

# ANNUAL REVIEW REPORT WELSH IN EDUCATION STRATEGIC PLAN

2022-2023

Name of Local Authority

Neath Port Talbot

Author:	Kate Windsor-Brown
Approver:	Rhiannon Crowhurst
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## KEY ACHIEVEMENTS / HIGHLIGHTS

- Welsh-medium/ bilingual Childcare  
New Welsh-medium childcare facilities have opened or been expanded in YGG Tregeles, YGG Tyle'r Ynn, YGG Pontardawe and YGG Cwmllynfell. A further two setting will open imminently in YGG Trebannws and Neath Central. In YGG Trebannws classrooms have been remodelled to incorporate a childcare facility (currently out to tender). Work on a new-build Welsh-medium/ bilingual childcare facility in Blaendulais and Cwmafan are currently in progress and will be completed in March 2024, along with the opening of a new Childcare provision in Neath Central (new Leisure Centre) significantly increasing the current childcare places within these areas. As a result of the expansion and refurbishment of the childcare settings, an additional 94 places will have been created within the Local Authority.
- New Welsh-medium school  
Ysgol Gymraeg Tregeles, a new Welsh-medium 3-11 primary school opened in January 2023 in the Neath Abbey area. Currently the school is open to Nursery pupils with the first cohort of full time Reception age pupils starting in September 2023. Phase 2 of remodelling works is currently underway (kitchen refurbishment and 2 Foundation Phase classrooms).
- Sustainable Schools Challenge  
The LA were successful in the Sustainable Schools Challenge and as a result a new Ysgol Gynradd Gymraeg Rhosafan will be built in the next 3 years. The project will demonstrate an exemplar commitment towards environmental sustainability and stakeholder engagement throughout all stages of the design, build and operation of a new build Welsh-medium school. Initial meetings and discussions with Welsh Government representatives have taken place.
- Immersion provision  
'Y Cwm' immersion unit, located in YGG Pontardawe, has been successfully established. It has provided Welsh language immersion and Welsh language 'catch-up' intervention for 3 cohorts of pupils (total of 49 pupils, 12 late-comers and 37 language intervention/ catch-up pupils) throughout the year. It currently employs one full-time teacher, one part-time teacher and a teaching assistant. A comprehensive new Welsh language acquisition scheme of work has been created and good practice has been shared across other Local Authorities.
- Welsh-medium Additional Learning Needs Provision/ DACC  
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 have created a steering group for the development of inclusive Welsh medium education (Grŵp Lliwio Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr /DACC). The purpose of the group is to identify the provision and resources required within the Welsh Medium sector that will ensure an equitable offer for Welsh medium pupils and continuity in their journey in Welsh education, particularly during transition points. DACC are currently developing resources that will facilitate a consistent approach in identifying and supporting literacy difficulties in the medium of Welsh. School staff have been seconded for this work and will

launch the resource with schools in Autumn term 2023. Termly DACC meetings will continue as the review of provision available in the medium of Welsh is ongoing as resources develop and approaches in ALN evolve. Membership of DACC includes ALNCoS from both primary and secondary, Education Support Officers, Specialist Teachers, Educational Psychologists and the head of the strategic school improvement team. DACC are therefore able to link their review of ALP with wider strategic duties including those under the School Standards and Organisation (Wales) Act 2013, which requires Welsh in Education Strategic Plans (WESPs).

## OVERALL PLAN SUMMARY

Current target or achievement this year and a self - assessment of  
red, orange or green

(Detailed descriptions of progress can be seen in the outcome summaries below)

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 21.4%</i>	
2	<i>Increasing the % of 5-year olds receiving their education through the medium of Welsh to 19.7%</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>	Immersion/ KS2 to KS3 transition
		KS3 to KS4 transition
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>	

	<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

Please see attached annual plan for 2023-2024 (appendix 1).

## 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%

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2021-2023 (table 2)

	Nursery 2 (2021-2022- pre WESP plan)	Nursery 1 (2022-2023- current cohort)
PLASC 2022	20.0%	20.1%
PLASC 2023	20.0%	22.1%

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

#### Number of Cylchoedd Meithrin (table 3)

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
Cylch Chwarae Castell-Nedd	Neath	Childrens Day Care	Sessional Day Care	28	13/03/2013
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	19	11/11/2022
Gofal Plant Tregeles	Neath	Childrens Day Care	Full Day Care	18	24/05/2023
				Total Places	
				310	

*% of children transferring to WM education (table 4)*

Service Name	Service Address Town/City	% Transition Rate		Date starting, if new to FS	Notes
		Welsh Medium Nursery	English Medium Nursery		
Tiddlywinks Childcare Centre	Swansea	100		Legacy Setting	
Lots of Tots (Canolfan Maerdy)	Ammanford	100		Legacy Setting	
Meithrinfa Ddydd Ser Bach / Little Stars Day Nursery	Neath	-	-	New for September 2023	
Cylch Chwarae Castell- Nedd	Neath	100		Closing July 2023	New provision to open in new Leisure Centre
Meithrinfa Ddydd y Waun	Ammanford	100		Legacy Setting	On school site
Georgie Porgie`s Cylch Tir Morfa	Port Talbot	100		Legacy Setting	On school site
Cylch Brynhyfryd	Neath	90	10	Legacy Setting	
Cylch Chwarae Pontardawe	Swansea	100		Legacy Setting	On school site
Cylch Meithrin Cwmnedd	Neath	100		Legacy Setting	On school Site
Cylch Meithrin Cwmllynfell	Swansea	-	-	New for September 2023	On school Site
Cylch Meithrin Teulu'r Tyle	Castell-nedd	-	-	New from May 2023	On School Site
Gofal Plant Tregeles	Neath	-	-	New from July 2023	On school Site

### **Flying Start** (table 5)

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

Year	Number of children
2017/18	104
2018/19	135
2019/20	130
2020-21(during Covid)	77
2021-22	142
2022-2023	141

### OUTCOME SUMMARY

- Based on 2022/23 data, there were on average 505 Flying Start childcare places per annum across our settings of which 114 were category 3 (Welsh language) and category 2 (English/Welsh language) childcare settings equating to a total of 22.6%. This is a substantial increase from 2020/ 2021 when there were 452 Flying Start childcare places per annum across our settings of which 65 were category 3 (Welsh language) and category 2 (English/Welsh language) childcare settings equating to a total of 14.4%.
- The current overall transition rate from WM FS Childcare to MW Nursery Education is 98%. Individual setting transition rates can be seen in *table 4*. Since 2021/2022, a significant increase can be seen in the Brynhyfryd, Cwmnedd and Castell-nedd area.
- 55 children (26 of which accessed English Medium FS Childcare) transitioned into WM Nursery during 2022/2023. This is an increase on the 2020/ 2021 data where 44 children (11 of which accessed English Medium FS Childcare) transitioned into WM Nursery.
- Based on data from June 2020, there were 9 wards within the Local Authority with no registered childcare provision (Welsh and English). Of these 9 wards, 3 were in the catchment area of existing Welsh-medium schools- Trebanos, Godre'r Graig and Coedffranc Central. In 2022/2023, a new Welsh-medium childcare provision has opened in YGG Tregales (Coedffranc Central catchment), a new provision will be opening in YGG Trebannws in September 2023 (Trebanos catchment) and a 'babi a fi' provision has opened in Ysgol Ystalyfera Bro Dur north with the aim of expanding this in the near future to provide a wraparound/ childcare provision on site (Godre'r Graig catchment).
- Following WG EY&CC Capital investment within 22/23, 3 additional Welsh/Bilingual settings have now open in YGG Tyle'r Ynn, YGG Cwmllynfell and YGG Tregales, with a total of 56 new Welsh/Bilingual childcare places available.
- Following capital investment, Cylch Pontardawe within YGG Pontardawe were able to offer an additional 14 spaces, increasing from 23 to 37 Welsh childcare spaces.
- The additional 70 Welsh/Bilingual childcare spaces on offer in NPT will ensure that the amount of children accessing Welsh Language childcare and transitioning into Welsh Medium education will continue to increase.

- All the relevant settings are now engaging with FS ready for phase 2 FS expansion. They've had training and support for ALN and some contact with our EY&CC teams. As a result, following completion of training, we will have all the Welsh settings on board in NPT.
- We have lost a few settings that have not kept up with bilingual offers (Aberafan ICC, and Brynhyfryd), however with the Welsh Award well underway, we will have an increasing level of Welsh Language use within all settings, including EM settings.
- Further Welsh-medium/Bilingual Childcare developments underway include:
  - YGG Trebannws will open in September 2023, with 12 - 16 spaces available.
  - Gofal Plant Gardd Victoria (Neath Central) with an additional 24 bilingual childcare spaces from December 2023.
  - Cylch Meithrin Mwy Blaendulais will have 20 additional childcare spaces within the new capital build, when complete in Summer 2024 (allowing for CIW variation).
  - Cwmafon Childcare will create 24 additional bilingual spaces in Summer 2024 (allowing for CIW registration).
- A Childcare Sufficiency Assessment Welsh-medium sub group has been formed and includes partners from the LA (transformation co-ordinator, educational support officers, corporate policy officer), Mudiad Meithrin, Menter Iaith and Swansea University 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) in order to ensure cohesion and reduce any duplication.
- 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.
- 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.

## 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.

## OUTCOME LEVEL 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 looking into funding structures and programmes to ensure continuation of provision or accessing the Flying Start and Childcare Capital Programme.
- 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.

## 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 6)

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.%	31.4%

Actual percentage of learners in nursery who are taught through the medium of Welsh using PLASC data 2022-2023 (table 7)

PLASC 2023	Percentage %	Number of pupils
Reception	19.7	279

#### Surplus places in Welsh-medium schools data (table 8)

	Number of schools	% of schools
Full capacity	1	10
0-10% unfilled places	0	0
11-25% unfilled places	3	30
26-50% unfilled places	5	50
Over 50% unfilled places	1	10

The number and percentage of Black, Asian and minority ethnic background learners who are taught through the medium of Welsh using PLASC Data (table 9)

Black, Asian and minority ethnic background learners			
	Welsh-medium schools	All NPT schools	% in Welsh-medium
PLASC 2022	84	1369	6.1%
PLASC 2023	89	1515	5.9%

Y Cwm Immersion Centre data (table 10)

Term	Number of pupils
Autumn 2022	11
Spring 2023	22
Summer 2023	16
<b>Total</b>	<b>49 (12 latecomers, 37 language intervention)</b>

OUTCOME SUMMARY

- Update on projects funded through the Welsh-medium capital grant -YGG Tregeles

YGG Tregeles, a new Welsh-medium starter school has opened in Neath Abbey to the first cohort of Nursery children in January 2023. Currently there are 8 Nursery pupils attending the school with a further 13 pupils commencing in September 2023. Phase 2 of works are in progress to remodel and refurbish the Year 1 and 2 classrooms along with the kitchen (kitchen works funded through FSM grant). A new childcare facility, 'Gofal Plant Tregeles', has opened on site providing childcare and wraparound for children age two upwards. A permanent Headteacher, teacher, 2 TA's and part time admin assistant have been employed. Since opening the school also holds a weekly 'Caffi Cymraeg' for the community and open evenings to promote the benefits of bilingualism for parents.

-YGG Trebannws

Phase 1 of works in YGG Trebannws were completed January 2023. The work included remodelling and refurbishment of 4 Foundation classrooms to create 2 larger classrooms and remodelling and refurbishment of toilets (in line with CIW regulations). A new childcare facility has been created to provide wraparound provision for pupils and afternoon childcare for children age 2 upwards. The childcare tender applications are in the process of being evaluated and scored and a provider will be appointed imminently.

Phase 2 of works in YGG Trebannws have commenced and will be completed by September 2023. The scope of work includes remodelling and refurbishing the ALN/LSC provision within the school. One large room will be created with enhanced access to outdoor provision, a changing/ toilet facility within the area and specialist sensory areas/ bespoke ALN resources will be installed during the Summer holiday. Currently there are 2 English speaking pupils (Key Stage 2) and 6 Welsh speaking pupils within the provision. It is proposed that the LSC will formally change to a Welsh-medium LSC in 2026 (subject to member approval).
- 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 strategic outline programme for the Sustainable Communities for Learning Programme has been approved by members. The SOP Strategic Outline Programme is in the process of being completed and will be submitted to

Welsh Government in the Autumn term. In line with WESP targets, there are 2 new-build Welsh-medium schools within the programme. A new build YGG Rhosafan will be completed within 3 years (currently being funded through Sustainable Schools Challenge funding). A further new Welsh-medium school will be established and built in the East of the authority. Currently, work is underway with planners (in line with new LDP) to identify land for the new build.

- Assessing the impact of wider school organisation proposals to ensure they are consistent with the aims and objectives of your WESP.

A catchment data analysis has been carried out to support the evaluation of future Welsh Medium Education in Neath Port Talbot County Borough. The purpose of this report is to present information relevant to the decision making process on the siting of Welsh Medium Education Schools within Neath Port Talbot and will also assist in identifying sizes of future new Welsh-medium schools, including the 3<sup>rd</sup> Welsh-medium school identified within the WESP.

- Increasing Welsh-medium provision in schools that are not Welsh-medium

-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.

- pilot schools have been identified with the aim of mapping out a continuum of staff training to be able to eventually create a category 2 stream/ Welsh language community within an English-medium school. Work to map out pathways to enable effective staff training are being discussed currently with LA officers and external supporting bodies. The LA will also be working with Meinir 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.

- Provision for latecomers

-Two members of staff (experienced teachers) were appointed in January 2022 to investigate existing methodologies and good practice within latecomer centres across Wales and establish effective networks. Following the period of observing good practice, the staff created a detailed scheme of work bespoke to the area and incorporating 'cynefin' into the scheme. An area within YGG Pontardawe was identified and developed/ refurbished during the Summer term 2022 (WG immersion grant funding). A teaching assistant was also appointed and the immersion centre 'Y Cwm' officially opened in September 2022. The first block of immersion had 10 pupils attending and has been very successful. Currently, 49 pupils have attended the 'Y Cwm' this academic year (see table 10).

-There is an aim to open the second immersion hub in the south of the local authority in YGG Rhosafan, thus reducing transport costs and increasing the

number of places available for pupils. There will be a slight delay with this target due to YGG Rhosafan being successful in the Sustainable Schools Challenge. As a result a new YGG Rhosafan will be built within the next 3 year and will incorporate a new immersion unit.

- Sustainable Schools Challenge

The Local Authority were successful with the YGG Rhosafan Sustainable Schools Challenge bid. As a result, a new build YGG Rhosafan community school will be completed within 3 years. Work on design has begun. The project involves the demolition of existing (and adjoined) Welsh Medium school and community buildings and the development, on the same site, of a fully integrated Welsh Medium community school, including a Welsh Immersion unit and Welsh-medium ALN provision. The new facility will deliver a range of bilingual educational and community services that will be provided by Neath Port Talbot County Borough Council, partner organisations and by local voluntary organisations, to the benefit of the Sandfields community and communities within the wider Port Talbot area. The new community school will provide an additional 28 primary places, 12 nursery places, 18 childcare offer places, 12 ALN places and 16 immersion centre places (all Welsh-medium).

- The Outcome 2 sub-group consists of many partners 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.

#### 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.

#### OUTCOME LEVEL 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.
- 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.

## 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 11*):

School Year	Actual numbers/ percentage
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 12*):

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%)

### 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 be complete by 2024 and 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.

- Transition arrangements from primary to secondary schools/ Collaboration with schools to understand the reasons behind transitions to schools
  - Targets from cluster meetings in relation to transition will be included in the 2023-2024 cluster development plan
  - A menu of various transition activities (Year 6 to Year 7) are available to all schools. These include:
    - Ystalyfera'n cyfri- teachers from YGYBD attend cluster schools for 1 hour weekly to deliver a specific series of lessons.
    - Hwl 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.
    - Additional support days/ transition activities for schools with lower transition rates to YGGBD in order to understand local reasons for lack of transition and increase parental confidence in Welsh-medium education.
- The Outcome 3 sub-group consists of many partners 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. 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 termly sub-group meetings and reported back to the full WESP forum annually.

#### OUTCOME LEVEL 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

## 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 13)

Year	11 Cohort	1st Language GCSE	2nd Language GCSE	Total	Total % of cohort	% cohort 1st Language GCSE	% cohort 2nd Language GCSE
2018	1486	190	917	1147	77%	13%	62%
2019	1456	166	1038	1204	83%	11%	71%
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	No figures available yet on those registered						

The number and percentage of enrolled learners who are assessed for A Level and Welsh First Language and Welsh Second Language A levels (table 14)

	A Level 2nd Language	A Level 1st Language
2019	3	5
2020	2	5
2021	1	4
2022	1	1
2023	No figures available yet on those registered	

**OUTCOME SUMMARY**

- Data Collection**  
As noted in the annual plan, the Outcome 4 sub-group will undertake a data collection exercise in the Autumn term to analyse the data in order to understand which subjects/ areas of study are showing an increase and decrease in uptake. They 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 mapping exercise outlined below and the long term strategic plan for vocational and alternative curriculum provision throughout the local authority.
- Mapping exercise**  
A mapping exercise is currently underway involving many officers from different departments within the Education Directorate in order to map out the provisions/ pathways available for pupils from 14-18 (leading into the employment sector). The aim is to look at future employment needs within the local authority (e.g. Celtic Freeport project, Wildfox Resort, Energy Park as well as traditional alternative curriculum skills provisions) along with the proposed Full 14-16 qualifications Offer in order to provide clear pathways to employment for pupils that do not follow the *traditional* academic route of GCSEs and A levels. A short term and long term strategic plan is being developed to provide skills centres and provisions across the authority in order to ensure that provision is easily accessible to all pupils. Welsh language and bilingual provisions will be a central part of this offer.
- 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  
Currently there is effective partnership work between Ysgol Ystalyfera Bro Dur and the Urdd (apprenticeship), Swansea University (Welsh-medium ITT students) 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 mapping exercise, 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 will also be working closely with Meinir 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.
- The Outcome 4 sub-group consists of many partners 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. They support and strengthen the work of the cluster and parents' confidence in the Welsh language. The Outcome 4 sub-group will also undertake a data collection exercise in the autumn term to analyse the data in order to understand which subjects/ areas of study are showing an increase and decrease in uptake.

## 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.

## OUTCOME LEVEL 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.

## 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 15)

	Number of Schools
Gold	1
Silver	0
Bronze	9

##### Number of primary schools that have received Cymraeg Campus - Gold, Silver and Bronze award (table 16)

	Number of Schools
Gold	0
Silver	0
Bronze	17

It has been decided (since 2020) not to validate schools in order to give them enough time to resume their *Cymraeg Campus* journey. Validation will begin again during the next academic year.

##### The number/ percentage of English and Welsh primary schools that are part of Siarter Iaith and Cymraeg Campus (table 17)

	Number of schools	% of schools
Siarter Iaith (WM Primary schools)	10	100
Cymraeg Campus (EM Primary Schools)	45	100

(Table 17 does not include YGG Tregelles due to the school only opening to Nursery in January 2023. Future data will include YGG Tregelles)

### Number of Welsh / English secondary schools operate the Siarter Iaith

Currently our secondary schools do not officially operate the Siarter Iaith/ Cymraeg Campus. An officer from the NPT Education department is a representative on the national *Arweinwyr y Gymraeg* group who are currently revising the Siarter Iaith 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 coordinators group.

### 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*.

- Evaluation of the impact of Siarter Iaith/ Cymraeg Campus

It has been decided (since 2020) not to validate schools in order to give them enough time to resume their *Siarter Iaith/ Cymraeg Campus* journey. Validation will begin again during the next academic year and an evaluation of progress will be noted in next year's WESP evaluation. This will fit in with the revised *Siarter Iaith/ Cymraeg Campus* structure that will be launched nationally in Spring 2024.

- Other activities to support learners to make continued progress in learning Welsh – regardless of the school's language category

-*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 (1<sup>st</sup> and 2<sup>nd</sup> 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.

-*Urdd* have 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.

-*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*.

-Further detailed activities can be seen in the activities map. The next step will be to add internal/ LA Welsh-medium and bilingual activities and groups to the map in order to identify and address gaps in provision.

- Welsh language provision for latecomers (as in Outcome 2)

-Two members of staff (experienced teachers) were appointed in January 2022 to investigate existing methodologies and good practice within latecomer centres across Wales and establish effective networks. Following the period of observing good practice, the staff created a detailed scheme of work bespoke to the area and incorporating 'cynefin' into the scheme. An area within YGG Pontardawe was identified and developed/ refurbished during the Summer term 2022 (WG immersion grant funding). A teaching assistant was also appointed and the immersion centre 'Y Cwm' officially opened in September 2022. The first block of immersion had 10 pupils attending and has been very successful. Currently, 49 pupils have attended the 'Y Cwm' this academic year (see table 10).

-There is an aim to open the second immersion hub in the south of the local authority in YGG Rhosafan, thus reducing transport costs and increasing the number of places available for pupils. There will be a slight delay with this target due to YGG Rhosafan being successful in the Sustainable Schools Challenge. As a result a new YGG Rhosafan will be built within the next 3 years and will incorporate a new immersion unit.

- Developing Welsh in English-medium schools

-*Welsh in English-medium team*- the team now consists of one Curriculum Development Officer (CDO) and 3 Teacher Development Officers (TDO). The CDO is responsible for making all the key decisions regarding the delivery of Welsh and Welsh language staff training 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.

The TDOs provide support visits for all English-medium schools. A *minimum* of 3 visits per term is provided for every school with additional *targeted* visits provided for schools who request / require additional help / support.

During their visits the TDO provides support for:

- The Welsh Coordinator – help and advice re: planning / monitoring / policies etc
- The Siarter Iaith Lead – help and advice re: achieving Cymraeg Campus targets
- Classroom teachers – provide *in-class training* via exemplar lessons and create bespoke resources in response to need



- Teaching Assistants – provide practical advice and support with their role both in and outside the classroom
- Specific groups of pupils- Criw Cymraeg / Mat pupils / Guided reading sessions

In line with the expectations of the Curriculum for Wales, the Welsh government's Language Strategy and the stated objectives of the Siarter Iaith-Cymraeg Campus, the W(Em) team aims to promote a **holistic** approach to the teaching of Welsh in NPT schools. They aim to ensure that Welsh is taught as a *living language* in our schools rather than a subject on a timetable. The emphasis is placed on developing the skills of listening and speaking whilst providing pupils with authentic opportunities to use the language as a means of communication both across the curriculum and inside and outside the classroom. NPT schools have been trained in, and are expected to follow *Language Journey* methodology as devised by the CDO. This methodology is a step by step guide on how to teach Welsh effectively, placing the oracy skills of listening and speaking firmly at the start of that journey.

-*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 involving the TDOs and Coordinators from 3 NPT pilot schools (Baglan, Melin and Rhos) 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 2022.
  - A Cynefin Lead was appointed by the Local Authority in September 2022.
  - All clusters received Cynefin training from the Cynefin Lead in Autumn 2022 and Spring 2023.
  - Cynefin teams have been established in many NPT schools and the Cynefin Lead continues to provide support with the development of their websites.
  - A Traed, Cam, a Naid (feet, step and jump) approach to teaching is advocated by the W(Em) team and exemplar resources have been produced and shared by the CDO during Coordinator training courses.
- The Outcome 5 sub-group consists of partners (many named above) 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. 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 termly sub-group meetings and reported back to the full WESP forum annually.

#### OUTCOME LEVEL 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
- Develop internal provisions/ delivery within the local authority

## 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 18)

	Welsh-medium		English-medium	
	number	%	number	%
PLASC 2022	417	11.9	3873	21.9
PLASC 2023	327	9.2	2976	17.1

### 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 have created a steering group for the development of inclusive Welsh-medium education (Grŵp Lliwio\_Datblygiad Addysg cyfrwng Cymraeg Cynhwysfawr /DACC). The DACC group is therefore the working party sub-group for Outcome 6. The purpose of the group is to review Welsh-medium provision and identify the provision and resources required within the Welsh-medium sector that will ensure an equitable offer for Welsh-medium pupils and continuity in their journey in Welsh education, particularly during transition points. The DACC group have identified gaps in Welsh-medium ALN literacy provision and are currently developing resources that will facilitate a consistent approach in identifying and supporting literacy difficulties through the medium of Welsh. School staff

have been seconded for this work and will launch the resources within schools in the Autumn term 2023. 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 Transformation Co-ordinator. 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).

- Welsh-medium Learning Support Centres  
-YGG Rhosafan- A Welsh-medium 12 place Learning Support Centre is included in the plans for the new build YGG Rhosafan (Sustainable Schools Challenge) which will be completed within the next 3 years. Officers are currently in discussions regarding the design of the school and Centre.  
-YGG Trebannws- work on establishing a Welsh-medium learning support centre at YGG Trebannws has started. 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. It is expected that the last cohort of English pupils will transition to secondary provision within 2 years. At this point, subject to member approval, the Centre will become a Welsh-medium Learning Support Centre.
- 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.

## OUTCOME LEVEL 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.
- 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.

## 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 19)

SWAC 2021 - Welsh Ability			
Code	Non Teachers	Teachers	Total
W1	693	240	933
W2	337	311	648
W3	109	276	385
W4	22	105	127
W5	25	58	83
W6	139	257	396
W7	2		2
<b>Total</b>	<b>1327</b>	<b>1247</b>	<b>2574</b>

SWAC 2022 - Welsh Ability			
Code	Non Teachers	Teachers	Total
W1	702	233	935
W2	362	306	668
W3	97	283	380
W4	25	103	128
W5	31	58	89
W6	136	249	385
W7	4		4
<b>Total</b>	<b>1357</b>	<b>1232</b>	<b>2589</b>

SWAC 2021 - Teach/Work through WM			
Code	Non Teachers	Teachers	Total
T1	136	224	360
T2	36	73	109
T3	928	468	1396
T4	227	482	709
<b>Total</b>	<b>1327</b>	<b>1247</b>	<b>2574</b>

SWAC 2022 - Teach/Work through WM			
Code	Non Teachers	Teachers	Total
T1	138	226	364
T2	44	75	119
T3	953	448	1401
T4	222	483	705
<b>Total</b>	<b>1357</b>	<b>1232</b>	<b>2589</b>

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 20)

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

Number of support visits to English-medium primary schools from Welsh in English-medium support staff 2022-2023 (table 21)

Cluster	Number of schools	Number of visits
Bae Baglan	7	75
Cwm Brombil	9	99
Cwmtawe	6	53
Cefn Saeson	5	63
San Joseff	4	53
Dŵr y Felin	6	66
Llangatwg	8	61
<b>Total</b>	<b>45</b>	<b>470</b>

Training for English-medium school staff- Welsh language and delivering of Welsh language (table 22)

Course title and number of sessions	Provider	Date	Number of staff/schools attended
Coordinator 'Curriculum' course x4	NPT Curriculum Development Officer	2021-2023	41/ 45 schools
Coordinator 'Siarter Iaith Cymraeg Campus' course x4	NPT Curriculum Development Officer	2021-2023	37/ 45 schools
Resourcing The Curriculum courses for N/R, 1/2, 3/4, 5/6 teachers x 14	NPT Curriculum Development Officer	2021-2023	138 staff
New Coordinator course x3	NPT Curriculum Development Officer	2021-2023	14 staff
Newly Qualified Teacher course x1	NPT Curriculum Development Officer	2021-2023	18 staff
Centralised GWRANDO adds x7	NPT Curriculum Development Officer	2021-2023	191 staff
Centralised DRILIO adds x3	NPT Curriculum Development Officer	2021-2023	80 staff

Cynefin course for Coordinators x4	NPT Cynefin Lead	2022-2023	45 staff
Cynefin course for HTs x1	NPT Cynefin Lead	2022-2023	20 staff
Cluster Cynefin adds	NPT Cynefin Lead	2022-2023	All 7 clusters
Tric a Chlic training for Reception / Year 1 / Year 2 teachers	NPT Teacher Development Officer	2021-2023	108 staff
Termly Welsh Language Courses for N/R 1/2 3/4 5/6	Swansea University– Dysgu Cymraeg Bae Abertawe	2022-ongoing	No figures available yet on those registered
Cymraeg bob Dydd course for teachers	Swansea University– Dysgu Cymraeg Bae Abertawe	2022-ongoing	No figures available yet on those registered
Cymraeg Bob Dydd course for TAs	Swansea University– Dysgu Cymraeg Bae Abertawe	2022-ongoing	No figures available yet on those registered

## OUTCOME SUMMARY

- Increase in the Welsh in English-medium team**  
 The Welsh (English medium) team now consists of one Curriculum Development Officer and 3 Teacher Development Officers and a Cynefin Lead Officer. The CDO is responsible for making all the key decisions regarding the delivery of Welsh and Welsh language staff training 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 / UWTSO 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. Information on courses provided are included in *table 22*.
- Planning for future workforce needs**  
 Currently, there are plans to assess workforce needs for Welsh-medium primary schools, Welsh-medium secondary provision (and preparation for workforce needs in line with the proposed Full 14-16 Qualification Offer) and English-medium schools moving along the language continuum in line with the proposed Welsh Language Education Bill. NPT officers are also working with Meinir Ebbsworth on a study currently being undertaken on behalf of Welsh Government, and in particular around flexible models that would meet the needs of schools in going forward. These future national developments 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  
Work has commenced on re allocating Welsh speaking staff within departments to Welsh-medium schools. Reorganisation had led to all Welsh-medium schools receiving support from Welsh speaking Bursars and PSOs. Where possible, Welsh speaking ALN support is allocated to Welsh-medium schools. This reorganisation within departments will assist in identifying gaps and future workforce needs.
- Partnership  
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. Thirteen students were placed in WM settings (YGYBD secondary phase sites) through this partnership in 2020-21 and 14 students in 2021-22, with a focus on subject needs within the workforce i.e. Welsh, English, biology, chemistry, physics, MFL, mathematics, DT and computer science.
- 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 in the first 10 months 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 termly 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

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.

## OUTCOME LEVEL 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.