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2024/v.2

ANNUAL REVIEW REPORT WELSH IN EDUCATION STRATEGIC PLAN

2023-2024

Name of Local Authority

Neath Port Talbot

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Date	12.07.24

Introduction to the Welsh in Education Strategic Plan Review Report

As you are aware, it is a statutory requirement for you to submit your report to the Welsh Government by July 31, 2024.

We know that several of you have already started collating information using the template provided last year. We've made some minor amendments to the form and content of the template to reflect changes to Welsh Government plans, programmes or policy developments since the last reporting period. Feedback provided after the first reporting year is also reflected.

Your annual review report is used as an important information and evidence base to evaluate plans and programmes such as: Flying Start; Mudiad Meithrin's Cymraeg i Blant and Sefydlu a Symud (Set up and Succeed) programmes; E-sgol; the Anti-Racism Action Plan, Siarter Iaith/ Welsh Language Charter; the Sustainable Communities for Learning investment programme and the Welsh Language Education Workforce Plan (amongst others). The reports are also considered in relation to wider education policy and reforms e.g. duties under the Additional Learning Needs and Curriculum and Assessment Acts, as well as to inform research to evaluate learners' linguistic outcomes and prioritisation of funding needs. This template reflects those priority areas.

We will consider progress on your targets and commitments against your 5-year action plan. We are mindful to the fact that the degree and pace of progress on different aspects of your WESP will be different. The prompts in the template are to guide you rather than limit you.

Some issues to note

Use of Data: We ask that you use local data (quantitative and qualitative) to report on your progress. We know that PLASC data will not be published in time for you to use in this report. However, you have access to the core data (which was submitted to the Welsh Government for validation in January) and we encourage you to use that to make a comparison with the data provided in your 2022-23 report.

Local Authority Education Grant (LAEG) - Cymraeg 2050 element: The grant guidance sets out the need for any expenditure under this element to be used to support our strategy for the Welsh language - *Cymraeg 2050*: One million speakers. You'll be expected to demonstrate alignment with your WESP (including your late immersion provision); Welsh in Education workforce plan; Curriculum for Wales; The National Framework for the Siarter Iaith and the expectations and responsibilities set out in the ALN Act and the ALN Code in relation to Welsh-medium provision.

In accordance with the conditions agreed in our *Funding Award letter in relation to the Welsh-medium Late Immersion Grant* dated 30 August 2022, you are expected to report on the progress of your late immersion projects, include your progress report from 1 April 2024 to 31 July 2024 in this annual review report. A final report,

summarising 2022-25 activity, will be expected at the end of March 2025. Thereafter, this annual review report will be the only reporting requirement on the Cymraeg 2050 element of the LAEG.

Information about your local curricular offer: Data on subjects offered and assessed in Welsh is collected to cross-reference with the language category of schools within your area and also to monitor progress against your 10-year WESP. Arrangements for collecting the local curricular data vary from county to county, with the data collected directly by some local authorities with others using regional education consortia to support with this work. For this reporting year, we ask you to continue with your current arrangements. We are reviewing the current arrangements with a view to introducing a more streamlined and accessible approach to collecting this data in the near future.

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KEY ACHIEVEMENTS / HIGHLIGHTS

- Welsh-medium educational promotional material
A series of 6 professional videos, 'Taith at Ddwy Iaith', have been commissioned and are ready to be launched in the Autumn term with a focus on the Welsh-medium pathways from pre-birth through to further education (both higher education and vocational pathways). The promotional material promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority. Further promotional work has been done in the form of professionally produced prospectuses, flyers and promotional banners for Welsh-medium schools, with specific emphasis on schools with surplus places and work has commenced on producing a 'Taith at Ddwy Iaith' area on the NPT website.
- Local Authority working in partnership with the National Centre for Learning Welsh to increase the Welsh speaking school workforce
The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.
- Welsh Language Promotion Officer employed full time
A Welsh Language Promotion Officer has been appointed full time until August 2025 (with the aim of continuing beyond 2025 in line with funding). One of his main objectives is to work closely with the Welsh-medium cluster to tackle surplus places in our Welsh-medium schools.
- Development of bilingual pre vocational 14-16 and vocational pathways for pupils within the Local Authority
A bilingual skills hub will be completed on the Ysgol Gymraeg Ystalyfera Bro Dur site by April 2025. In line with the new National 14-16 Qualifications, the hub will provide bespoke bilingual courses with the aim of improving attendance and pupil engagement. This hub will fit into the Local Authority's strategic approach to developing a wider bilingual curriculum, skills based and vocational offer for young people across NPT.
- Development of Childcare Provision- Ysgol Gymraeg Ystalyfera Bro Dur and YGG Trebannws
In order to increase pupil numbers in YGG Trebannws and Ysgol Gymraeg Ystalyfera Bro Dur primary phase, work has been done to develop, design and source funding for new childcare facilities offering wrap around provision in both schools. YGG Trebannws childcare will open in September 2024 with

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<p>13 names already on roll. The new provision in Ysgol Gymraeg Ystalyfera north is expected to open before the end of the 2024-2025 academic year. Positive parental feedback and pupil names already registered for these facilities suggest that there will be a significant increase in pupil intake in both schools in the coming years.</p> <ul style="list-style-type: none"> • <u>Development of transition plan from KS 2 to KS3 and KS 4 to 5</u> A transition plan for Welsh-medium KS2 to 3 and KS 4 to 5 has been developed with cluster Headteachers and the Welsh Language promotion Officer with the aim of targeting schools with the greatest loss to English-medium education. The plan will be implemented and funded from LAEG grant funding.

OVERALL PLAN SUMMARY		
outcome	Target Description	Assessment
Overall	<i>Welsh Government have set a target for Neath Port Talbot to increase the number of learners accessing Welsh-medium education of between 17% and 27% over a 10 year period. This target is based on increasing the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032. Our ambitious plan is to exceed the upper range of the target set by Welsh Government.</i>	
1	<i>Increasing the % of 3-year olds (N2) receiving their education through the medium of Welsh to 22.8%</i>	
2	<i>Increasing the % of 5-year olds receiving their education through the medium of Welsh to 21%</i>	
3	<i>By the end of the 10 year plan we will see a significant increase in the number of learners transferring from WM primary to YGYBD as well as an increase in the number of learners remaining in WM education from KS3 to KS4 (see Outcome 4). It is intended to see an increase in the number latecomers changing to WM education as a result of successful immersion, as parents become more informed and confident with WM education.</i>	<i>Immersion/ KS2 to KS3 transition</i> <i>KS3 to KS4 transition</i>
4	<i>By the end of the 10 year plan, we aim to see a significant increase in the percentage of qualifications studied through the medium of Welsh as learners and parents become more confident in choosing Welsh-medium education. There will also be a wider variety of vocational qualifications taught through the medium of Welsh available within the Local Authority in order to allow full access of the Welsh language to all learners.</i>	
5	<i>All schools within the Local Authority will be fully engaged with Curriculum for Wales in conjunction with the Siarter Iaith. The Welsh</i>	

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	<i>language, contemporary culture and history will be integral to curriculum design. We will see an increase in learner and staff confidence and pride towards being Welsh and the Welsh language. The Welsh language and the associated extra-curricular activities will be inclusive and will radiate into the wider community, allowing all to have access and to develop their Welsh-language skills.</i>	
6	<i>All pupils with ALN within the local authority will have access to provision at all levels through the medium of Welsh. Collaboration with regional partners will provide a comprehensive range of resources, training opportunities and networking to ensure that Welsh-medium provision will be of a high standard and complies with the Additional Learning Needs and Educational Tribunal Act (Wales) 2018. Early Years and pre-school WM ALN support, assessments and provision will provide increased confidence in parents when choosing Welsh-medium education for their children.</i>	
7	<u>Outcome 7 ten year target:</u> <i>An increased number of the NPT education staff will be able to teach through the medium of Welsh and Welsh as a subject. There will be an increase in Welsh-medium staff able to teach specific subjects at secondary level. There will be an increase in the number, ability and confidence of staff in English-medium schools able to converse and teach Welsh, therefore increasing the amount of learners with access to Welsh-medium education at all levels throughout the Local Authority. NPT will attract and recruit excellent, bilingual leaders for our schools. All NPT schools will form communities that promote the Welsh language as a medium for education and community life.</i>	

FOREWARD LOOK MILESTONES

- Progress with the Sustainable Schools Challenge build in YGG Rhosafan. The new school will include a Welsh Immersion Centre and a Welsh-medium ALN provision.
- Progress with a scheme to implement the 3rd renovation and refurbishment project in the new YGG Tregales (Key Stage 2 classrooms)
- Develop additional Welsh-medium Childcare and increase places in existing provisions. Next year will focus on projects in Ystalyfera, Blaendulais and Cwmafan
- Launch of Welsh-medium promotional material
- Launch the Welsh Language and Culture Festival roadshows to promote Welsh-medium education and myth busting.
- Develop community of Welsh speaking staff in the Cefn Saeson Comprehensive cluster

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Outcome 1

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

KEY ANNUAL DATA

Outcome 1 ten year target (*table 1*)

Numbers and % of 3-year olds receiving their education through the medium of Welsh				
2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
21.4%	22.8%	24.2%	25.5%	26.8%
2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
28.1%	29.5%	30.8	32.0%	33.4%

% of pupils N1-Y11 in Welsh-medium education (*table 2*)

	Actual Number	%
2023	3329	16.2
2024	3350	16.5

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2023-2024 (*table 3a*)

Nursery Numbers/%

	Nursery 2	Nursery 1
PLASC 2023	20.0%	22.1%
PLASC 2024	21.5%	19.9%

It is important to note that there has been a significant fall in birth rates across the Local Authority.

The number of pupils attending English-medium education decreased significantly in 2023/2024 as shown in the table below:

PLASC data English-medium total (*table 3b*)

Pupil Numbers	2021/22	2022/23	2023/24
Pupil No's: All	17719	17444	17205
Pupil No's: Y1-Y6 by NCY	7781	7604	7495
Pupil No's: Y1-Y6 by Age	7780	7604	7494
Pupil No's: Y7-Y11 by NCY	7027	7115	7100
Pupil No's: Y7-Y11 by Age	7027	7114	7091

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Contrary to the decrease in birth rate, we have retained or increased the number of pupils attending Welsh-medium education as shown in the table below:

PLASC data Welsh-medium total (table 3c)

Pupil Numbers	2021/22	2022/23	2023/24
Pupil No's: All	3499	3536	3536
Pupil No's: Y1-Y6 by NCY	1475	1504	1512
Pupil No's: Y1-Y6 by Age	1476	1504	1512
Pupil No's: Y7-Y11 by NCY	1159	1199	1230
Pupil No's: Y7-Y11 by Age	1158	1199	1230

In comparison, the overall number of pupils attending Welsh-medium education N1 (excluding N2 new starters) -Y11 increased slightly :

2023 – 3329 (16.2%)

2024 – 3350 (16.5%)

The number of Cylchoedd Meithrin within the local authority area and also the number and percentage of children transferring from Cylchoedd Meithrin to Welsh-medium primary education (table 4)

Number of Cylchoedd Meithrin

Service Name	Service Address Town/City	Service Type	Service Sub Type	Maximum Capacity	Date Of Registration
Cylch Meithrin Mwy Blaendulais	Neath	Childrens Day Care	Sessional Day Care	12	31/03/2002
Tiddlywinks Childcare Centre	Swansea	Childrens Day Care	Full Day Care	43	31/03/2002
Lots of Tots (Canolfan Maerdy)	Ammanford	Childrens Day Care	Full Day Care	52	22/04/2009
Meithrinfa Ddydd Ser Bach / Little Stars Day Nursery	Neath	Childrens Day Care	Full Day Care	19	13/04/2009
Meithrinfa Ddydd y Waun	Ammanford	Childrens Day Care	Full Day Care	19	15/04/2013
Georgie Porgie`s Cylch Tir Morfa	Port Talbot	Childrens Day Care	Full Day Care	24	05/01/2015
Cylch Chwarae Pontardawe	Swansea	Childrens Day Care	Full Day Care	37	19/07/2016
Cylch Meithrin Cwmnedd	Neath	Childrens Day Care	Full Day Care	20	12/08/2018
Cylch Meithrin Cwmllynfell	Swansea	Childrens Day Care	Full Day Care	19	08/09/2022
Cylch Meithrin Teulu'r Tyle	Castell-nedd	Childrens Day Care	Full Day Care	24	11/11/2022
Gofal Plant Tregales	Neath	Childrens Day Care	Full Day Care	18	24/05/2023
Cylch Meithrin Trebannws	Pontardawe	Childrens Day Care	Sessional Day Care	12	Registered and opening to children Sep 2024
			Total Places	*299	
Opening 2024-2025					
Cylch Meithrin Mwy Blaendulais	Neath	Childrens Day Care	Full Day Care	30 (additional 18 places)	Summer 2025
Cylch Meithrin Cwmafan-Bilingual	Port Talbot	Childrens Day Care	Full Day Care	25 (additional places)	Summer 2025

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Cylch Meithrin Ystalyfera	Ystalyfera	Childrens Day Care	Sessional Day Care	16	Summer 2025
Canolfan Plant Gerddi Victoria	Neath	Childrens Day Care		24	Autumn 2024
			Total Places	382	

*The reduction in numbers in the current total places for this academic year is due to the timing of Cych Chwarae Castell-nedd closing and its new enhanced replacement, Canolfan Plant Gerddi Victoria opening.

Transition from Cylchoedd Meithrin based on school sites to Welsh-medium Nursery is 100%.

Flying Start (table 5)

The number of children accessing Welsh language in Flying Start, accumulative, is as follows:

Year	Number of children
2020-21(during Covid)	77
2021-22	142
2022-2023	141
2023-2024	134 *

*The reduction in numbers in the current total places is due to the timing of Cylch chwarae Castell-nedd closing and its new enhanced replacement, Canolfan Plant Gerddi Victoria opening. Children attending the additional 4 new settings with 83 additional places will be able to access Welsh language Flying Start.

The number and percentage of learners in nursery who are taught through the medium of Welsh using PLASC data (table 6)

	Nursery 2	Nursery 2 actual numbers	Nursery 1	Nursery 1 – actual numbers
PLASC 2022	20.0%	272	20.1%	107
PLASC 2023	20.0%	257	22.1%	90
PLASC 2024	21.5%	268	19.9%	78

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OUTCOME SUMMARY

- Expanding Welsh-medium early years provision including Flying Start

At least 3 additional Welsh or bilingual settings are due to open within the 2024/25 to support childcare sufficiency, access to Welsh Language childcare, Cymraeg 2050, or WESP and further Flying Start expansion.

Plans are ongoing for the following:

- Canolfan Plant Gerddi Victoria – Neath Central (Tender about to be released)
- Relocation and increase in registered numbers for Cylch Blaendulais (New build due to complete July 2025)
- Cwmafan bilingual childcare (new build due to complete June 2025)
- Cylch Trebannws – YGG Trebannws (due to open September 2024)
- Discussions are on-going with existing provider Aberavon ICC to reintroduce Welsh-medium provision within their setting from September 2024

An additional space for childcare is being developed in YGG Ystalyfera, where the space will be made CIW compliant, before identifying a suitable Welsh Language Provider.

These new settings will be used to offer and encourage Welsh language and bilingual childcare to all including, FS families and outreach children within NPT.

While we are committed to the increase and development of Welsh language childcare provision, we also recognise that childcare providers are enthusiastic about offering more Welsh language opportunities in their setting. We have staff that are passionate about the Welsh Language, working with the English Medium settings to improve the Welsh they offer through an award based Welsh Language quality assurance scheme the “Welsh in Childcare Award” which includes support, access to training and drop-in Welsh language acquisition sessions. The change in categories may mean over time a move from category 1 English language settings to category 2 English / Welsh language settings

Tregeles, Pontardawe, Ystalyfera and Rhosafan Ti a Fi sessions are successful and growing in numbers with good engagement, parents/carers are building links with the schools and childcare providers. Plans for EYFS Transition Officer to attend groups from September 2024 and discuss transition into childcare concerns with families, offering support where needed.

- Activities that are being implemented to increase uptake of Welsh-medium childcare places

- Ongoing Song & Rhyme sessions for Early Years families have been successful and create early links and myth busting around concerns about Welsh-medium education and childcare.

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- Early Years and Flying Start Welsh Fun Day (15th September 2024) to promote Welsh language childcare and Welsh language in the early years and beyond.
- Welsh-medium staff from the FS team attending stay and play to carry out Welsh song & rhyme sessions which has been very successful and there have been many queries answered around Welsh-medium childcare and education.
- Promoting the benefits of bilingualism via social media platforms with the support of the NPT Family.
- Filming the 'Never too soon to start' Welsh language promotion in Childcare Settings, schools, groups, speaking to local authority staff and local families.
- An 'Early Years and Flying Start' bilingual Facebook page is now active and provides support for families within NPT. The content includes correct and up to date information on support, activities and new initiatives and has an emphasis on the benefits of bilingualism as well as easily accessible bilingual resources for parents and carers.
- 2 professional Early Years videos, 'Taith at Ddwy Iaith' have been made and will be launched in the Autumn term to promote the benefits of bilingualism and encourage non-Welsh speaking parents to partake in the activities listed above.

- Analysis of the Childcare Adequacy Assessment to identify areas for development
 - A Childcare Sufficiency Assessment Welsh-medium subgroup has been formed and includes partners from the LA (transformation co-ordinator, educational support officers, corporate policy officer, Welsh Promotion Officer SSIP Department), Mudiad Meithrin, Menter Iaith, NPT Staff, Dysgu Cymraeg Ardal Bae Abertawe and representation from schools and childcare settings to address targets arising from the Childcare Sufficiency Assessment. Targets and actions from meetings align with WESP Targets (with an emphasis on Outcome 1 and 7) to ensure cohesion and reduce any duplication.
 - The Outcome 1 sub-group consists of many of the partners noted above as well as additional LA officers and RhAG representatives and meet on a termly basis to evaluate progress and set targets and actions arising from the annual plan, the 5-year plan and the 10-year WESP.

- Details of how the tendering arrangements and processes support the commitments under this outcome
 - All NPT childcare tendering arrangements require the provider to offer Welsh/bi-lingual provision.

- Collaboration with organisations in the early years sector to strengthen and expand Welsh-medium childcare provision in the area
 - There has been close collaboration with Mudiad Meithrin, Menter Iaith, Dysgu Cymraeg Ardal Bae Abertawe, Camau.
 - The formation of the Welsh-medium CSA subgroup has facilitated the collaborative work in supporting Welsh-medium childcare settings.
 - An EYFS Welsh development day 'What's so good about Welsh?' with Nia Beynon was held on February 7th, 2024.

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- A Welsh Language and Culture Festival roadshow is being prepared for the forthcoming academic year which will include many of the partners above as well as other organisations i.e. RhAG, Menter Iaith etc. in order to alleviate parental concerns around the language as well as ‘myth busting’ common misconceptions about Welsh-medium education.
- Sharing information about the availability of education and other Welsh-medium provisions with parents/carers and work with the Family Information Service, the admissions teams, and external agencies to ensure this
- From an Early Years perspective, the ‘Early Years & Flying Start’ and ‘NPT Family’ social media pages share any information regarding Welsh-medium provisions.
- When registering for Flying Start, parents/ carers have the option to choose a Welsh-medium childcare provision should they wish.
- A member of staff from NPT Family Information attends the Welsh Sub-group meeting to ensure they are kept up to date with information regarding Welsh-medium provisions.

IMPLEMENTATION AND MONITORING

Local Authority officers and the WESP Outcomes sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through regular sub-group meetings and reported back to the full WESP forum annually.

RISKS

- No grant funding or late offer of grant funding leading to projects not being delivered within the grant period.
- External pressures and influences impacting on project progress.
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of projects.

ASSURANCE / MITIGATION ACTION

- LA to look into funding structures and programmes to ensure continuation of provision.
- Regular communication with WG and negotiation over realistic timescales.
- Effective planning to meet statutory timelines, collaborating with other services to share responsibilities, good practice.
- Recent appointment of an additional Welsh speaking senior member of staff in the Early Years & Flying Start team who will be able to drive forward initiatives within the wider Early Years and childcare sector.

FORWARD LOOK

Plans are ongoing for the following:

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- Canolfan Plant Gerddi Victoria – Neath Central (Tender about to be released)
- Relocation and increase in registered numbers for Cylch Blaendulais (New build due to complete Summer 2025)
- Cwmafan bilingual childcare (new build due to complete Summer 2025)
- Opening and promoting Cylch Trebannws in September 2024.
- Increasing the level of Welsh language used in English settings through the Welsh in Childcare Award.
- NPT Early Years and Flying Start staff to attend Welsh language training in order to support Early Years and Childcare.

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Outcome 2

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

KEY ANNUAL DATA

Outcome 2 ten year target (*table 7*)

Numbers and % of 5-year olds receiving their education through the medium of Welsh				
2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
19.7%	21%	22.3%	23.6%	24.9%
2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
26.2%	27.5	28.8	30.0%	31.4%

% of pupils N1-Y11 in Welsh-medium education (*table 8*)

	Actual Number	%
2023	3329	16.2
2024	3350	16.5

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2023-34 (*table 9*)

PLASC	Percentage % 2023	Number of pupils% 2024
Reception	19.7	19.7

Reception Age Pupils in Welsh-medium schools PLASC 2024 (*table 10*)

Reception aged pupils by school			
Name	2023-24	2024-25	+/-
Gwaun Cae Gurwen	21	24	+3
Trebannws	13	4	-9
Ystalyfera	14	18	+4
Tyle'r Ynn	33	37	+4
Rhosafan	39	51	+12
Castell-nedd	59	44	-15
Cwm Nedd	14	13	-1
Tregeles	3	8	+5
Blaendulais	17	4	-13
Cwmllynfell	4	8	+4
Pontardawe	45	52	+7
Total	262	263	+1

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Surplus places in Welsh-medium schools data (table 11)

	Number of schools	% of schools
Full capacity	2	18.18
0-10% unfilled places	0	0
11-25% unfilled places	3	27.27
26-50% unfilled places	5	45.45
Over 50% unfilled places	1	9.09

The number and percentage of Black, Asian and minority ethnic background learners who are taught through the medium of Welsh using PLASC Data (table 12)

Black, Asian and minority ethnic background learners			
	Welsh-medium schools	All NPT schools	% in Welsh-medium
PLASC 2023	89	1515	5.9%
PLASC 2024	95	1679	5.7%

Y Cwm Immersion Centre data (table 13)

Term	Number of pupils
Autumn 2023	18
Spring 2024	15
Summer 2024	20
Total	53 (4 latecomers, 49 language intervention)

OUTCOME SUMMARY

- Reception and year 1 information

The following tables show the number of pupils in reception and Year 1 (PLASC 2023/2024):

(Table 14)

Reception aged pupils by school			
Name	2023-24	2024-25	+/-
Gwaun Cae Gurwen	21	24	+3
Trebannws	13	4	-9
Ystalyfera	14	18	+4
Tyle'r Ynn	33	37	+4
Rhosafan	39	51	+12
Castell-nedd	59	44	-15
Cwm Nedd	14	13	-1
Tregeles	3	8	+5
Blaendulais	17	4	-13
Cwmllynfell	4	8	+4
Pontardawe	45	52	+7

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Total	262	263	+1
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(Table15)

Year 1 pupils by school			
Name	23-24	2024-25	+/-
Gwaun Cae Gurwen	18	21	+3
Trebannws	11	13	+2
Ystalyfera	21	14	-7
Tyle'r Ynn	43	33	-10
Rhosafan	48	39	-9
Castell-nedd	62	59	-3
Cwm Nedd	19	14	-5
Tregeles	-	3	+3
Blaendulais	10	17	+7
Cwmllynfell	6	4	-2
Pontardawe	37	45	+8
Total	275	262	-13

The Reception pupil percentage has remained at 19.7% for PLACS 2024. At present, admission applications foresee a 1 pupil increase in the Reception September 2024 data. This was anticipated as many of these pupils were in the education system at the start of the WESP period (parents had already made the choice and applied to admissions). It is anticipated that an increase will be seen in the next academic years due to the implementation of the following WESP targets:

- YGG Tregeles The first full year cohort of Reception pupils will start in September 2024. Presently, nursery figures show Reception 2025 figures will be 21 and Reception 2026 figures will be 24 (without any additional intakes that may occur throughout the years).
- YGG Tyle'r Ynn Investment in extending Foundation Phase and Childcare facilities (Welsh-medium Capital Grant) has resulted in an increase in pupil numbers. Presently, nursery figures show Reception 2025 figures will be 36 and Reception 2026 figures will be 33 (without any additional intakes that may occur throughout the years).
- Childcare In order to increase pupil numbers in YGG Trebannws and Ysgol Gymraeg Ystalyfera Bro Dur primary phase, a new childcare facility offering wrap around provision will open in both in 2024-2025 academic year. Positive parental feedback and pupil names already registered for these facilities suggest that there will be a significant increase in pupil intake in both schools in the coming years. A further new Welsh-medium childcare facility will open in the village of Blaendulais adjacent to YGG Blaendulais. The current Cylch Mwy Blaendulais in YGG Blaendulais will relocate to this purpose built larger facility enabling the intake number to increase significantly from 12 to 32.

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As of 2024-2025 academic year, every Welsh-medium school will have a feeder Welsh-medium childcare provision either on site or very close to the school.

- Update on how you are Assessing the strategic outline programme (9-year investment) as part of the Sustainable Communities for Learning Programme to ensure it is consistent with the aims and objectives of the WESP

The SOP Strategic Outline Programme has been completed and submitted to Welsh Government in February 2024. The 9 year Strategic Outline Programme has key projects that will target WESP data. As stated in the SOP, our aims include:

- To meet and stimulate demand for Welsh-medium provision, to ensure a Wales of vibrant culture and thriving Welsh Language.
- To ensure that pupils in the Neath Port Talbot area can access high quality Welsh-medium provision through all key stages of education.
- To support Welsh Government aspirations for 1 million Welsh speakers by 2050.
- To provide coverage for unmet demand for Welsh-medium childcare as demonstrated through the Childcare Sufficiency Audit.
- To increase the percentage of Y6 pupils in Welsh-medium Primary Schools who continue to study through the medium of Welsh in the secondary sector.
- Increase the number of Welsh-medium groups running within settings and schools i.e. Babi a Fi, Ti a Fi, baby massage, parenting classes - expansion of onsite provision.
- Develop immersion provision for latecomers to the Welsh language.
- To address unmet demand we will continue providing specialist Welsh-medium education for pupils.

The following projects are included in the 9 year rolling programme in order to address the targets above:

- YGG Rhosafan (Sustainable Schools Challenge)

As a result of the new build which will be occupied in 2026, there will be an increase in capacity as seen in the table below:

Table 16

	Existing (fit)	Proposed (fte)	Change (+/-)
Childcare offer	30	48	+18
Nursery	78	90	+12
Primary	392	420	+28
ALN	0	12	+12
Welsh Immersion	0	16	+16
Total	500	570	+86

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- New Welsh-medium School Ysgol Gymraeg Newydd Dwyrain will be a new Welsh-medium 3-11 Primary school for 465 places (incl 45 place Nursery), 12 place LSC and 16 place immersion centre. We are currently working closely with our planners (in line with the renewed LDP) to identify the best location for this school in the east of the authority. This will lead to a significant increase in Welsh-medium pupil numbers. Discussions regarding additional Welsh-medium secondary places will develop when land is identified.
- 3rd New Welsh-medium school The 9 year rolling programme and WESP includes a 3rd new 2 form entry Welsh-medium primary school to be delivered in the second half of the WESP cycle (years 6-9 of the rolling programme). Details of this provision i.e. location will be developed over the life cycle of the WESP and 9 year programme in line with detailed data analysis of Welsh-medium demand.
- Wider school organisation proposals to support the aims and objectives of the WESP

As outline above, the WESP plays a central role in all decisions taken in the context of wider school organisational proposals and capital spends.
- Swansea Valley Reorganisation - The First Minister has approved the removal of the Ysgol Newydd Swansea Valley project from the authority's Band B programme but has not approved the inclusion of the Godre'rgraig Primary School project. The Council recognises that a permanent long term solution must be found for Godre'rgraig Primary School pupils who since July 2019 were relocated from Godre'rgraig into temporary demountable buildings at Parc Ynysderw, adjacent to Cwmtawe Community School after geological experts found there was a potential landslide risk to the school's playground. Concerns have been expressed about the potential impact the proposal could have on the Welsh language given the resulting proposed increase in English medium places. Currently, the Local Authority has commissioned an independent consultant, Meirion Prys Jones, to produce a detailed Welsh Language Impact Assessment for the proposal.
- ALN organisational proposals- There is currently a strategic plan to deliver Welsh-medium specialist ALN Learning Support Centre provision throughout the Local Authority. They include:
 - YGG Rhosafan LSC- The new Welsh-medium 12 place Learning Support Centre included in new build YGG Rhosafan (Sustainable Schools Challenge) is currently being designed and developed with architects and contractors. The design stage will be completed by the end of 2024 with the aim of completing the build by Summer 2026. Occupation of the new LSC will be in September 2026.

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Formal consultation for the new Welsh-medium LSC will commence in Spring 2025.

-YGG Trebannws LSC- work on establishing a Welsh-medium learning support centre at YGG Trebannws is developing. This is a gradual, steady process transitioning from the predominantly English-medium previous provision to a bilingual provision and eventually to a fully Welsh-medium provision. Currently, only Welsh language pupils are being placed in the provision with 2 English-medium pupils remaining in upper KS2. It is expected that the last cohort of English pupils will transition to secondary provision by September 2025. Formal consultation to transition to a Welsh-medium Learning Support Centre will commence in 2025.

-Secondary Welsh-medium ALN provision- work on establishing secondary Welsh-medium ALN provision in Ysgol Gymraeg Ystalyfera Bro Dur (north and south sites) has started. This will ensure a planned pathway for pupils with ALN from primary (YGG Trebannws in the north and YGG Rhosafan in the south) to secondary education.

- Early Years Capital Grant Spend- Early Years Capital Grant spend has focused on developing, sustaining and increasing numbers of Welsh-medium childcare provisions throughout the local authority. As stated above, as of 2024-2025 academic year, every Welsh-medium school will have a feeder Welsh-medium childcare provision either on site or very close to the school.

- Plans to tackle surplus spaces in schools

A Welsh Language Promotion Officer has been appointed full time until August 2025 (with the aim of continuing beyond 2025 in line with funding). One of his main objectives is to work closely with the Welsh-medium cluster to tackle surplus places in our Welsh-medium schools. PLASC data from the last 3 years shows that the majority of the surplus places are in the smaller schools in the north of the Local Authority. Our Welsh Language Promotion Officer has worked closely with Headteachers, officers and RhAG to produce a range of promotional material in order to target pupils and highlight Welsh-medium pathways from pre-birth through to further education (both higher education and vocational pathways). Promotional material include a series of 6 professional videos 'Taith at Ddwy laith' which promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority. They will be officially launched in the Autumn term. Further promotional work has been done in the form of professionally produced prospectuses, flyers and promotional banners for Welsh-medium schools, with specific emphasis on schools with surplus places i.e. YGG Cwmllynfell, YGG Trebannws, YGG Gwaun-Cae Gurwen, YGG Blaendulais, YGG Cwmnedd.

Furthermore, the Welsh Language Promotions Officer is working closely with Early Years officers to produce a 'Welsh Language and Culture Festival' roadshow which will begin in the Autumn term with the aim of myth busting common concerns

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surrounding Welsh-medium education and promoting Welsh-medium pathways for all pupils.

- Increasing Welsh-medium provision in schools that are not Welsh-medium. e.g., opportunities to increase Welsh-medium provision in English-medium schools or schools looking to transition to a different category.

The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.

A mapping out exercise of Welsh-medium provision has been completed (by *Fforwm Iaith Abertawe a CNPT*). The map includes information from all parties outlining the activities, providers, age groups, locations, cost and times of events/ activities. It outlines activities suitable for children and young people as well as community activities and online resources. This resource will be shared and used for future planning in schools and communities (outcome 5). Currently, there are 186 activities and resources available.

- Provision for latecomers

'Y Cwm', the latecomer provision based in YGG Pontardawe continues to be successful. This academic year, we have accepted pupils from Powys (Ysgol Dyffryn y Glowyr) with the aim of ensuring that these pupils will be confident to transition to Ysgol Gymraeg Ystalyfera Bro Dur North Campus. It is possible that pupils from Ysgol Y Cribarth will be able to access the provision in the following years in order to assist with their transition to dual stream, again with the aim of increasing the number of pupils transitioning to Welsh-medium secondary education in Ysgol Ystalyfera Bro Dur North Campus.

The second immersion centre based in the new YGG Rhosafan in the south of the Local Authority will open in 2026. This will allow more pupils to access the provisions as well as significantly reducing the current transport costs.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation

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of progress and to set further targets. Information is shared through regular sub-group meetings and reported back to the full WESP forum annually.
RISKS
<ul style="list-style-type: none">• No grant funding or late offer of grant funding leading to projects not being delivered within the grant period.• External pressures and influences impacting on project progress.• Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of projects.
ASSURANCE / MITIGATION ACTION
<ul style="list-style-type: none">• LA to look into funding structures and programmes to ensure continuation of provision.• Regular communication with WG and negotiation over realistic timescales.• Effective planning to meet statutory timelines, collaborating with other services to share responsibilities, good practice.• Succession planning in order to identify where biggest pressures exist and what can be done to alleviate them. Feed these targets/ pressures into Outcome 7 targets.
FORWARD LOOK
<ul style="list-style-type: none">• Identify land for the second and 3rd Welsh-medium schools• Closely monitor and amend targets as needed to reduce surplus capacity in Welsh-medium primary schools• Develop and promote the 2nd immersion centre in the south of the Local Authority• Develop a strategic plan to transition English-medium cluster along the language continuum i.e. funding, training, staff support, parental buy-in etc.

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Outcome 3

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

KEY ANNUAL DATA

Outcome 3 ten year target:

By the end of the 10 year plan we will see a significant increase in the number of learners transferring from WM primary to YGYBD as well as an increase in the number of learners remaining in WM education from KS3 to KS4 (see Outcome 4). It is intended to see an increase in the number latecomers changing to WM education as a result of successful immersion, as parents become more informed and confident with WM education.

PLASC data

Transition from one key stage to the next PLASC 2022(*table 17*):

School Year	Actual numbers/ Percentage 2022
N2 (2021) to Rec (2022)	290 to 286 (98.6%)
Year 2 (2021) to Year 3 (2022)	238 to 231 (97.1%)
Year 6 (2021) to Year 7 (2022)	222 to 233 (105.0%)
Year 11 (2021) to Year 12 (2022)	201 to 111 (55.2%)

Transition from one key stage to the next PLASC 2023 (*table 18*):

School Year	Actual numbers/ percentage
N2 (2022) to Rec (2023)	272 to 279 (102.6%)
Year 2 (2022) to Year 3 (2023)	252 to 249 (98.8%)
Year 6 (2022) to Year 7 (2023)	247 to 256 (103.6%)
Year 11 (2022) to Year 12 (2023)	208 to 105 (50.5%)

Transition from one key stage to the next PLASC 2024 (*table 19*):

School Year	Actual numbers/ percentage
N2 (2022) to Rec (2023)	257 to 262 (101.9%)
Year 2 (2022) to Year 3 (2023)	278 to 272 (97.8%)
Year 6 (2022) to Year 7 (2023)	245 to 286 (116.7%)
Year 11 (2022) to Year 12 (2023)	234 to 95 (40.6%)

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OUTCOME SUMMARY

Information on transition data for 3 year olds and 5 year olds are noted in the Outcome 1 and Outcome 2 progress summary. Information regarding Key stage 4 transition data will be noted in the Outcome 4 progress summary.

- The methods used to monitor linguistic progression
 - Data has been analysed (Welsh-medium schools) to identify individual schools and areas that are showing an increase and decrease in transition.
 - Year 6 to Year 7 transition has been analysed on an individual school level to identify increase/ decrease in transition levels as well as patterns in transition from Welsh-medium to English-medium schools and the locations of the English-medium schools.
 - Transition data is now discussed in every Cluster meeting with the aim of identifying patterns/ concerns at an early stage and creating an action plan for addressing these issues.
 - A linguistic skill progression map is being developed by the Ystalyfera cluster (in line with the new curriculum) to ensure cohesion from school to school when assessing pupils along the language continuum. This will ensure consistency when assessing pupils and providing support/ intervention if needed. This will also assist when identifying pupils in need of Welsh language intervention in the immersion provisions.
 - Significant funding from the Cymraeg 2050 element of the LAEG has been invested in this element (£30,000) in order to produce and implement a transition plan for pupils and Key Stages, including post 16 pupils in order to ensure that pupils continue learning through the medium of Welsh. This will be evaluated at the end of the academic year 2024-2025.

- Transition arrangements for Key Stages/ Collaboration with schools to understand the reasons behind transitions to schools

As noted above, current transition plan are proving effective for some Key Stages. Nursery to Reception has yet again over 100% transition rate. Years 2 to 3 remains stable at 97.8% with any losses due to movement of families out of the county. Years 6 to 7 has seen a significant increase to 116.7% (+13.1%). Year 11 to 12 has seen a decrease of 9.9% with many pupils leaving to take up English-medium vocational courses in colleges.

The aim of the transition plan is to target specific areas and schools where we see the greatest loss:

- *Years 6 to 7 transition-* The transition plan has specific emphasis on YGG Trebannws, YGG Gwaun Cae Gurwen, YGG Pontardawe and YGG Cwmllynfell which lose pupils to English-medium secondary and out of County secondary provision (it is important to note that the pupils attending Dyffryn Aman will start in the Welsh stream in Year 7 and will therefore continue with Welsh-medium

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education). Additional support days/ transition activities for schools with lower transition rates are included in the plan as well as additional information for parents.

Current transition activities include:

- Ystalyfera'n cyfri- teachers from YGYBD attend cluster schools for 1 hour weekly to deliver a specific series of lessons.
- Hawl i Holi-pupils and staff from YGYBD attend cluster schools and primary pupils have an opportunity to ask questions or voice any transition concerns/ anxieties.
- Transition website for pupils transferring to YGYBD.
- Additional transition days for pupils with ALN or anxiety.
- Open days for pupils and open evenings for families.
- Gwyl Haf- 3 day summer camp for Year 5 pupils based on a specific theme and followed by a presentation to parents.
- Proms- vocal and instrumental. Y5 and Y6 pupils from cluster schools attend YGYBD and are taught by staff and pupils for the day. It is followed by an orchestral performance in the evening (instrumental) or a performance by the YGYBD Cluster Choir.
- Gig Tanio'r Ddraig- Y5, 6, 7 pupils attend a music festival in YGYBD playing fields annually with the best of current Welsh bands and talent performing.
- Cluster sports day for KS2 pupils from feeder primaries on YGYBD playing fields.

- *Years 11 to 12 transition*-The transition plan also targets the Years 11 to 12 cohort to ensure linguistic progression whether in school or in college. This will be supported by the Education Learning Pathways Strategy in NPT. A skills hub targeting pupils from 14 upwards will be built and opened in Ysgol Gymraeg Ystalyfera Bro Dur in March 2025 with emphasis on providing bilingual pre vocational and vocational courses for pupils (bilingual pathways and opportunities will be mapped out for pupils and parents from age 14 upwards). This will be further enhanced with the opening of the bilingual Skills Centre in Port Talbot (9 year rolling programme) in 2027 where a range of vocational pathways will be offered to pupils from the age of 14 upwards. This will enhance the current Welsh-medium vocational offer for pupils as well as assisting in delivering a bilingual Full 14-16 Qualification Offer.
- A series of 6 professional videos, 'Taith at Ddwy Iaith', have been commissioned and are ready to be launched in the Autumn term with a focus on the Welsh-medium pathways from pre-birth through to further education (both higher education and vocational pathways). The promotional material promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority.
- A Welsh Language and Culture roadshow is being prepared for the forthcoming academic year which will include many of the partners above as well as other organisations i.e. RhAG, Menter Iaith etc. in order to alleviate parental concerns

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around the language as well as ‘myth busting’ common misconceptions about Welsh-medium education for all key stages.

- Work with other local authorities to ensure continuity of arrangements for learners receiving Welsh-medium education outside your area.

Due to the high numbers of pupils attending Ysgol Gymraeg Ystalyfera Bro Dur North Campus from Powys(49 Year 7 pupils in 2023), talks are underway between NPT Officers and Powys Officers to ensure that transition work and information sharing is effective between the two Local Authorities. Initial discussions took place in January 2024 with the Director of Education for Powys where both Local Authorities were keen to develop this aspect. We are currently planning to continue discussions with the new Director of Education in Powys to progress these plans.

- The Outcome 3 sub-group consists of many partners and meet on a regular basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP. They support and strengthen the work of the cluster and parents' confidence in the Welsh language. They encourage early support and preparation within the Primary sector to communicate expected pathways to pupils and parents through their promotional strategies.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through regular sub-group meetings and reported back to the full WESP forum annually.

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RISKS

- Population growth not following the patterns as expected in the data analysis leading to a reduced number of pupils in the education system, reduced number of pupils in specific areas
- Strategic plans/ potential new Welsh-medium schools in neighbouring authorities could significantly reduce transition numbers to Ysgol Ystalyfera Bro Dur north campus (significant intake from Carmarthenshire and Powys)
- External pressures and influences impacting on progress e.g. new childcare/ wrap around facilities in neighbouring authorities/ English-medium childcare establishments offering longer hours.
- No funding leading to projects not being delivered e.g. Menter Iaith funding for Gig Tanio'r Ddraig.

ASSURANCE / MITIGATION ACTION

- Update catchment data analyses for Welsh-medium education on a biannual basis
- Keep up to date with developments in neighbouring authorities and increase pupil numbers from within the local authority to offset any loss
- Keep up to date with childcare/ wrap around developments in neighbouring authorities and the English-medium sector (regular meetings with Early Years colleagues) and long term strategic planning of future Welsh-medium provisions in line with the Childcare Sufficiency Report
- LA to look into funding structures and programmes to ensure continuation of provision

FORWARD LOOK

- Continue to implement and adapt cluster transition plan in line with local needs and data
- Plan and implement the linguistic transition pathway for a cluster of English-medium schools (as outlined in Outcome 2)
- Ensure agreements (both formal and informal) are in place with neighbouring Local Authorities to ensure smooth transition for pupils into Ysgol Gymraeg Ystalyfera Bro Dur.

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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 ANNUAL DATA

Outcome 4 ten year target:

By the end of the 10 year plan, we aim to see a significant increase in the percentage of qualifications studied through the medium of Welsh as learners and parents become more confident in choosing Welsh-medium education.

There will also be a wider variety of vocational qualifications taught through the medium of Welsh available within the Local Authority in order to allow full access of the Welsh language to all learners.

The number and percentage of learners registered for GCSE Welsh First Language, GCSE Welsh Second Language or not registered for either (table 20)

Year	11 Cohort	1st Language GCSE	2nd Language GCSE	Total	Total % of cohort	% cohort 1st Language GCSE	% cohort 2nd Language GCSE
2020	1513	171	984	1155	76%	11%	65%
2021	1619	196	1061	1257	78%	12%	66%
2022	1593	208	989	1197	75%	13.1%	62.1%
2023	1573	231	859	1089	69.2%	14.7%	54.5%

The number and percentage of enrolled learners who are assessed for A Level and Welsh First Language and Welsh Second Language A levels (table 21)

	A Level 2 nd Language	A Level 1st Language
2020	2	5
2021	1	4
2022	1	1
2023	1	2

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- The language category of schools within the authority (table 21)

	Category 1	Category 2	Category 3
2023-2024	45		11

OUTCOME SUMMARY

- Data Collection
The Welsh Language Promotion Officer will undertake a data collection exercise in the Autumn term to analyse the data further in order to understand which subjects/ areas of study are showing an increase and decrease in uptake. He will also look at the projected data for the next 3 years with a focus on year 10 and 11 pupils to identify where children are going to study/ trends and the reasons for the choice. This will then feed into the strategic plan for vocational and alternative curriculum provision throughout the local authority.
- Development of bilingual pre vocational 14-16 and vocational pathways for pupils within the Local Authority
A skills hub targeting pupils from 14 upwards will be built and opened in Ysgol Gymraeg Ystalyfera Bro Dur in March 2025 with emphasis on providing bilingual pre vocational and vocational courses for pupils (bilingual pathways and opportunities will be mapped out for pupils and parents from age 14 upwards). This will be further enhanced with the opening of the bilingual Skills Centre in Port Talbot (9 year rolling programme) in 2027 where a range of vocational pathways will be offered to pupils from the age of 14 upwards. This will enhance the current Welsh-medium vocational offer for pupils as well as assisting in delivering a bilingual Full 14-16 Qualification Offer. A Skills Officer has been appointed to map out current provision, collaborate with schools and the NPT Group of Colleges and coordinate the additional subjects and courses available to students throughout the Local Authority.
- Welsh Science GCSEs and A Levels
Ystalyfera Bro Dur have started initial discussions in order to increase numbers who choose Science GCSE and Science A level through medium of Welsh in YGYBD (currently English by default and pupils have to opt in for Welsh). By 2025, the default language for Science GCSE will be Welsh and by 2027, the default language for Science A level will be Welsh.
- Partnership work

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Currently there is effective partnership work between Ysgol Ystalyfera Bro Dur and the Urdd (apprenticeship), Swansea University (Welsh-medium ITT students), Coleg Cymraeg Cenedlaethol and Mudiad Meithrin (Cam wrth Gam Childcare courses). Data on uptake is now being monitored and will be collect on an annual basis in order to feed back into future WESP evaluations.

- Discussions with local partnerships to monitor the number of courses offered and uptake through the medium of Welsh and external partnerships

As noted above, a data collection exercise and Skills Strategy involving a range of local partners is underway in order to develop provisions and meaningful pathways to employment (which will include bilingual and Welsh-medium provisions). The Local Authority is also working closely with Meirir Ebbsworth, National Centre for Learning Welsh, on a study that she is currently undertaking around flexible models that would meet the needs of schools in going forward. Although directly linked to Outcome 7, the information will be essential in developing Welsh-medium provision and pathways within both Welsh-medium and English-medium schools.

- e-sgol provision in schools

Currently there is no e-sgol provision within the Local Authority. Officers from the Education and Strategic School Improvement team are attending the e-sgol conference in the Botanical Gardens on July 4th in order to gather the information needed to progress with the development of e-sgol within NPT.

- Collaboration with schools to promote the benefits of studying Welsh as a subject among pupils and parents/carers

As noted previously, transition plan for Welsh-medium KS2 to 3 and KS 4 to 5 has been developed with cluster Headteachers and the Welsh Language promotion Officer with the aim of targeting schools with the greatest loss to English-medium education. The plan will be implemented and funded from Cymraeg 2050 element of the LAEG grant funding.

A Welsh Language and Culture roadshow is also being prepared for the forthcoming academic year which will include many partners as well as other organisations i.e. RhAG, Menter Iaith etc. in order to alleviate parental concerns around the language as well as 'myth busting' common misconceptions about Welsh-medium education and the benefits of studying Welsh as a subject. Promotional material including a series of 5 professional videos 'Taith at Ddwy Iaith' which promotes the benefits of bilingualism and Welsh-medium education throughout the Local Authority will be launched in the Autumn term with the aim of promoting Welsh-medium education, learning Welsh as a subject and common 'myth-busting- for parents and pupils.

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- The Outcome 4 sub-group consists of many partners and meet on a regular basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP. They support and strengthen the work of the cluster and parents' confidence in the Welsh language.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through regular sub-group meetings and reported back to the full WESP forum annually.

RISKS

- External partners not delivering Welsh-medium provisions/ courses
- No funding leading to courses (grant funded external providers) not being delivered
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of specialist courses.

ASSURANCE / MITIGATION ACTION

- Keep up to date/ regular meetings with external partners to discuss/ foresee any future delivery issues.
- LA to look into funding structures and programmes to ensure continuation of provision
- Develop internal skills provisions/ delivery within the local authority
- Succession planning in order to identify where biggest staffing pressures exist and what can be done to alleviate them. Feed these targets/ pressures into Outcome 7 targets.

FORWARD LOOK

- Ensure that courses for the future needs of the workforce are developed (Skills Strategy) and that they are available bilingually.

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Outcome 5

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

KEY ANNUAL DATA

Outcome 5 ten year target:

All schools within the Local Authority will be fully engaged with Curriculum for Wales in conjunction with the Siarter Iaith. The Welsh language, contemporary culture and history will be integral to curriculum design. We will see an increase in learner and staff confidence and pride towards being Welsh and the Welsh language. The Welsh language and the associated extra-curricular activities will be inclusive and will radiate into the wider community, allowing all to have access and to develop their Welsh-language skills.

Number of primary schools that have received the Siarter Iaith Cymraeg - Gold, Silver and Bronze award (table 22)

	Number of Schools
Gold	3
Silver	5
Bronze	3

Number of primary schools that have received Cymraeg Campus - Gold, Silver and Bronze award (table 22)

	Number of Schools
Gold	1
Silver	2
Bronze	20

The number/ percentage of English and Welsh primary schools that are part of Siarter Iaith and Cymraeg Campus (table 23)

	Number of schools	% of schools
Siarter Iaith (WM Primary schools)	11	100
Cymraeg Campus (EM Primary Schools)	45	100

Number of secondary schools that have received the Siarter Iaith Cymraeg - Gold, Silver and Bronze award (table 24)

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	Number of Schools
Gold	
Silver	
Bronze	1

*there is only 1 Welsh-medium secondary school in NPT

Number of English secondary schools that operate Cymraeg Campus

Currently our secondary schools do not officially operate Cymraeg Campus. An officer from the NPT Education department is a representative on the national *Arweinwyr y Gymraeg* group who are currently revising the structure and will be launching a new reviewed structure in the Spring term 2024. 2 education officers are also representatives on the national Siarter Iaith/ Cymraeg Campus coordinators group. Currently, 2 English-medium secondary schools are working on Cymraeg Campus and are keen to progress with their journey towards the Bronze award.

OUTCOME SUMMARY

- Mapping of activities / opportunities for school-aged children to use their Welsh language skills outside of class and outside of school
 - A mapping out exercise of Welsh-medium provision has been completed (by *Fforwm Iaith Abertawe a CNPT*). The map includes information from all parties outlining the activities, providers, age groups, locations, cost and times of events/ activities. It outlines activities suitable for children and young people as well as community activities and online resources. This resource will be shared and used for future planning in schools and communities. Currently, there are 186 activities and resources available. Partners include *Menter Iaith, Mudiad Meithrin, Tŷ'r Gwrhyd, Urdd, Cymraeg i Blant, Technocamps, Dysgu Cymraeg Ardal Bae Abertawe* and *Amgueddfa Cymru*
 - *Urdd*- An allocation from the WLGA funding to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys is being used to appoint an Urdd officer to work with the 5 English-medium NPT schools in these areas. The focus will be on developing the Welsh language through activities/ competitions for the Urdd Eisteddfod Dur a Mor, Margam. The Urdd have also held various activities including lunch hour and after school clubs, Eisteddfod promotional visits, sporting competitions and activities, apprenticeship training within secondary schools and for current staff within primary schools, residential visits for both English-medium and Welsh-medium schools as well as community and youth work.
 - *WLGA grant funding to support the Welsh language in Carmarthenshire and the former industrial heartland areas of the Western Valleys*- The grant funding will be used to facilitate a number of projects including commissioning a consultant with knowledge of linguistic sensitive areas to work with the Local Authority to

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produce a short term and long term action plan for the Swansea and Amman Valley area. Actions from plan will be evaluated and good practice will be used in other areas within the Local Authority e.g. Dulais Valley, Afan Valley.

The grant will also be utilised to create a Welsh-medium youth package for the Swansea/ Amman Valley areas where there are significant gaps in Welsh-medium provision. This will include employing a Welsh-medium youth officer to facilitate events.

The grant will also facilitate projects and events as noted in the Welsh Language Promotion Strategy and the WESP specifically targeted at the Swansea/ Amman Valley e.g. work with local musicians to provide creative sessions for young people, homework help for parents, family activity sessions/ days e.g. fun days, singing sessions, social events for primary and secondary age children etc.

- Evaluation of the impact of Siarter Iaith (including Cymraeg Campus)

As noted above, currently all schools in NPT are part of the Siarter Iaith/ Cymraeg Campus with a significant increase in bronze/ silver/ gold awards since the last academic year (45 English-medium schools and 11 Welsh-medium schools). One secondary school is part of the Siarter Iaith with 2 English-medium secondary schools eager to work towards the bronze award.

A new Welsh-medium Education Support Officer has been appointed with specific responsibility for the Siarter Iaith. Throughout the year, there has been extensive training for all Welsh-medium school staff on the new Siarter Iaith framework. Also, online Siarter Iaith co-ordinators meetings have been held (2 meetings to date) in order to provide up to date information, facilitate networking and to verify awards. In the last academic year, the Siarter Iaith Education Support Officer has made over 30 visits to Welsh language schools to support the accreditation process and validate awards. Also, over 30 visits have been made to Welsh-medium schools to assist with training.

The Welsh in English-medium (W(Em)) team fully support Cymraeg Campus within English-medium schools as a **whole-school** initiative which aims to create a Welsh ethos in our schools by including all stakeholders in the creation of that ethos. The W(Em) team work alongside Siarter Leaders, the Criw Cymraeg and other stakeholders (i.e. breakfast club and lunchtime staff / playground supervisors / office staff...) to ensure that age - appropriate **Cymraeg Bob Dydd** is used by all, regularly and effectively. The following Siarter Iaith/ Cymraeg Campus training has been provided by the W(EM) team for English-medium school throughout the year:

- New Siarter Iaith Framework course for all Coordinators (Spring term 2024)
- New Siarter Iaith training for HTs (LLAN- May 2024)

Remember to delete the *blue text* before submitting your review report.

- Activities to support learners to make continued progress

- *Residential visit*- The Welsh-medium Education Support officers have planned and hosted the Welsh Schools Cluster trip to Llanrannog. Over 300 children from our Welsh schools came together to enjoy and socialise through the medium of the Welsh language. The majority of these children come from English speaking households and therefore do not get to socialise through the medium of Welsh for long periods of time.

- *Local Authority Support*- The Welsh-medium Education Support officers and schools have also worked with the Urdd Officer (West Glamorgan) to facilitate a range of events e.g. the Primary Welsh Jamboree; Urdd Welsh Gig for the cluster schools and beyond; pupils have competed in the Urdd Meifod Eisteddfod as cluster schools. We have also been involved in facilitating preparations for this year's Urdd by assisting in the provision of the District and County Eisteddfodau. The Welsh-medium Education Support Officer has been delivering a diverse programme of Welsh language learning and reinforcement, such as: 'Drilio Disglair' language plan; 'Sgleinio ein Sgwrsio' and recently, investment from the Cymraeg 2050 LEAG grant funding has led to the roll out the 'Coeden Aled' programme in all our Welsh-medium schools to support inclusive learning for ALN pupils.

A 'Language Conference' was held by the Welsh-medium cluster schools with the aim of raising writing standards. Experts came to present during the conference, such as Delyth Owen from Coeden Aled/Treehouse Tales and Hanna Hopwood, Stori'r Iaith and Atebol. There were language presentations by Rhys Locke on the development of learners' reading skills through Pie Corbett techniques and a presentation by Sara Bowkett on 'Brawddegau Bendigedig'. A further Cluster Conference (HMS) will be held in the Summer term with a focus on developing our learners' reading skills.

- *Cynefin*- In response to the significance of CYNEFIN within the Curriculum for Wales and the expectation for cynefin to be *driver for all topics and themes* in our classrooms (Estyn) the W(Em) team have provided support in the following ways:

- CDO organised a 10 week CYNEFIN project (2021-22) involving the Coordinator from 3 NPT schools (Baglan, Melin and Rhos) and the three TDOs during which they studied the Cynefin of the 3 schools.
- Cynefin websites for the 3 schools were created and shared with HTs and Coordinators during CYNEFIN courses in the Summer and Autumn terms 2022.
- A Cynefin Lead was appointed in September 2022
- All clusters received Cynefin training from the Cynefin Lead in Autumn 2022 and Spring 2023. The most recent training was also provided in the Autumn term 2023. Courses were run for all English-medium clusters with a 100% attendance record.

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- Cynefin teams have been established in many NPT schools and a W(EM) officer continues to provide support with the development of their websites. 9 schools have now published their CYNEFIN websites. 10 schools are currently working on their websites.
- A Traed, Cam, Naid approach to planning and teaching is advocated by the W(Em) team and exemplar resources have been produced and shared by the CDO and TDO during Coordinator training courses.

Further Welsh language training for English-medium staff is outlined in detail in the Outcome 7 progress report.

- *Resources for English-medium schools*-The W(Em) team have created a large bank of resources on the NPT sharepoint on the HWB but continue to respond to need and provide new resources for schools based on their current themes/ concepts. The team are constantly creating when a need arises. New GWRANDO resources have been prepared this year to support teachers who need to develop the new skill of translanguaging in their classrooms.
- *Menter Iaith* have held various activities throughout the year in both Welsh-medium and an increasing number of English-medium schools including after school clubs, silent discos, Gig Tanio'r Ddraig, supporting the Urdd Eisteddfod work, Clwb Cinio Cymraeg, music/instrument/ singing sessions, Cwis Dim Clem (1st and 2nd language Welsh pupils), Caffi Cymraeg (for parents and wider community), benefits of bilingualism promotional packs and videos on social media, attended many open evenings in schools to promote Welsh language activities.
- *Tŷ'r Gwrhyd* in Pontardawe continue to offer Welsh language courses to the wider community, story sessions and *Clwb Darllen*, a Welsh book shop and hosts various Welsh-medium community groups including *Merched y Wawr* and *Cylch Ti a Fi Pontardawe*.

- Provision for latecomers

'Y Cwm', the latecomer provision based in YGG Pontardawe continues to be successful. This academic year, we have accepted pupils from Powys (Ysgol Dyffryn y Glowyr) with the aim of ensuring that these pupils will be confident to transition to Ysgol Gymraeg Ystalyfera Bro Dur North Campus. It is possible that pupils from Ysgol Y Cribarth will be able to access the provision in the following years in order to assist with their transition to dual stream, again with the aim of increasing the number of pupils transitioning to Welsh-medium secondary education.

The second immersion centre based in the new YGG Rhosafan in the south of the Local Authority will open in 2026. This will allow more pupils to access the provisions as well as significantly reducing the current transport costs.

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- Developing Welsh in English-medium schools
Welsh in English medium Team (W(Em))-The Welsh in English medium team (W(Em)) consists of one Curriculum Development Officer, 1 Deputy Curriculum Development Officer (temporary position from September 2024- April 2025) and 2 Teacher Development Officers. The CDO is responsible for making all the key decisions regarding the delivery of Welsh in English-medium schools in NPT. The CDO manages the W(Em) team and informs and trains the TDOs to ensure a common approach and to maintain standards. The TDO produces and provides all teacher training (e.g. methodology courses / centralised training sessions / Welsh Coordinator training / Siarter Iaith Cymraeg Campus training. The CDO liaises with outside agencies (Yr Urdd / Menter iaith / Rhagoriaith / Peniarth / UWTSD Sabbatical team / Swansea University Dysgu Cymraeg Bae Abertawe) and other counties (Swansea, Powys and Penfro) and represents the interests of NPT in meetings / forums. The CDO is responsible for verifying Siarter Iaith Cymraeg Campus schools and compiling all verification reports (this duty will be gradually transferred to the Deputy CDO from September 2024). The Deputy CDO is also the Cynefin Lead for NPT and responsible overseeing the WHSi award in NPT. Details of training and staff development in English-medium schools can be seen above and also in Outcome 7.
National Centre for Learning Welsh- The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.
- Celebrating and publicising success locally through the media and social media and also shared good practice between schools within and wider through HWB
The Welsh cluster has a HWB network to share new literacy resources. All resources are also shared on the NPT portal on HWB and all schools have access to this. We celebrate the successes of all our cluster schools through our 'X' page 'Seren a Sbarc CNPT'. In addition, the cluster schools are regular contributors to CIP magazine and the Urdd's IAW. Successes of all schools are also publicised and promoted on the NPT social media pages.
- Helping parents understand the aims of the Siarter Iaith and the role they could play in supporting their children/ young people to use Welsh informally at school, home and in the community

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The Welsh-medium Education Support Officer facilitates 'Caffi Cymraeg' (Welsh Café) for current and prospective parents and carers to support the development of their Welsh language skills on a weekly basis. The Officer has also been responsible for delivering presentations during open mornings and evenings in the cluster schools on the importance of bilingualism, 'Sut i gaffael yr Iaith Gymraeg' (How to acquire the Welsh language), as well as delivering presentations on 'Reading tips and literacy at home'. Also, the Officer has recently led on a two night re-launch of 'Siarter Iaith' within the Local Authority.

As noted in Outcome 1, promotional videos have been created which promote the benefits of bilingualism and Welsh-medium education and will be launched in the autumn term. These videos will be key in addressing the concerns and questions of parents of pupils in schools moving along the language continuum.

- The Outcome 5 sub-group consists of partners (many named above) and meet on a regular basis to evaluate progress and set targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP. These partners play a key role in delivering the activities within our schools.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through regular sub-group meetings and reported back to the full WESP forum annually.

RISKS

- External partners not delivering Welsh-medium provisions/ courses/ activities
- No funding leading to courses/ activities (grant funded external providers) not being delivered
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of activities/ provisions

ASSURANCE / MITIGATION ACTION

- Keep up to date/ regular meetings with external partners to discuss/ foresee any future delivery issues.
- LA to look into funding structures and programmes to ensure continuation of provision

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- Develop internal provisions/ delivery within the local authority

FORWARD LOOK

- Continue to build on the success of this year's Siarter Iaith and Cymaraeg Campus with more schools gaining the bronze/ silver/ gold awards.
- Work with all schools to partake in the Urdd Eisteddfod in Margam.
- Continue to work with a cluster of English-medium schools to move along the language continuum.

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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 ANNUAL DATA

Outcome 6 ten year target:

All pupils with ALN within the local authority will have access to provision at all levels through the medium of Welsh. Collaboration with regional partners will provide a comprehensive range of resources, training opportunities and networking to ensure that Welsh-medium provision will be of a high standard and complies with the Additional Learning Needs and Educational Tribunal Act (Wales) 2018. Early Years and pre-school WM ALN support, assessments and provision will provide increased confidence in parents when choosing Welsh-medium education for their children.

The number and percentage of learners with ALN/ SEN by medium of school using PLASC data (table 25)

	Welsh-medium		English-medium	
	number	%	number	%
PLASC 2022	417	11.9	3873	21.9
PLASC 2023	327	9.2	2976	17.1
PLASC 2024	266	7.6	2533	14.7

OUTCOME SUMMARY

- Progress against your duty under section 63 of the Additional Learning Needs Act and the Education Tribunal (Wales) 2018 to review your Welsh-medium education ALN provision and mapping exercises to develop and prioritise resources
- *Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr (DACC) steering group-* One of the core aims of the ALN Act is to create a bilingual system of support for ALN. A series of strategic duties are aimed at driving progress towards a bilingual ALN system. In response, NPT continue to implement the steering group for the development of inclusive Welsh-medium education (Grŵp Lliwio_Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr /DACC). The DACC group continue to drive the targets for Outcome 6. The group continue to review Welsh-medium provision and identify resources, training and development required within the Welsh-medium sector. This ensures an equitable offer for Welsh-medium pupils and continuity in their journey in Welsh education, particularly during transition points. In the last academic year, the DACC group have developed literacy

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provision and resources that has facilitated a consistent approach in identifying and supporting literacy difficulties through the medium of Welsh. During the Autumn term, the seconded staff launched the newly developed literacy resource pack (Pecyn Cymorth Llythrennedd) to all Welsh-medium cluster schools. This resource was shared cross county with neighbouring schools in Powys. The DACC lead is also currently collaborating with Cardiff university in developing national standardized ALN assessments through the medium of Welsh. Welsh-medium cluster INSET days have been arranged with a focus on developing ALN strategies through the medium of Welsh delivered by leading national ALN professionals. Termly DACC meetings will continue as the review of provision available through the medium of Welsh is ongoing as resources develop and approaches to ALN evolve. Membership of the DACC group includes ALNCoS from both primary and secondary, Education Support Officers, Specialist Teachers, Educational Psychologists and the Welsh Language Promotion Officer. The DACC group is therefore able to link their review of ALP with wider strategic duties including those under the School Standards and Organisation (Wales) Act 2013, and Welsh in Education Strategic Plans (WESPs).

- Myth busting- In line with developing the resources for the Welsh-medium promotional campaign, officers are in the process of developing and promoting ALN myth busting materials including roadshows and videos. This will be launched early in the Autumn term.
- ALN Capital Grant- Significant investment from the 2024 ALN Capital Grant has been submitted to Welsh Government for approval. This will include development of a sensory outdoor area for the new Welsh-medium provision in YGG Trebannws as well as other provisions and resources in all of our Welsh-medium schools.
- Welsh-medium Learning Support Centres
 - YGG Rhosafan- The new Welsh-medium 16 place Learning Support Centre included in new build YGG Rhosafan (Sustainable Schools Challenge) is currently being designed and developed with architects and contractors. The design stage will be completed by the end of 2024 with the aim of completing the build by Summer 2026. Occupation of the new LSC will be in September 2026. Formal consultation for the new Welsh-medium LSC will commence in Spring 2025.
 - YGG Trebannws- work on establishing a Welsh-medium learning support centre at YGG Trebannws is developing. This is a gradual, steady process transitioning from the predominantly English-medium previous provision to a bilingual provision and eventually to a fully Welsh-medium provision. Currently, only Welsh language pupils are being placed in the provision with 2 English-medium pupils remaining in upper KS2. It is expected that the last cohort of English pupils will transition to secondary provision by September 2025. Formal consultation to transition to a Welsh-medium Learning Support Centre will commence in 2025.

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-Secondary Welsh-medium ALN provision- work on establishing secondary Welsh-medium ALN provision in Ysgol Gymraeg Ystalyfera Bro Dur (north and south sites) has started. This will ensure a planned pathway for pupils with ALN from primary (YGG Trebannws in the north and YGG Rhosafan in the south) to secondary education.

- The Outcome 6 sub-group are members of the DACC steering group and consists of many partners (named above). They meet on a termly basis to evaluate progress and set targets and actions arising from the DACC action plan, the WESP annual plan, the 5 year WESP plan and the 10 year WESP. These partners play a key role in developing and delivering the activities and resources within our schools.

IMPLEMENTATION AND MONITORING

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through termly sub-group meetings and reported back to the full WESP forum annually.

RISKS

- No grant funding or late offer of grant funding leading to projects not being delivered within the grant period.
- External pressures and influences impacting on project progress.
- Capacity of small teams/ Welsh-medium staff to continue to deliver growing number of projects.

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ASSURANCE / MITIGATION ACTION

- LA to look into funding structures and programmes to ensure continuation of provision.
- Effective planning to meet statutory timelines, collaborating with other services to share responsibilities, good practice
- Succession planning in order to identify where biggest pressures exist and what can be done to alleviate them. Feed these targets/ pressures into Outcome 7 targets.

FORWARD LOOK

- Completion of consultation process for YGG Trebannws, YGG Rhosafan and Ysgol Ystalyfera Bro Dur Welsh-medium LSCs
- Further research, resource and training development from DACC group to ensure provision of the highest quality in both mainstream and specialist provisions
- Further development of the YGG Rhosafan LSC new build

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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 ANNUAL DATA

Outcome 7 ten year target:

An increased number of the NPT education staff will be able to teach through the medium of Welsh and Welsh as a subject. There will be an increase in Welsh-medium staff able to teach specific subjects at secondary level. There will be an increase in the number, ability and confidence of staff in English-medium schools able to converse and teach Welsh, therefore increasing the amount of learners with access to Welsh-medium education at all levels throughout the Local Authority. NPT will attract and recruit excellent, bilingual leaders for our schools. All NPT schools will form communities that promote the Welsh language as a medium for education and community life.

Annual School Workforce Census Data (table 26)

SWAC - Welsh Language Ability - Teachers																
SWAC Year	School Teaching Staff (Numbers)								School Teaching Staff (%)							
	W1 - No Welsh Skills	W2 - Entry Level	W3 - Foundation Level	W4 - Intermediate Level	W5 - Advanced Level	W6 - Proficient Level	W7 - Not Obtained	Total	W1	W2	W3	W4	W5	W6	W7	
2019	252	269	270	92	57	234	8	1182	21.3%	22.8%	22.8%	7.8%	4.8%	19.8%	0.7%	
2020	254	275	276	99	58	249	1	1212	21.0%	22.7%	22.8%	8.2%	4.8%	20.5%	0.1%	
2021	240	311	276	105	58	257		1247	19.2%	24.9%	22.1%	8.4%	4.7%	20.6%	0.0%	
2022	233	306	283	103	58	249		1232	18.9%	24.8%	23.0%	8.4%	4.7%	20.2%	0.0%	
2023	240	284	273	92	52	262		1203	20.0%	23.6%	22.7%	7.6%	4.3%	21.8%	0.0%	

SWAC - Welsh Language Ability - Non Teachers																
SWAC Year	School Non Teaching Staff (No's)								School Non Teaching Staff (%)							
	W1 - No Welsh Skills	W2 - Entry Level	W3 - Foundation Level	W4 - Intermediate Level	W5 - Advanced Level	W6 - Proficient Level	W7 - Not Obtained	Total	W1	W2	W3	W4	W5	W6	W7	
2019	493	302	100	18	28	125	8	1074	45.9%	28.1%	9.3%	1.7%	2.6%	11.6%	0.7%	
2020	652	314	109	23	24	134	4	1260	51.7%	24.9%	8.7%	1.8%	1.9%	10.6%	0.3%	
2021	693	337	109	22	25	139	2	1327	52.2%	25.4%	8.2%	1.7%	1.9%	10.5%	0.2%	
2022	702	362	97	25	31	136	4	1357	51.7%	26.7%	7.1%	1.8%	2.3%	10.0%	0.3%	
2023	724	370	94	32	21	145		1386	52.2%	26.7%	6.8%	2.3%	1.5%	10.5%	0.0%	

SWAC - Teaching/Working Through the Medium of Welsh - Teachers														
SWAC Year	School Teaching Staff (Numbers)						School Teaching Staff (%)							
	T1 - Teach/work in Welsh in current post	T2 - Able to teach/work in Welsh but not doing so in current post	T3 - Not able to teach/work in Welsh	T4 - Teaching Welsh as a subject only	No Answer	Total	T1	T2	T3	T4	No Answer			
2019	205	81	442	447	7	1182	17.3%	6.9%	37.4%	37.8%	0.6%			
2020	218	77	448	468	1	1212	18.0%	6.4%	37.0%	38.6%	0.1%			
2021	224	73	468	482		1247	18.0%	5.9%	37.5%	38.7%	0.0%			
2022	226	75	448	483		1232	18.3%	6.1%	36.4%	39.2%	0.0%			
2023	221	80	447	455		1203	18.4%	6.7%	37.2%	37.8%	0.0%			

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SWAC - Teaching/Working Through the Medium of Welsh - Non Teachers												
SWAC Year	School Non Teaching Staff (Numbers)						Total	School Non Teaching Staff (%)				
	T1 - Teach/work in Welsh in current post	T2 - Able to teach/work in Welsh but not doing so in current post	T3 - Not able to teach/work in Welsh	T4 - Teaching Welsh as a subject only	No Answer	T1		T2	T3	T4	No Answer	
2019	119	46	685	219	5	1074	11.1%	4.3%	63.8%	20.4%	0.5%	
2020	136	42	860	221	1	1260	10.8%	3.3%	68.3%	17.5%	0.1%	
2021	136	36	928	227		1327	10.2%	2.7%	69.9%	17.1%	0.0%	
2022	138	44	953	222		1357	10.2%	3.2%	70.2%	16.4%	0.0%	
2023	137	45	999	205		1386	9.9%	3.2%	72.1%	14.8%	0.0%	

T1 Teaching/Working through the medium of Welsh in current post

T2 Able to teach/work through the medium of Welsh but not doing so in current Post

T3 Not able to teach/work through the medium of Welsh

T4 Teaching Welsh as a subject only

Numbers undertaking a sabbatical course, or any other tailored Welsh course for teachers, offered through the National centre for learning Welsh (table 27)

	Number of teachers
2021-2022	3
2022-2023	6
2023-2024	2 (number accepted on next course)
2024-2025	3 (6 applied)

Number of staff on the National Centre for Learning Welsh Pilot- Welsh language Entry Level (table 28)

	School	Number of staff
2024	Cefn Saeson Secondary	4

Support visits to English-medium primary schools from Welsh in English-medium support staff 2022-2023

3 Teacher Development Officers (Welsh in English-medium team) are responsible for 15 English-medium schools each. The TDOs provide support visits for all 15 schools. A *minimum* of 3 visits per term is provided for every school with additional

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targeted visits provided for schools who request / require additional help / support. Schools in line for an Estyn visit will also be offered additional support.

Training for English-medium school staff- Welsh language and delivering of Welsh language

As well as the course offered last year, the following training has been carried out this academic year:

- New Coordinator courses (Autumn term 2023 & Spring term 2024)
- Centralised GWRANDO adds
- Centralised DRILIO adds
- Centralised DARLLEN adds

Centralised YSGRIFENNU adds are to be offered by the CDO from September 2024 as the final step in the curriculum skills training.

The following **Siarter Iaith** training has been provided by The CDO during the 2023-24 academic year.:

- New Siarter Iaith Framework course for all Coordinators (Spring term 2024)
- New Siarter Iaith training for HTs (LLAN- May 2024)

The following **in-house training** for schools has been provided by TDOs:

- *Mop-up* Tric a Chlic (phonics) training continues to be provided in-house for Reception / Year 1 / Year 2 teachers by the TDOs in response to individual school's needs.

The following training has been provided by external agencies:

- Termly Welsh Language Courses for N/R 1/2 3/4 5/6 (this provision is under review due to the continued disappointing response which is not in line with the normal excellent take up for all other Welsh courses.)
- Cymraeg bob Dydd course for teachers
- Cymraeg Bob Dydd course for TAs

(Provider – Swansea University – Dysgu Cymraeg Bae Abertawe)

- Sabbatical course – Foundation
- Sabbatical course – Intermediate (Provider UWTSDBee – Rhagoriaith)
- Ffa Iaith training - Autumn term 2024 (Provider – Carys Gwent)

OUTCOME SUMMARY

- Development in the Welsh in English-medium team

The Welsh (English medium) team consists of one Curriculum Development Officer, 1 Deputy Curriculum Development Officer (temporary position from September 2024- April 2025) and 2 Teacher Development Officers. The CDO is

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responsible for making all the key decisions regarding the delivery of Welsh in English-medium schools in NPT. The CDO manages the W(Em) team and informs and trains the TDOs to ensure a common approach and to maintain standards. The TDO produces and provides all teacher training (e.g. methodology courses / centralised training sessions / Welsh Coordinator training / Siarter Iaith Cymraeg Campus training. The CDO liaises with outside agencies (Yr Urdd / Menter iaith / Rhagoriaith / Peniarth / UWTSD Sabbatical team / Swansea University Dysgu Cymraeg Bae Abertawe.) and other counties (Swansea, Powys and Penfro) and represents the interests of NPT in meetings / forums. The CDO is responsible for verifying Siarter Iaith Cymraeg Campus schools and compiling all verification reports (this duty will be gradually transferred to the Deputy CDO from September 2024). The Deputy CDO is also the Cynefin Lead for NPT and responsible overseeing the WHSi award in NPT.

- Planning for future workforce needs

Currently, work is ongoing to assess the workforce needs for Welsh-medium education within the Local Authority. A primary needs analysis for the next 5 years can be seen in the table below:

Welsh-medium workforce needs (table 29)

Headteachers	Teachers	Teaching Assistants
3	12	14

Work on assessing secondary provision workforce needs is ongoing with the development of the NPT Skills Strategy and the opening of a bilingual Skills Centre for 14-16 year olds in 2027 (9 year rolling programme project developed to SOC level). It is expected that an additional 9 bilingual specialist skills teachers will be needed when the Skills Centre opens in September 2027. Currently, a skills co-ordinator has been appointed and will work with schools and Neath Afan College to develop the specialist workforce needed for the 14-16 vocational Skills Centre (in line with the Full 14-16 Qualification Offer).

As noted above, 4 senior teachers from Cefn Saeson Comprehensive School are attending the Welsh language pilot run by The National Centre for Learning Welsh with the aim of moving along the language continuum and developing a community of Welsh speaking teachers within the school. The longer term aim is to roll out these courses to the Cefn Saeson cluster primary schools in order to move the whole cluster along the continuum from a category 1 to 2.

Future national developments and opportunities will be considered alongside local need in order to identify short term and long term plans for addressing vacancies and increasing the number of staff needed in schools, skills centres and ALN provisions.

- Planning to ensure that Welsh speaking central staff are allocated to Welsh-medium schools

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Work on re allocating Welsh speaking staff within departments to Welsh-medium schools is ongoing. Due to staff turnover and reorganisation as a result of budget pressures, this is an ongoing project that needs to be reviewed on a regular basis. Welsh speaking ALN support is allocated to Welsh-medium schools. This reorganisation within departments assists in identifying gaps and future workforce needs. The DACC group discuss and address any future workforce need and gaps in provision during their termly meetings.

- Partnership

- *Swansea University and Academi Hywel Teifi-* YGYBD are working closely with PGCE students from Swansea University's School of Education ITE programme and Academi Hywel Teifi to train and promote teachers in Welsh-medium education. Students were placed in WM settings (YGYBD secondary phase sites) through this partnership with a focus on subject needs within the workforce i.e. Welsh, English, biology, chemistry, physics, MFL, mathematics, DT and computer science.
- *National Centre for Learning Welsh-* The Local Authority is currently working closely with the National Centre for Learning Welsh with the aim of transitioning one English-medium cluster along the language continuum. Currently 4 staff members from Cefn Saeson Comprehensive School are half way through the new pilot for language acquisition and have attended the first block of residential in Nant Gwrtheyrn. It is our aim to work closely with the National Centre for Learning Welsh to develop a Welsh speaking community within the Cefn Saeson feeder cluster primaries. This will ensure pupil transition and progression from primary to secondary as well as forming a natural cluster support group for staff in both the primaries and secondary cluster schools.
- *Colegau Cymraeg Cenedlaethol-* The Local Authority is currently working with Colegau Cymraeg Cenedlaethol with a specific emphasis on Ysgol Gymraeg Ystalyfera Bro Dur current and past pupils in order to recruit into Welsh-medium education.
- *Llywodraeth Cymru-* Grant datblygu capasiti'r gweithlu addysg cyfrwng Cymraeg.. 2023-2024, Ysgol Gymraeg Ystalyfera Bro Dur were awarded £37,360 with the following focus:
 - Recruit apprentices or Learning Assistant
 - Training for staff to learn other topics
 - Allowance to retain IT staff and Physics
 - Network development "Anelu am Addysg"

Remember to delete the *blue text* before submitting your review report.

As a result of the grant funding, 2 apprentices were appointed to train as Teaching Assistants. Both have since been appointed as TAs in the school to commence in September 2024. One of the apprentices will continue to study alongside his TA role in order to qualify as a teacher.

4 members of staff are being trained to teach additional subjects. These include Travel and Tourism, Geography, Humanities and Business.

The school managed to retain two members of staff in the profession by offering them TLR 3 allowance taking on leadership roles in difficult subjects to fill: Physics and Information Technology. As a result, the numbers of pupils taking GCSE and A Level Physics and Information Technology has increased.

The 'Anelu am Addysg' network is developing with staff having non-contact time to facilitate the project and to work with other schools. A calendar of work experiences has been scheduled with an emphasis on encouraging pupils into the field of education.

This year, Ysgol Gymraeg Ystalyfera Bro Dur has been awarded a grant of £30,875 to develop workforce capacity with the following focus:

- Expand subject range through professional learning
 - Develop International Languages (MFL provision)
 - Attracting alumnae/ past pupils
- Progression for students to continue with learning and identify any investment by schools to facilitate this.

Significant funding from the Cymraeg 2050 element of the LAEG has been invested in this element (£30,000) in order to produce and implement a transition plan for pupils and Key Stages, including post 16 pupils in order to ensure that they continue learning through the medium of Welsh. Further investment has been made by Ysgol Gymraeg Ystalyfera Bro Dur by providing the Mudiad Meithrin Cam wrth Gam courses for pupils. This has proved very successful with many of the cohorts completing the course finding employment within the cluster.

- It is important to note that careful short term and long term planning as well as extensive internal and external partnership work is needed for this outcome. As a result, work on Outcome 7 of the WESP plan has centred on building these partnerships. Detailed short term and long term aims will be set as a result of ongoing projects with our partners and will be fed into the annual plans. The Outcome 7 sub-group consists of many of these partners and will meet on a regular basis to evaluate progress and set further targets and actions arising from the annual plan, the 5 year plan and the 10 year WESP.

IMPLEMENTATION AND MONITORING

Remember to delete the *blue text* before submitting your review report.

Local Authority officers and the *WESP Outcomes* sub-groups are responsible for setting targets and monitoring progress against actions within the 10 year plan, the 5 year plan and the annual plan. A range of quantitative and qualitative data is collected and analysed throughout the year in order to obtain an informed evaluation of progress and to set further targets. Information is shared through regular sub-group meetings and reported back to the full WESP forum annually.

RISKS

- External pressures and influences impacting on project progress.
- External partners not delivering Welsh-medium provisions/ courses/ training.
- No funding leading to courses/ training (grant funded external providers) not being delivered
- No capacity/ funding in schools to release staff for training

ASSURANCE / MITIGATION ACTION

- Keep up to date/ regular meetings with external partners to discuss/ foresee any future delivery issues.
- LA to look into funding structures and programmes to ensure continuation of provision and release of staff to undertake training.
- Develop internal provisions/ delivery within the local authority.
- Succession planning in order to identify where biggest pressures exist and what can be done to alleviate them. Feed these targets/ pressures into future Outcome 7 annual targets.

FORWARD LOOK

- Continue to develop the Cefn Saeson Secondary School staff to form a community of Welsh speaking staff to move the school along the language continuum
- Identify and work with primary schools in the Cefn Saeson cluster to move along the continuum in order to ensure a clear progress pathway along the language continuum
- Continue to identify and work with external providers to assist with targets as set out in The Welsh Language Education Bill.
- Continue to develop Welsh language internal staff to support schools.