify any gaps that prevent continuity for learners, in accordance with Outcomes 3 and 4, noting any investment by schools to address this.
Each school (English and Welsh medium) has a dedicated School Improvement Partner that considers, with schools, their curriculum and workforce capacity. The Local Authority regularly works with the partnership Principal School Improvement Partner for Welsh medium schools, who works across the Partnership's local authorities, to consider gaps preventing continuity in learning Welsh and through the medium of Welsh for Monmouthshire learners across the age range. Joint self-evaluation activities with the School Improvement Partner across all schools evaluate their commitment in ensuring that all learners experience a progressive journey in developing their Welsh language skills and accessing education through the medium of Welsh. A consistent approach ensures that we can identify inconsistencies in provision across all age groups and supporting cluster work and initiatives through professional learning opportunities ensures continuity in expectations. Bespoke support can be tailored where gaps in provision are identified.

Secondary collaboration across the partnership's Welsh medium schools supports the joint teaching of courses where possible. For example, Ysgol Gyfun Gwent Is Coed and Ysgol Gyfun Gwynllyw collaborate to ensure a pathway to A Level Welsh for learners at both schools.

Gwent Is Coed (Newport), has recently secured Welsh Government capacity building funding to bolster the development of expertise for the teaching of Welsh in the secondary phase, following a period of recruitment challenges to the Welsh department.

Partnership support for the cross-regional Gyda'n Gilydd network, supports secondary schools to collaborate on upskilling the Welsh medium workforce on the delivery of marginal courses through the medium of Welsh.

Partnership working will support delivery of dedicated professional learning for Monmouthshire headteachers of English medium schools in the autumn term. This will support leaders to more robustly evaluate Welsh language provision to minimise teaching inconsistency across year-groups so that learners are able make ongoing progress across the age range based on prior knowledge. Follow up supported self-evaluation activity in schools will identify gaps in provision in English medium schools. The LA will receive an impact report from the EAS to support planning of next steps

Where applicable, outline developments and progress made through working with other local authorities and any relevant organisations to identify how many headteachers will be needed over the next 5 years.

Through the Cymraeg i Bawb Partnership, Monmouthshire has actively collaborated with other local authorities and regional stakeholders to strengthen Welsh-medium education planning. The partnership's regional structure has enabled consistent dialogue and coordination across councils, Menterau Iaith, Cymraeg i Blant, RhAG, and the Welsh Government in the South-East Wales area. This has been supported through regular engagement in events such as the Cymraeg i Bawb Conference and Regional Partnership Meetings, which have provided valuable platforms for shared planning and strategic alignment.

How have you helped all school workforce, including headteachers, teachers and learning support workers, to improve their Welsh-language skills?

Opportunities available from the National Centre for Learning Welsh are regularly communicated with the education workforce via the regional weekly bulletin for headteachers, Welsh professional learning sessions, including headteacher professional learning sessions for the development of Welsh, the Welsh medium headteachers network, the networks for Welsh language coordinators and the network for Welsh cluster leads. Information is also shared via more general networks for NQTs and HLTAs.

During 2024-25 professional learning delivered through the Partnership has also included opportunities for Welsh language training for the education workforce. These develop staff confidence in using the basics well and open minds to further development of personal Welsh language skills:

- Barod 1, Barod 2, Barod 3 sessions to prepare staff with limited Welsh to develop and apply basic skills.
- Ymlaen a Ni 1,2 and 3 sessions support staff to expand their Welsh language repertoire, following on from the Barod Courses.

All sessions promote continued language learning via the National Centre for Learning Welsh.

Welsh in a Year /Two Term Sabbatical graduates in Monmouthshire are also encouraged to support language development within their schools and clusters. Two Monmouthshire cluster leads are from the sabbatical community and coordinate cluster development, including some basic Welsh language delivery. The cluster approach to Welsh language development is outlined below.

How do you analyse your SWAC school workforce data, and measure the progress of workforce skills in response to these data?

We continue to work on the validity of the data with schools (as described below).

However, current data on education workforce skills in Monmouthshire suggests that few staff have skills above foundation level with many having no skills, entry, or foundation level skills.

In order to respond to the need for higher level Welsh language skills (intermediate plus), the EAS, over time, has strategically promoted the Welsh in a Year/Two Term sabbatical as a means of developing higher skills in each cluster. Each cluster in Monmouthshire has Welsh in a Year/Two Term sabbatical graduates. Where the cluster mechanism is most successful, two of these staff leads as a strategic Welsh cluster lead, an EAS initiative to support sharing practice, share approaches to planning and resources, lead collaborative activity, and deliver some professional learning to support to staff across the cluster.

A 'heat map,' capturing the development of higher skills in schools and clusters over time is available to demonstrate progress. This can also support the further targeting of professional learning at a higher level through the sabbatical scheme and other professional language learning available from the National Centre.

Currently:

- All clusters have at least three highly skilled Welsh in a Year / Two Term sabbatical graduates. The cluster model/strategic cluster lead for Welsh supports the sharing of practice across schools.
- 12 of 28 primary schools have at least one Welsh in a Year / Two Term sabbatical graduates
- 17 primary schools have engaged with the sabbatical scheme.
- Total current staff trained via Welsh in a Year/two term sabbatical courses: 15
- Total current staff trained via Foundation Level sabbatical:11

How do you ensure that the data provide an accurate reflection of staff skills?

The EAS works with school leaders; cluster leads for Welsh and Welsh language leads to secure understanding of the purpose of the SWAC and the importance of establishing an accurate picture for planning and monitoring purposes.

Accurate SWAC assessment features as part of regional universal professional learning for leaders who wish to develop understanding of strategic planning and evaluation of Welsh. Guidance developed to support leaders references this and a video is available to schools to remind them of messaging at appropriate points. Where clusters have a representative strategic cluster lead attend the dedicated termly network, cluster leads are tasked with the role of disseminating messaging around accurate SWAC assessment during the autumn term. This includes dissemination of the regional video. Guidance materials and messaging is also shared with Welsh language leads.

In autumn 2025, a dedicated professional learning session will be delivered to headteachers in Monmouthshire to support planning for growth in Welsh language skills. This will include a discussion on SWAC and planning for the professional development of

the workforce and their language skills, referencing the offer from the National Centre for Learning Welsh and the work of the local Welsh in Education Workforce Tutor.	
Any further information that may be relevant to this outcome	
SELF-ASSESSMENT	
Give a self-assessed RAG rating (red/amber/green) for your progress in this outcome for 2024—2025.	Green

FORWARD LOOK

State your plans and main priorities for Year 4 by outcome.

Outcome 1

- To develop a Cylch Meithrin in Monmouth that will provide wrap around for the school meithrin and offer Flying Start childcare places,

Outcome 2

- Promotion and expansion of immersion provision
- Continue work to allow further growth in capacity for Ysgol Gymraeg Trefynwy
- Support the transition of Ysgol Gymraeg Y Fenni to its new site.
- Continue to promote the benefits of Welsh medium education and the good news stories as our provision develops.
- We will continue to review the model for late immersion provision to ensure the model is sustainable and is open to all Welsh-medium schools in Monmouthshire.

Outcome 3

- Continue to work closely with schools and partners to address the transition rates between KS2 and KS3 in the north of the county.

Outcome 4

- Continue to promote the value of Welsh in future careers with learners and parents.
- Work with all parties to understand our position on funding for Post 16 travel.

Outcome 5

- Continue to support the delivery of the Siarter Iaith and Siarter Iaith Cymraeg Campus across schools, supporting Welsh medium schools to maintain Gold Status and progress Cymraeg Campus Silver awards in Monmouthshire schools.

Outcome 6

- The Welsh medium ALP review (round 2) will take place during the spring and summer term 2026, with the inclusion of Ysgol Trefynwy.
- To Ensure that learners with ALN /IDPs in MCC Welsh medium primary provision are fully supported to transition to Welsh medium secondary provision the ALN Statutory Team will meet with staff supporting ALN learners in Welsh medium secondary schools in the region during the autumn term 2025. This will enable the MCC ALN team to gain a full understanding of ALN provision in those settings and effectively support transition of ALN learners in Welsh medium primary schools, to these settings.

Outcome 7

- Through Partnership working, continue to deliver professional learning for the development of leadership at all levels and support for the planning, teaching, and learning of Welsh language and literacy across the language continuum.
- Through collaboration with the National Centre for Learning Welsh, develop the Welsh language skills of the workforce in response to SWAC data.