

Appendix 1

Caerphilly Welsh in Education Strategic Plan 2017-2020

Background for Caerphilly – the story behind the baseline

There has been a significant increase in Welsh medium provision within CCBC since its inception in 1996.

Pupil numbers in Primary schools have increased by over 60% to a current level in excess of 2900. During this 20 year period, 3 additional schools were established, with 7 of the 8 original schools either being replaced or receiving adaptations / extensions to increase capacity.

The pupil numbers at Ysgol Gyfun Cwm Rhymni (YGCRh) have increased by circa 75% from 900 to 1600 pupils. The school moved to a new site in 2002 and further developed onto a 2nd site (Y Gwyndy) in 2013. The present capacity of both sites in combination is 2,348 which is expected to be reached around 2025.

The Council's commitment to Welsh medium education development is evidenced above and continues to be a priority as evidenced in Band A of the Welsh Government's 21st Century Schools programme.

1. Vision:

This plan is aspirational but clearly depends on Welsh Government funding to deliver the First Minister's programme for Government 2016-2021 Taking Wales Forward, working towards one million people speaking the Welsh language by 2050. Funding will enable delivery towards the aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language, and the The Welsh Language (Wales) Measure 2011 from which we must now comply with a set of national Welsh Language Standards. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

We will work strategically together as a region with South East Wales Education Achievement Service to equip schools and education providers across age ranges and linguistic sectors with the capacity and sustainability to increase standards in Welsh and promote the use of the Welsh language within families, communities and workplaces.

We will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education.

Objectives:

By 2020 we will:

- Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold
- Raise levels of attendance
- Reduce the impact of poverty on children and young people
- Continue to proactively promote early years provision to stimulate parental demand

- Increase the number of children accessing Welsh medium education, in line with parental demand identified in surveys, equating to 18% in primary by 2018 (an increase from 9.19% in 1996) and 20% in secondary by 2023 (an increase from 7.30% in 1996).
- Proactively manage Welsh medium places to ensure excess surplus places are minimised.
- Work with 21st Century Schools team in Welsh Government to identify funding in Band B of 21st Century Schools programme, for the development of sufficient Welsh medium places in areas where they are coming under pressure, in particular Bedwas Trethomas Machen area, and the Islwyn East area.

Statement of links to wider strategies:

Multi agency working is at the heart of the way forward to ensure all learners regardless of their socio-economic background, have equal chances of achieving high expectations.

'Rewriting the Future' places an emphasis on local authority, consortia and schools to work with multi agency partners across the four key themes: family and community engagement; early years (0-7); quality learning and teaching; expectations and aspirations. This has been given high priority as an Improvement Objective across the Education Directorate.

YGCRh leads the Welsh medium education Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

YGCRh is a New Deal Pioneer School and as such has a duty to ensure that all practitioners can experience effective professional learning, enabling continual development, improve their leadership, their understanding of practical pedagogy and in particular to support the development of the new curriculum.

Wellbeing of Future Generations Act places a duty on public services to deliver a Wellbeing Assessment by March 2017 and a Wellbeing Plan for Caerphilly borough by March 2018. Although in its draft stages, public consultation has emphasised the importance of quality education for all and underpinning all seven wellbeing goals. The importance of improving standards and enabling transition to positive education, training and employment opportunities is seen as a common theme to improving the wellbeing of future generations. In addition there are very strong connections from this plan to the sections for A More Equal Caerphilly, regarding improving opportunities in socio-economic communities, A More Prosperous Caerphilly and A Caerphilly of Vibrant Culture and Thriving Welsh Language.

In order to contribute to the Welsh Government target of one million Welsh speakers by 2050, there is significant importance in improving provision in Welsh medium childcare and education, as well as working in partnership with community based groups or organisations to continue the use of conversational Welsh socially or in the workplace following the end of formal education. Without the continued use of Welsh there is a risk young people from English speaking households may lose confidence in their Welsh language skills.

Caerphilly WESP Local Forum meets termly with the main purpose to:

- Monitor the objectives and partner operational plans towards meeting the objectives in the Caerphilly WESP
- Provide updates in relation to objectives within their organisational remit
- Progress collaboration and partnership opportunities as they arise to increase the Welsh

medium provision and opportunities available in Caerphilly

- Share best practice and innovation
- Contribute to the regional WESP forum

2. Transport

Caerphilly complies with the requirements of the Learner Travel Measure (Wales) 2008 through providing transport to Welsh medium schools for pupils of statutory school age in accordance with our individual transport policy. Caerphilly's transport policy is more generous than the legislative requirement by providing transport to the 'relevant' school (i.e. catchment or nearest school) of 1.5 miles primary and 2 miles secondary. Post-16 transport is also provided to students in schools and colleges at a nil cost basis to students and parents / guardians. Accessibility for Welsh Medium education has improved in recent years with an increasing number (11) of Welsh Medium Primary schools and the establishment of a 2nd site for Cwm Rhymini at Y Gwyndy, Caerphilly.

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

The current position relating to the number of seven year olds taught through the medium of Welsh and our targets for the next three years which is circa 20% annually:

Current Position	2017/2018	2018/2019	2019/2020
384	371	374	391

Our five objectives to achieving this outcome are:

1. Development of provision within Band B of the 21st century schools programme.
2. Work with Mudiad Meithrin Officers to improve transition rates in Cylchoedd Meithrin with a transition rate below 75%
3. Work with stakeholders to develop sufficient provision in Welsh medium to meet demand of working parents for the universal 3&4 year old childcare offer by 2020.
4. Conduct an annual parental demand survey and incorporate the results in planning for schools spaces.
5. Explore development of a booklet for parents through the Cronfa Glyndwr grant.

There are presently 11 Welsh medium Primary schools across the County Borough with a combined capacity of approaching 3000 places. YGCRh is presently located over 2 sites (Gellihaf and Y Gwyndy) with a combined capacity of 2,348.

Council agreed its 1st priority scheme within Band A of the Welsh Government's 21st Century Schools programme as a £20 million investment at Y Gwyndy site. The investment comprised a new replacement YGG Caerffili to accommodate circa 450 pupils plus a 900 place secondary provision as a 2nd site for YGCRh. In addition, the former YGG Caerffili school building was developed as a pre-school Welsh Medium early years facility resulting in a 0-19 campus. The site has also benefitted from improved outdoor play areas, including a full sized 3G pitch.

The Education capital programme has been used to further develop places in recent years,

supplemented by s106 planning gain monies.

As regards Primary schools, the most significant surplus places are in the mid and upper Rhymney Valley area. Demand is presently near to full capacity in the Caerphilly basin and Islwyn East areas which will be considered for investment as part of the Council's Band B (2019-2024) 21st Century Schools bid.

The Welsh medium education assessment in accordance with 2013 regulations was conducted in 2015, and is attached in the Annex 2. This will be repeated in 2018 in accordance with the 3 year cycle requirement. A parental demand survey is also undertaken annually. These are the basis for all trend future projections of demand and provide evidence of need for additional places and location in the borough.

The full Childcare Sufficiency Assessment is being undertaken in 2016 with a view to submit to Welsh Government and publish in March 2017. The parental surveys will reflect demand for childcare and language of provision and will form the basis of the annual Childcare Action Plan for developing new provision and sustaining or expanding existing provision. We anticipate an increase in the number of childcare places required during the duration of this WESP 2017-2020 across the sector to support the universal 3 and 4 year old childcare offer for working parents.

Community Planning Area	Cylchoedd Meithrin including unregistered Cylch	Cylch Meithrin and maintained settings offering Flying Start	Cylch Meithrin offering Early Years Education	Wraparound	After School Club	Breakfast Club	Holiday provision	Ti A Fi	11-14 provision	% over 3's having some use of Welsh according to Menter laith report 2016
Caerphilly Basin	3	2	1	3	3	1	2	2	1	13.21%
Lower Sirhowy Valley	3	1	1	3	1	0	0	1	0	10.08%
Mid Valleys West	3	2	2	2	2	0	1	2	0	12.04%
Mid Valleys East	3	1	3	1	2	1	0	2	1	10.36%
Upper Rhymney Valley	3	2	0	2	0	0	0	0	0	9.6%

2 Cylchoedd Meithrin offer placements for Supported and Assisted Places, which is a scheme to support children with developmental delays living outside Flying Start areas to access time limited childcare provision to support their development.

In addition there are 6 Welsh speaking childminders, and 3 day nurseries who have registered with CSSIW as bilingual.

Menter laith Caerffili works in partnership with local authority officers and Mudiad Meithrin to support Cylchoedd Meithrin and childcare settings to improve Welsh language delivery across the borough. Current contract arrangements are in place until March 31st 2017 with an option for a further extension until March 31st 2018.

Road to Bilingualism is a quality assurance scheme to support the development of Welsh language in English medium settings and supporting Welsh medium settings where there are

practitioners who are Welsh learners. Currently there are 6 day nurseries, 3 childminders, 6 playgroups, 7 maintained Flying Start settings, and 6 settings waiting to start.

All parents receive information on Welsh medium education from Caerphilly *Starting School booklet* which is distributed with school application forms as well as available on the Caerphilly CBC website. Parents are able to access information on Welsh medium childcare and Early Years Education provision through Family Information Services.

Working with parents at the earliest opportunity enables parents to make informed choices of the language of provision their children will attend. Parent Network, Menter Iaith Caerffili through the Voices programme and Cymraeg i Blant will work together to promote information for parents, and raise awareness with frontline staff of the benefits of bilingualism.

Cymraeg I Blant is a new project managed by Mudiad Meithrin and funded by Welsh Government that focuses on increasing the number of nursery age children that are able to speak Welsh. It shares information, advice and support to parents on the benefits of being bilingual, the importance of introducing Welsh to children as early as possible and the advantages of Welsh medium childcare and education.

The local Cymraeg I Blant officer runs weekly bilingual baby massage, baby yoga and Welsh rhymetime sessions for parents and young children across the county working alongside the local Midwifery and Health Visiting teams to ensure that parents receive these key early messages during the ante-natal and post-natal period and are made aware of the bilingual pathway available for their child.

In addition parents are signposted to Mudiad Meithrin's Ti & Fi groups and to the 'Cylchoedd Meithrin' the Welsh medium playgroups as well as receiving information about regular family events that are held in partnership with the Mentrau Iaith and other local early years partners.

Cymraeg I Blant / Cymraeg For Kids aims to contribute towards the Welsh Government's target of achieving a million Welsh speakers by 2050.

Cychwyn Gorau/ Beststart is a Mudiad Meithrin campaign to promote the advantages of Welsh medium education.

Mudiad Meithrin's Support Officers (Swyddogion Cefnogi) provide support and resources for Cylch Meithrin staff to promote the benefits of Welsh medium education to the parents of the children attending. Cylchoedd Meithrin where the transition rates are less than 50% are targeted as part of the Cychwyn Gorau initiative which forms part of our targets which we report on to the Welsh Language Education Unit.

Development of a Latecomers policy is presently being considered within the regional WESP forum. Within Caerphilly our population while transient between community areas is reasonably static for movement into / out of the borough, and parents are encouraged to make their decisions for education provision in the early years, reducing the demand for a latecomers policy.

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

Our current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language) are 100% of the year 9 cohort attending YGCRh or Y Gwyndy.

Current Position	2017/2018	2018/2019	2019/2020
232	308	302	320

Our three objectives to achieve this outcome are:

1. Work with Mudiad Meithrin Officers to improve transition rates in Cylchoedd Meithrin with a transition rate below 75%
2. Maintain high transition rates from primary to secondary school.
3. Maintain the quality of transition given the challenges of managing a split site secondary school at both the Gellihaf and Y Gwyndy sites.

The number of children transferring from non-maintained childcare settings offering Foundation Phase funded rising three places, non-funded places and Flying Start places are in the table in the Data annex 1, which has been supplied by Mudiad Meithrin in November 2016.

All settings are supported to offer good transition for families to move on from Flying Start to Early Years Education or from non-maintained settings to school maintained Foundation Phase nursery provision. We encourage settings to use similar paperwork to allow for movement between settings and prevent confusion as well as encourage settings to work with families to ensure they complete admissions applications forms within the deadlines naming their first choice provision. Mudiad Meithrin have had a focus to work with Cylchoedd Meithrin to improve transition rates. In Summer term 2016 there were a total of 70 children accessing Early Years Education places across the 7 Cylchoedd Meithrin.

Cylch Meithrin Tonyfelin	16
Cylch Meithrin Nelson	9
Cylch Meithrin Pontllanfraith	9
Cylch Meithrin Dewi Sant	9
Cylch Meithrin Coed Duon	3
Cylch Meithrin Cwm Derwen	12
Cylch Meithrin yr Enfys	12

There is no significant difference between the children assessed in Welsh as a first language in year 6 and then in year 9 within Caerphilly. 100% of year 9 learners attending Welsh medium education at Ysgol Gyfun Cwm Rhymni (YGCRh) are assessed in Welsh (first language). Progression rates from the 11 feeder primary schools to YGCRh are excellent and remain consistent at 100%. 11 primary schools contribute to the collaboration within YGCRh's cluster of schools. Transition rates Foundation Phase to KS2, KS2 to KS3 and KS3 to KS4 all remain very high at 100%.

Gwyndy Site	Gellihaf Site	
<ul style="list-style-type: none"> • Ysgol Gymraeg Caerffili • Ysgol Gymraeg y Castell 	<ul style="list-style-type: none"> • Ysgol Gymraeg Penalltau • Ysgol Gymraeg Cwm Gwyddon 	<ul style="list-style-type: none"> • Ysgol Gymraeg y Lawnt • Ysgol Gymraeg Bro Sannan

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|---------------------------|----------------------------|--------------------------------|
| • Ysgol Gymraeg Ifor Bach | • Ysgol Gymraeg Cwm Derwen | • Ysgol Gymraeg Gilfach Fargod |
| | • Ysgol Gymraeg Bro Allta | • Ysgol Gymraeg Trelyn |

The collaboration between the schools is a significant strength which contributes to the success and very high standards achieved by these schools. The YGCRh cluster is acknowledged as a highly successful pioneering partnership where good practice is consistently shared on each level across the cluster. The collaboration aims to ensure that each pupil who attends a Welsh medium school within the Caerphilly county borough receives educational opportunities which will enable them to reach their potential.

THE PUPILS' PROGRESS IS THE HEART OF EVERYTHING

Because of this collaboration it is possible to offer a variety of opportunities and activities in the primary schools or in YGCRh to promote the development of individual or groups of pupils.

YGCRh's Transition Plan:

YGCRh ensures that each pupil who starts in YGCRh is keen to further develop and build upon the progress previously made during their period at the primary school. YGCRh and the primary schools work together closely by sharing information and developing plans in order to ensure that the pupils' initial period in YGCRh is a happy and successful one.

Joint mentoring Plan:

YGCRh leads a mentoring plan across all of the YGCRh cluster primary schools. Each school has different plans for supporting and guiding pupils who need additional or different forms of assistance in order to develop their abilities, specifically in literacy and numeracy. Individual pupils' intervention plans vary according to the school and pupils' needs and they have proved to be effective over a period of time. There is effective collaboration across the cluster so that good practice is shared in order to ensure pupils' progress.

Two YGCRh teachers have additional non contact time to allow them to visit each primary school regularly to discuss intervention plans and to discuss individual pupils and groups of pupils in year 5 and 6. By providing an effective mentoring system across the cluster, individual pupils and groups of pupils benefit from planned activities across the cluster in order to develop according to their talent, ability or personal needs.

All pupils in Year 6 will have the opportunity to participate in Activities days:

Extended Activities Days:

Organised for more able and talented pupils concentrating on languages and communication and science, mathematics and numeracy. A series of days are held at YGCRh which give the year 6 pupils an opportunity to develop their understanding or extended ability in a field or specific fields.

Additional Activities Day:

Organised for those pupils who appear unable to take advantage of all the opportunities which are available within the school due to deprivation or social and emotional issues. These pupils benefit from the school plans to support and guide pupils who need additional assistance. The joint mentoring plan reinforces this work and enables YGCRh to develop additional opportunities across the cluster in order to promote the ambition and confidence of the children.

A series of days are held in YGCRh and in other venues which provide pupils in year 5 and year 6 with an opportunity to develop their ambition and confidence whilst also enhancing understanding of topics that are not necessarily available in the primary school.

Special Activities Day:

Organised for pupils who have not participated in extended activities days or the additional activities days. The children enjoy similar activities to those experienced by their peers during the other activities days. These days are designed to enhance the children's understanding of what they can expect when they start in YGCRh and to prepare them more effectively for this most important transition.

Science in year 6

YGCRh's science department collaborates with year 6 teachers to introduce a unit of science work in year 6. YGCRh teachers visit the primary school to hold science lessons and year 6 pupils visit YGCRh to gain experience from performing experiments in a laboratory.

Chwil Chwarae Days

Musical days are held in YGCRh where pupils who have a specific musical talent have the opportunity to meet with music teachers and other talented pupils and to perform in front of an audience.

Transition Day

The pupils receive a timetable for the day enabling them to experience activities as year 7 classes. The activities are planned so that the pupils have experiences they would not normally receive in the primary school but will be available for them in year 7 in YGCRh.

Transition Evenings

Two evenings are held for prospective parents during a pupil's period in year 6:

- An introductory evening to the school and buildings and an opportunity for the parents to meet the school leaders.
- A subject-based activities evening so that the parents can get a taste of the kinds of subjects that the pupils study in year 7. There is also a chance to buy a school uniform.

Individual visits

More vulnerable children will often have additional concerns when considering starting in Year 7. Individual parents and children are welcome to visit the school at convenient times to ensure an effective introduction to the school. These will often be a series of visits starting after school where they are guided around the site when it is quiet by a member of staff progressing into lengthier visits to experience school activities.

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

Outcome 4: More students aged 14-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.

Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) entered for at least two further Level 1 or Level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
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100%	100%	100%	100%
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Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
100%	100%	100%	100%

Our four objectives for achieving this outcome are:

1. Ensure that provision for 14-16-year-old learners at YGCRh complies with the Learning and Skills Measure (Wales) 2009
2. Undertake a review of the organisation of Welsh medium secondary provision in Caerphilly borough to include 14-19 provision. This will coincide with a review of 6th form in schools and tertiary education.
3. Continue to develop a Welsh medium learning pathway for pupils who are in danger of becoming Not in Education, Employment or Training on leaving school at 16 years, and promote a Level 2 post 16 curriculum for those not achieving the Level 2 threshold for Welsh / English and mathematics.
4. Consider a regional approach to Welsh medium post 16 provision (YGCRh, Y Gwyndy, Ysgol Gyfun Gwynllyw (Torfaen) and Ysgol Gyfun Gwent Is Coed (Newport) in developing, promoting and sustaining effective Welsh medium 14-19 learning pathways.

Caerphilly pupils in Welsh medium primary education transfer to YGCRh. This is with very few exceptions. Caerphilly pupils who currently attend YGCRh are entered for two maths, two science, three optional GCSEs and the Welsh Baccalaureate through the medium of Welsh. This is in addition to Welsh / Welsh Literature.

All learners entered for GCSE Welsh (first language) will also be entered for at least **five further** GCSE, level 1 or level 2 qualifications through the medium of Welsh.

YGCRh is the only establishment within the local authority with the ability to provide a Welsh medium 14-19 Learning Pathway. At present YGCRh is based on two sites 7 miles apart. In September 2016, 82 year 10 pupils started their 14-16 curriculum. By September 2018 a post 16 curriculum will need to be provided to those pupils at Y Gwyndy site who wish to continue in Welsh medium education.

All students aged 14-16 studying for GCSE and or Level 1 or 2 vocational subjects at YGCRh do so through the medium of Welsh. Ensuring an increase in the availability of Welsh medium GCSE and Level 1 and 2 vocational courses across our local authority is a significant challenge to the authority as the provision already exceeds statutory expectations (YGCRh offers 30 level 2 courses including 5 vocational courses). YGCRh implements several strategies with the aim of ensuring that an increasing number of students continue to access a 14-19 Welsh medium provision:

YGCRh has a strategy for Welsh medium pastoral support which enables each child to access appropriate support when required. This support is essential in ensuring that every child is fully aware of the available 14-16 Welsh medium provision, thus ensuring that approaching 100% of KS3 pupils transfer to KS4.

YGCRh identifies those pupils in year 9 who are in danger of becoming NEETS. These pupils become members of the Welsh medium Learning Pathway Centre (LPC) and follow a specifically designed curriculum which appeals to them and aims to ensure that they do not become NEETS.

The Welsh medium Learning Pathway Centre strategy continues to be an effective tool in enhancing pupils' expectations. This strategy has ensured that these pupils have continued in Welsh medium education until they are 16 with every pupil gaining a place in training, employment or education on leaving school.

YGCRh provides a Year 12 Transition Pathway. The aim is to enable well motivated and ambitious students to continue their studies through the medium of Welsh. The Year 12 Transition Pathway is suitable for those students who would wish to follow Level 3 courses but, unfortunately, have not yet achieved a suitable level of achievement to enable them to study Level 3 courses in year 12.

Vocational studies are at the core of the course with developing further understanding of a variety of fields of business being central to the curriculum. By continuing to study the key core subjects (*Welsh/English/mathematics*) we enable pupils to re sit GCSE examinations to improve their GCSE grades if required or to continue to improve their literacy and numeracy skills if they have achieved GCSE grades A*-C.

It is expected that those students who choose to follow the Year 12 Transition Pathway will wish to continue their Welsh medium studies at YGCRh at the end of year 12 by starting Level 3 courses in Year 13.

The school has developed a post-16 curriculum for pupils with Additional Learning Needs (ALN) enabling them to continue in Welsh medium education whilst being effectively prepared for the world of work and life after formal education. The curriculum is tailored to the needs of the individual and will normally comprise of following a vocational course and continued literacy and numeracy development. Particular emphasis is placed on developing greater understanding of life skills and effective communication.

The Welsh medium 14-19 regional collaboration previously benefited from additional funding through the ANDP, RNDP and the grant associated with the 14-19 Regional Welsh medium Forum. This funding enabled us to sustain the Welsh medium 14-19 Learning Pathways in an effective manner across the region. There is clearly a need for continued additional funding of 14-19 Welsh medium learning pathways if we are to maintain the present position in South East Wales where the burden of provision falls on such a small group of establishments.

Despite the lack of any additional grant funding the South East Wales 14-19 Forum has decided to continue to meet to enable future collaboration between Welsh medium schools and Further Educational establishments.

Maintaining and increasing the range of Welsh medium provision for pupils aged 14-19 is a significant challenge to the authority as 14-16 pathways are now provided on two sites 7 miles apart. Equality of provision must be guaranteed on both sites leading to additional small classes and significant additional staffing costs.

An additional 1.68 teachers have been employed to accommodate the 14-16 non-core curriculum on two sites 7 miles apart for 2016-17 with an expectation of at least 3 additional teachers for 2017-18.

At present YGCRh has to offer and provide 30 Welsh medium Level 3 courses in line with the skills measure. As they are the only possible provider of Welsh medium post-16 education they must continue to provide courses even when the number of students choosing the course makes the course unsustainable.

A sustainable 14-19 pathway will be required for all Welsh medium pupils within the authority (based on two sites 7 miles apart) by September 2018. This will form the basis of the review required. The authority and YGCRh will collaborate to ensure that a sustainable Welsh medium post-16 provision can be maintained by September 2018. YGCRh and Ysgol Gyfun Gwynllyw have been creative in their partnership whereby staff travel to teach alternative or low take-up courses but following the withdrawal of the grant, this is no longer financially viable and will never be due to the low numbers.

By September 2019 a sustainable 14-16 Learning Pathway will be required at Ysgol Gyfun Gwent Is Coed (Newport) and by September 2021 they will require a sustainable 14-19 Learning Pathway. It is not a feasible proposition to expect them to be able to offer a sustainable curriculum to their pupils without collaboration with other Welsh medium providers.

With the development of the Successful Futures curriculum to be implemented by September 2018 we cannot be sure what the requirements for a sustainable 14-19 Learning Pathway could look like by 2020. It is clearly essential that any future planning for a Welsh medium 14-19 Learning Pathways strategy in South East Wales must consider a collaborative approach if we are to continue to provide a high quality sustainable pathway.

Within the local authority's review of 14-19 provision a regional approach will be considered, where YGCRh could work in collaboration with Ysgol Gyfun Gwynllyw (Torfaen) and Gwent Is Coed (Newport) in developing and promoting effective Welsh medium 14-19 Learning Pathways.

YGCRh is central in the organisation and implementation of the South East Wales Welsh medium Secondary schools network (CYDAG De Ddwyrain Cymru). CYDAG De Ddwyrain Cymru comprises of 17 Welsh medium Secondary schools across three regions (South Central, EAS and ERW). The network organises joint INSET days with WJEC to support and promote Welsh medium 14-19 qualifications. The network will continue to collaborate with the WJEC and will communicate with Qualifications Wales to ensure that the provision of 14-19 Welsh medium qualifications is supported and enhanced. The 14-19 Forums have officially come to an end however, CYDAG SE Wales continues to meet to explore the possibility of continuing practices such as arranging conferences and staff collaboration meetings that were in place to March 2016. Creativity and commitment will be needed to enable continuity for this successful forum.

YGCRh leads the Welsh medium Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

Links with Coleg y Cymoedd

There is a well-established and effective collaboration between YGCRh and Coleg y Cymoedd. Coleg y Cymoedd provides work-based training on car mechanics for the Welsh medium Learning Pathway Centre pupils at the College's Ystrad Mynach campus. The college has secured European funding for the project until 2020.

There are ongoing discussions on how to develop further partnership working between YGCRh

and with staff from Coleg y Cymoedd. The Bilingual Champion is a member of the South East Wales Forum Learning Pathways 14-19 and meets the head teacher and facilitator regularly.

Coleg y Cymoedd delivers both Welsh medium taster and enrichment day courses to pupils from YGCRh. Subjects include French, catering and motor vehicle studies. This partnership work has been funded by the South East Wales Cross Border Forum for Welsh medium and Bilingual Education which has now been wound up, but both the school and the College are keen to continue the partnership work together.

The Bilingual Champion liaises with the school to enable those pupils who wish to follow post 16 courses at the college to enjoy a smooth transition and understand the variety of opportunities available to them to continue to use the Welsh language at the college. For those pupils who choose to attend the college, bilingual glossaries are made available, particularly in STEM subjects, to make the transitional period easier.

In the Further Education sector, the planning process is not the same as in schools/councils. The College must go through a strategic planning process with DFES and have DFES approval for everything that is done. As such, it is not possible to discuss plans over the next 5 years as the College is currently in the 2014-17 period of the Bilingual Development Plan.

One of the current priorities is to extend the range, type and levels of the Welsh medium customer care course *Yr Iaith ar Waith* so that this additional qualification can be offered across more subject areas identified by Welsh Government as priority areas for development, at different levels and in different skills - speaking/reading and writing.

The College is also using staff who have attended the Welsh Language Sabbatical Scheme to introduce bilingual units available across mainstream qualifications e.g. business in 2016-17.

Partneriaeth 6:

The partnership between YGCRh and Ysgol Gyfun Gwynllyw (Partneriaeth 6) was introduced as the Welsh medium 14-19 strategic partnership between Caerphilly, Blaenau Gwent and Torfaen in 2006. It has proven to be an innovative pioneering partnership ensuring highly effective 14-19 Welsh medium Learning Pathways. Partneriaeth 6 was dependant on funding through the ANDP, RNDP and Welsh medium 14-19 grants which are no longer available. Partneriaeth 6 now needs to re-focus on the promotion and development of the wider curriculum in line with Successful Futures and further developments in 14-19 Learning Pathways.

We will re-launch Partneriaeth 6 in January 2017 with the aim of continuing to lead an outstanding pioneering Welsh medium structure across South East Wales.

The partnership between YGCRh and Ysgol Gyfun Gwynllyw will be reinforced by inviting Ysgol Gyfun Gwent Is Coed to collaborate as partnership members. The feeder primary schools of each secondary school will be associate members of the partnership. Ysgol Gyfun Gwent Is Coed will also be invited to join the Joint Governors Committee of Partneriaeth 6.

YGCRh has been recognised as a Pioneer school for Successful Futures and leads the all Wales Welsh medium Successful Futures Network. In submitting the bid as a pioneer school they emphasised the strength of the Welsh medium partnership and the ability of the partnership to work together in an effective manner in developing and planning the curriculum. The partnership will develop a wider understanding of curriculum needs in Wales for the future through collaboration across the Secondary schools and their clusters.

Partneriaeth 6 will agree targets for increasing Welsh medium 14-19 pupil numbers by ensuring that provision through the medium of Welsh is of the very highest standard and that students achieve qualifications at the highest possible level.

Partneriaeth 6 will continue to lead Welsh medium strategies across the region in collaboration with the local authorities and the Education Achievement Service (EAS):

- ✚ The Welsh Medium Education system in South East Wales to be recognised nationally as a pioneering /excellent example of good practice.
- ✚ Pupils in the partnership will be expected to receive results that are comparable with the best in Wales.

Outcome 5: More students with advanced skills in Welsh

Current Position	2017/2018	2018/2019	2019/2020
Welsh: 1 Student entering AS Level WSL courses at KS5 in 2015 3 Students entering A Level WSL courses at KS5 in 2015	4	5	6
Welsh Second Language: 4 Students entering AS Level WSL courses at KS5 in 2015 19 students entering A Level WSL courses at KS5 in 2015			

Our five objectives to achieve this outcome are:

1. Improve literacy standards at the expected +1 at all Key Stages for Welsh 1st language to impact on A*-A GCSE performance leading to higher A level numbers.
2. Increase AS/A level numbers in English medium schools and actively collaborate to ensure pupils have access to AS / A level Welsh Second Language course.
3. Encourage English medium schools to increase formal and informal provision for Welsh Second Language at KS3 and KS4 so that GCSE full course uptake is increased from 42% (2015 baseline) and that both languages are widely used as medium of communication.
4. Encourage English medium schools to enter nearly all pupils for GCSE Welsh full course when the current short course is withdrawn in 2018 (pupils currently do not have to be entered for any examination in Welsh Second Language) and plan for the implementation of Successful Futures to ensure transactional competence for all pupils aged 16.
5. Encourage Qualification Wales and WJEC with the support of Welsh Government to provide a suitable range of level 3 Welsh First Language Qualifications.

Performance in Welsh First Language / literacy is strong in the Foundation Phase and KS2 with performance above Wales at the expected level at both key stages. To maintain and continue to improve, particularly outcomes at the expected +1 schools have access to a range of Welsh literacy programmes and CPD through their involvement with the EAS regional literacy network and direct support from a Welsh literacy advisor (FP-KS4). Programmes currently available include the 'Cyfathrebu'n Gyntaf' initiative for literacy in the Foundation Phase and the 'Ar Lafar', 'Y Darllenwr Dygn', 'Ditectifs Darllen' and 'Seiliau Sgrifennu' programmes that are all targeted at developing literacy in each of the attainment targets across all phases. There is structured school

to school support available to the Welsh-medium schools across the region through the SE Wales consortium literacy support arrangements with lead schools for literacy leading aspects of the designed CPD programmes outlined. YGCRh is a Curriculum and New Deal Pioneer school who will also lead and support literacy development across the region.

As well as a rigorous approach to assessment for and of learning, including in-house and cluster moderation, the adoption of the *Siarter Iaith* initiative from September 2016 will support schools in improving pupil confidence and competence in using the Welsh language both inside and outside the classroom, enabling schools to maintain their high outcomes. Primary schools will achieve the *Siarter* gold standard by July 2019 with secondary schools involved with the Supporting Young People's Practices project from Autumn 2016.

Performance in Welsh as a Second Language at KS2 is strong but performance at KS3 is below Wales. The EAS will monitor provision at KS3 and 4 and report to Challenge Advisors and the LA on time allocation and the status of option group numbers annually.

Secondary schools will be encouraged to provide adequate time for the study of Welsh as a second language in line with the new Welsh GCSE taught from September 2017 and with the requirements of the new curriculum to ensure transactional competence at the end of KS4 for all pupils in all aspects of school life. Welsh full course will be the only GCSE on offer from 2018 following the withdrawal of the Welsh short course, which will provide a more solid basis for the progression to AS and A Level. However, the current non-core status of Welsh in English medium schools will continue to 2021. Pupils must study Welsh to 16 but there is no requirement for them to sit an external examination in Welsh. This will continue to be a major barrier to the growth of the study of Welsh to A Level.

The current examinations available to students from 16-19, particularly for Welsh have been widely reported to be most appropriate for the more academic students. This has had previous effect on uptake. Caerphilly welcomes the opportunity to request that Curriculum Wales review their range of qualifications for Welsh to ensure wider appeal and make Welsh courses relevant to the world of work today; for example, a vocational Level 3 Professional Welsh course would have a wide appeal and take-up.

The target to increase the number of candidates achieving Advanced level Welsh is not a relevant or achievable target for consideration in the context of our local need given the present qualification that is available. The A level Welsh First Language course is recognised as one of the most academic of A level subjects studied, and it is therefore difficult to encourage able students to study the course when they are aware of the academic rigour required in comparison to other A level subjects.

The Welsh language is very popular with the pupils at YGCRh and there would be a significant growth in the number studying Level 3 Welsh Language course if there was a range of suitable courses available. Schools are able to offer A level courses in English Language, English Language and Literature, and English Literature, however Welsh medium schools are only able to offer one Welsh First Language A Level course. There is clearly a fundamental lack of equality in the provision of A Level qualifications for the Welsh language in Wales in comparison to the English language.

When considering how learners are prepared for the workplace within Caerphilly and the South East Wales Region we need to consider increased opportunities for our 16-19 year olds to access

relevant courses that will prepare them for the world of work and the use of the Welsh language in the working environment. We believe that we need to develop a range of suitable level 3 courses for students who wish to continue their further studies of the Welsh language and to be able to use the language in the workplace but who are unable to access the extremely academic rigour of the present A level Welsh First Language course. These courses could be vocational based courses with specific units on the use of the Welsh language in effective work based communication.

YGCRh continues to provide an in-house, on-line, personalised language course to further enhance the Welsh literacy standards of staff at all levels at YGCRh. This is used to identify further staff training needs by the School of Welsh at Cardiff University, thus ensuring that pupils are taught by teachers who are good language models. The strategy for improving staff literacy skills has proven to be highly effective. A Welsh language graduate has been appointed to facilitate the strategy by assisting in the mentoring of staff and supporting staff by monitoring the linguistic standard of work sheets and presentations. Primary feeder schools also access this facility.

YGCRh continues to be a lead network school for MFL within the SE Wales Region (with Blackwood Comprehensive) and are in receipt of significant investment to promote the uptake of languages. Triple literacy development is central to their work.

The local Urdd Gobaith Cymru and Menter Iaith groups will work with schools and the community to provide opportunities to practise their Welsh skills in less formal situations. Pupils from both Welsh and English medium schools will have access an array of opportunities to practise their Welsh language skills in formal and non-formal settings.

Urdd Gobaith Cymru offer a variety of sporting events linked to both English and Welsh medium Primary schools, including rugby, football, netball, swimming, gymnastics, TAG rugby and cricket. The Urdd National Eisteddfod offers an opportunity to compete in a variety of competitions including singing, dancing and recitation. There are residential trips to the three centres in Llangrannog, Glanllyn and Cardiff.

For Secondary schools there is a Welsh Language Youth Officer working in the area based in YGCRh funded jointly through Urdd, Menter Iaith and Caerphilly CBC. They support the weekly clubs in YGCRh as well as sporting events across Welsh and English medium schools. Along with the National Urdd Eisteddfod and residential trips there have been trips abroad with YGCRh pupils to Disneyland, Paris and Spain and a Welsh Language Youth Forum. There are a variety of day trips planned across Welsh and English medium schools as well as volunteering opportunities and accreditation to support young people to use and practice their Welsh outside of the classroom. In addition the Youth Officer supports a weekly club in Bargoed YMCA and consultation work.

Both Menter Iaith Sir Caerffili and Urdd Gobaith Cymru work collaboratively and independently to provide a range of opportunities for children and young people to use the Welsh language outside school within a number of workshops and clubs during term time and school holidays. This provision includes the following opportunities delivered by Menter Iaith:

- Termly Sgwad Sgwennu (Writing Squad)
- Art and craft, cooking workshops during all school holidays
- Miri Meithrin sessions during all school holidays – play sessions with a range of activities and information stalls for parents and children.
- Outdoor activities within local parks
- Workshops in partnership with the Winding House, New Tredegar

This provision and partnership work is on-going and the programme continues to develop. Funding for these opportunities is limited however and is dependent on Menter Iaith securing funding sources. Menter Iaith will continue to seek further funding sources to maintain provision.

Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)

Our objectives to achieve this outcome are:

1. Develop a regional Welsh speaking specialist forum as a sub group of the regional WESP forum to support best practice and remove barriers for pupils with ALN attending Welsh medium Primary and Secondary schools.
2. Audit Welsh speaking professionals across the region in preparation for the regional specialist forum.
3. Evaluate the impact of the ALN Reform and the new Code of Practice.

In line with Caerphilly's SEN Policy the majority of pupils in Welsh medium education who have ALN, are educated within mainstream settings. Primary aged pupils in Welsh medium schools, with ALN have access to advice and support from a range of specialist services. An advisory teacher, educational psychologist and three specialist teachers are Welsh speaking. For Primary aged pupils with more complex needs there is a specialist resource base at Ysgol Gymraeg Cwm Derwen.

YGCRh has an ALN Department which is recognised as being highly effective in understanding the needs of all pupils with ALN prior to them accessing the schools facilities. Pupils with ALN benefit from the excellent well established transition arrangements between the feeder Primary schools and the department thus ensuring smooth transition for the most vulnerable children.

The school has access to educational psychology assessments and support, behaviour support, an advisory teacher, a specific learning difficulties teacher, a speech and language therapist, as well as other services. At present the advisory teacher and a newly appointed education psychologist speak Welsh, however they all support and train the Welsh medium staff thus enabling the Welsh medium staff to support and nurture our most vulnerable children in an effective manner.

The facilities of the ALN Department at YGCRh (Gellihaf site) comprises of a range of rooms, one of which is designated as an Autistic Spectrum Disorder friendly room.

There are three distinct elements of the ALN Department at YGCRh:

Complex Needs

- Y Ganolfan
- Hafan
- General Additional Learning Needs

The department has a well-established complex needs unit (Y Ganolfan). The purpose of the Ganolfan is to offer differentiated and individualised support for pupils to access as much of the curriculum as possible. The Ganolfan provides them with a safe, happy and nurturing environment where the focus of support is developing independent skills, social skills, and to improve the pupils' self-esteem. The Ganolfan is a quiet area, with the emphasis being on rewarding pupils for their achievements. The Ganolfan runs the very successful 'Social Use of Language Programme' for those pupils who need to improve their communication skills.

The department has established a provision to support our children who are identified to have

complex Social, Emotional and Behavioural difficulties. The Hafan comprises of a specially designed room staffed by trained and experienced teachers and learning support assistants. The provision is extremely individualised and aims to highlight and improve the emotional development of the learners by teaching more socially acceptable behaviours. The learners access the Hafan for part of the day whilst spending the rest of their day in their 'normal' class. The amount of time withdrawn from classes is dependent on the individual learner and their needs

Learners with statements of special educational needs are supported in class and in extra-support activities; these students also receive regular monitoring, review and support with targets set for improvement via IEP's and Person Centred Planning. Other students who have identified additional needs, are supported and monitored regularly via IEP's and Person Centred Plans.

The school has a basic skills strategy which aims to promote and develop the pupil's literacy skills. They do this by offering a wider curriculum made up of activities encompassing the history, geography and religious studies curriculum and concentrating on refining their language skills. There is little doubt that the course strengthens the pupil's oral and written communication skills. The pupils become aware of the importance of specific features of language like punctuation and paragraphs, not only in regards to Welsh and English, but also in respect of the individual subjects. The pupils recognised that every subject requires the same level of language skills. The ALN department supports the KS3 Basic Skills work, linking with the overall KS3 strategy has focused on a wide range of developments. These included the withdrawal of Year 7, 8, and 9 students for additional literacy and/or numeracy work.

ALN pupils in KS4 follow a variety of vocational courses, enabling them to participate within the national framework of qualifications. Close links with Careers Wales and with post-16 education providers are maintained.

The school has developed a post-16 curriculum for ALN pupils enabling them to continue in Welsh medium education whilst being effectively prepared for the world of work and life after formal education. The curriculum is tailored to the needs of the individual and will normally comprise of following a vocational course and continued literacy and numeracy development. Particular emphasis is placed on developing greater understanding of life skills and effective communication.

The Welsh medium network of schools has established a cross regional PLC around Welsh medium ALN provision, led by YGCRh.

The ALN Department and in particular the complex needs provision in YGCRh and Ysgol Gymraeg Cwm Derwen, is a model of best practice and could be developed regionally with collaboration from the other authorities.

There are very experienced and highly effective Welsh speaking ALN professionals distributed across the region, this includes the regional Sensory and Communication Service (SenCom). We aim to establish a cross regional Welsh language ALN professional forum to share best practice and to develop a collaborative approach to Welsh medium ALN support.

Outcome 7: Workforce planning and continuing professional development.

Our objectives to achieve this outcome are:

1. EAS will audit practitioners' Welsh language skills (teachers and TAs) Welsh and English

- medium schools and Cylchoedd Meithrin on an annual basis to assess training needs.
2. EAS will draw up a systemic plan for release of staff to Sabbatical Scheme training in collaboration with schools and clusters.
 3. School improvement plans will demonstrate commitment to improving practitioners' linguistic skills, working with Welsh in Education Officers (English medium schools) and through planning for systematic release of staff to attend Sabbatical Scheme training (Welsh and English medium schools) according to needs analysis.
 4. Improve practitioners' methodological skills through the work of Welsh in Education Officers and through designed school-to-school initiatives
 5. Develop a succession planning strategy for school leadership teams using a regional approach for Welsh medium provision.
 6. Continue to use the Road to Bilingualism and deliver training for Early Years Practitioners to improve the Welsh language skills of the childcare sector.

A Welsh Course for Early Years Practitioners is run twice a year for 6 weeks to improve their Welsh language skills and support children in childcare settings in Welsh language acquisition. This is a popular course and in summer 2016 there were 20 attendees.

Current regional uptake on Sabbatical Scheme training is low (Welsh and English medium schools) and not planned strategically. Therefore Caerphilly will work with the EAS and schools to plan for systematic release of staff and TAs to attend WG Sabbatical Scheme training in response to needs expressed in Welsh language audits undertaken. A cluster by cluster approach may be adopted. Improving staff language skills, particularly in English medium schools in Caerphilly will be vital in implementing the Successful Futures vision and moving forward with the 2015 Million Speakers' agenda. YGCRh has a programme of support for their staff, used alongside the Sabbatical Scheme to support linguistic development.

There is healthy collaboration across schools within Caerphilly and through the regional working model. There is a growing Welsh medium CPD programme (literacy) available to Welsh medium schools from the EAS with lead Welsh medium schools sharing good practice within a centrally organised joint programme of advisory and school based support (methodology). There is also a regional school to school programme to support teachers in aiming for excellence in Welsh medium schools: '*Anelu at Ragoriaeth*'. English medium primary schools have access to a wide and diverse programme of CPD through the EAS programme of language and methodology training. There is also a programme of targeted intervention in place for identified primary and secondary schools to improve the Welsh ethos of schools and practitioner language / methodology.

All schools have access to EAS leadership programmes (Preparing for Headship, and NPQH). There is support for Welsh medium leadership through regional peer partnership programmes with facilitation of regional secondments where appropriate. The region's Welsh medium Secondary schools work in strong partnership, regularly discussing recruitment. In order to recruit Welsh-medium TAs, the region's secondary schools need to discuss the provision of suitable courses (e.g. *Cache*) for pupils especially in light of a recent consultation from Welsh Government for future funding as well as using the more widely used QCF Childcare Learning and Development level 2 and 3. This course is useful for both TAs in schools and childcare practitioners required for the implementation of the new universal 3&4 year old offer by 2020. These courses are currently funded through the apprenticeship route for 16-24 year olds and the ESF funded project Progress for Success for over 25s although there are limited courses delivered through the medium of Welsh other than YGCRh.

In order that we can ensure that we have sufficient Welsh speaking workforce across the range of responsibilities in all of our Welsh medium schools we will develop an effective staff development strategy where we can identify suitable prospective practitioners who have the ability to develop as educational professionals and effective practitioners who can develop leadership responsibilities at all levels.

YGCRh is a New Deal Pioneer School and as such has a duty to ensure that all professional practitioners can experience effective professional learning. They must enable them to continually develop, improve their leadership, their understanding of practical pedagogy and in particular to support the development of the new curriculum. As a New Deal Pioneer school YGCRh benefits from collaborating with the EAS in developing, promoting and providing professional development opportunities through the medium of Welsh within the region and across other regions.

YGCRh leads the Welsh medium Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

YGCRh is central in the organisation and implementation of the South East Wales Welsh medium Secondary schools network (CYDAG De Ddwyrain Cymru). CYDAG De Ddwyrain Cymru comprises of 17 Welsh medium Secondary schools across three regions (South Central, EAS and ERW). The network collaborates in organising a variety of events including joint INSET days.

YGCRh collaborates with the other Welsh medium New Deal Pioneer Secondary schools in South Wales as a member of the Welsh medium New Deal network (Ysgol Gyfun Bro Morgannwg (Barry), Ysgol Gyfun Gŵyr (Swansea), Ysgol Gyfun Y Strade (Llanelli), Ysgol Gyfun Bro Pedr (Lampeter) and Ysgol Gyfun y Preseli (Pembrokeshire)). These wide ranging networking opportunities across the Welsh medium schools of South Wales enable YGCRh to collaborate with the vast majority of Welsh speaking professionals and prospective professionals in developing effective professional practice and identifying future leaders. YGCRh can therefore benefit from collaborating across the Welsh medium sector and with the EAS to ensure that the most effective professional development opportunities are available to the staff within the region and across other regions.

YGCRh will lead the Welsh medium professional development strategy across Partneriaeth 6 (Collaborative partnership between YGCRh, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Gwent Is Coed). The partnership will therefore benefit from developments and pioneering strategies aimed at encouraging every member of staff to achieve their potential and will also enable us to develop effective succession planning at all levels.

The partnership will develop opportunities to enable all our staff to achieve their potential:

- ✚ Lead and plan the staff training structures within the region and across other regions in line with the New Deal.
- ✚ Continue to lead pioneering educational strategies
- ✚ Make effective use of the educational expertise available within the region and across other regions
- ✚ Ensure opportunities for teachers to peer observe
- ✚ Continue to lead Professional Learning Communities
- ✚ Hold joint In Service Training days within the partnership and across other regions
- ✚ Develop relevant Professional Learning Communities within the partnership and across other

regions

✚ Collaborate on a strategy for reinforcing the literacy standards of teachers and support staff

We will develop a Strategic Plan for the Supporting Education team. The development of our extended additional educational support team is central to the long term strategic plan to encompass all staff as contributors to the educational development of our pupils. We accept that all members of the school staff have a contribution to make towards the educational development of our pupils and therefore we need to recognise that contribution at an appropriate level. YGCRh will lead the Welsh Strategic Plan for the supporting education team across Partneriaeth 6. This strategy ensures that people with ambition to develop will have opportunities to continue to develop by making a significant contribution towards our pupils as they achieve their potential.

YGCRh trains prospective classroom assistants with a significant number of those practitioners presently employed within Caerphilly's and the regions Welsh medium primary schools having been trained by YGCRh. YGCRh also supports the training of trainee practitioners in the work place. YGCRh trains prospective school administrative assistants and encourages its entire administrative staff to follow developmental courses up to and including degree level. They intend promoting this strategy to support further development of Welsh speaking school administrative staff across all Welsh medium schools within the region.

Not everybody who graduates is suitable to be a teacher with the confidence to support lessons for a significant number of pupils. However a wide range of individuals have a significant contribution to make towards educating pupils and to promote a wider understanding amongst educators of the development needs of young people. YGCRh has developed strategies aimed at developing a higher level of pedagogic understanding amongst non-teachers within an educational environment. These strategies could be key elements in Partneriaeth 6's Strategic Plan for the supporting education team:

Graduate Learning Assistants

We develop high quality professional practitioners by developing and extending their experiences in the workplace. They demonstrate flexibility and knowledge by responding to the needs of young people across a range of educational contexts. The graduate learning assistants convey knowledge and understanding of the range of restrictions that pupils face and the strategies used to control them. The graduate learning assistants are committed to working with the school in studying and following a personal professional development plan and operate as teaching and learning assistants in the school.

Trainee Graduate Teaching Assistants Scheme *(A one year Internship for prospective teachers)*

The school has developed a strategy for training graduate teaching assistants. It is intended to enable individuals to develop ability and increased professional skills in the workplace. It is expected that the trainee graduate teaching assistants will contribute effectively towards the schools educational strategies. During their period of training they will build on their previous experiences by increasingly developing educational and leadership skills for the benefit of our pupils. It is expected that they will be considering following a teacher training course following their experience at YGCRh.

Prospective Graduate Learning Assistants

YGCRh is collaborating with Coleg y Cymoedd in developing a training plan for prospective graduate learning assistants. It is expected that prospective graduate learning assistants will develop increasing professional skills and abilities in the work place.

CCBC Corporate Training

CCBC has a training programme in place to assist staff to become fluent Welsh speakers. The programme has been running since 2001 and it gives staff flexibility to learn Welsh through a number of different methods from e-learning to a list of different class options.

With the introduction of the Welsh Language Standards in March 2016, these have given the Welsh language value and have raised awareness of the Welsh language internally within the workforce.

For the academic year 2016-2017, we currently have 43 members of staff signed up to do year courses which vary in levels from Mynediad 1 (Year 1 Beginners) to Hyfedredd 4 (Year 4 Proficiency).

Last academic year we had 86 learners. Below is a breakdown by directorate and gender;

	Corporate Services	Education	Environment	Social Services	External Authorities
Male	2	2	4	3	6
Female	9	10	11	21	18

Mudiad Meithrin

Cam wrth Gam (Mudiad Meithrin's training subsidiary) currently offers apprenticeship opportunities through Progress for Success. In addition, Mudiad Meithrin will consider opportunities to market careers in childcare with year 10 and 11 pupils

Signed: Date:

Keri Cole, Chief Education Officer, Caerphilly County Borough Council

Data (Annex 1)

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

Expanding provision

What is the percentage of seven-year-old children currently taught through the medium of Welsh?
[20% of Y2 pupils from Caerphilly attended Welsh-medium schools in 2016.](#)

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

What is the current percentage of learners in Year 9 who are assessed in Welsh (First Language)?
[12.72% of pupils from Caerphilly were assessed in Welsh at YGCRh in 2016.](#)

How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?

[In 2013 12.9% of pupils attended Welsh medium Primary schools](#)

Effective transfer and linguistic continuity

What are the rates of progression between:

- non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase? [See data table from Mudiad Meithrin](#)
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase? [See data table from Mudiad Meithrin](#)
- funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools? [See data table from Mudiad Meithrin](#)
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools? [See data table from Mudiad Meithrin](#)
- Foundation Phase and Key Stage 2? [100%](#)
- Key Stages 2 and 3? [100%](#)
- Key Stage 3 and 4? [100%](#)

Caerphilly does not have any bilingual secondary schools (categories 2A, 2B, 2C and 2CH).

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh

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

Increasing the percentage of learners aged 14 -16 studying for qualifications through the medium of Welsh

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 5 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)

100% of pupils at YGCRh, Caerphilly study at least 5 or more subjects, in addition to Welsh First Language, through the medium of Welsh. Caerphilly pupils who currently attend YGCRh are entered for two Maths, two Science, three optional GCSEs and the Welsh Bac. through the medium of Welsh. This is in addition to Welsh / Welsh Literature.

What are the authority's targets for increasing this percentage? [N/A](#)

This can be expressed either as annual targets or as a single end of Plan target

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 2 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

[See above. 100%](#)

(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)

What are the authority's targets for increasing this percentage? [N/A](#)

This can be expressed either as annual targets or as a single end of Plan target

Increasing the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools

What is the percentage of learners aged 16-19 who study 2 or more subjects through a) the medium of Welsh b) bilingually (e.g. elements of qualifications/modules)?

[100% of pupils at YGCRh, Caerphilly study at least 2 or more subjects through the medium of Welsh.](#)

Outcome 5: More learners with higher skills in Welsh

Improving provision and standards in Welsh First Language

What is the percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/bilingual schools? **92.6%**

[Additional information:](#)

[Results decreased on 2015 by 1.2 percentage points](#)

[Performance is above Wales \(90.7%\) by 1.9 percentage points](#)

[The 3 year trend shows an increase of 9 percentage points](#)

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh? **91.8%**

Additional info:

Results increased on 2015 by 1.1 percentage points
 Performance is one percentage point above Wales
 The 3-year trend shows an increase of 1.9 percentage points

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?

Level 5	Welsh		
	Boys	Girls	Year
2016	82.73	91.04	87.3%

Results decreased on 2015 by 1.6 percentage points (88.9%)
 Performance is below Wales (92%) by 4.7 percentage points

Targets

%age achieving Level 5 at KS3

Targets 2019	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	82%	94%	87%

Targets 2018	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	91%	94%	93%

Targets 2017	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	88%	94%	90%

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language?

	2012-2013	2013-2014	2014-2015	2015-2016
Number	213	234	225	224
% A*-C	67.5	73.3	56	58.72

Provisional L2 data: 58.3% A*-C (Lang/Lit). Welsh Language Only: **55.3%**

Targets %age achieving A*-C at GCSE Welsh first Language

2017	2018	2019
61%	66%	68%

Targets for entering 5 or more GCSE and level 1 or 2 vocational courses

2017	2018	2019
98%	98%	98%

Improving provision and standards of Welsh Second Language

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language? **83.9%** (Wales 77.9%)

Additional information:

Results increased on 2015 by 5.5% Performance is above Wales (77.9%) by 6%. Performance is slightly below SE Wales (84.1%) by 0.2%. The 3year trend shows an increase of 9%

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language? **82%** (Wales 81.9%)

Additional information:

Results increased on 2015 by 2.9%
Performance is in-line with Wales (81.9%)
Performance is above SE Wales (81.8%) by 0.2%
The 3year trend shows an increase of 9.2% since 2014

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course?

66.6% in 2015 (entry for Full Course / L2 qualification = 42% of cohort)

No 2016 data available as yet. EAS analysis available for Core Subjects only to date.

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course?

41.1% in 2015 (entry for Short Course = 39% of cohort)

No 2016 data available as yet. EAS analysis available for Core Subjects only to date.

What are your targets for improvement in each of the above – either year on year or at the end of the 3-year Plan period?

Targets for improvement in pupil performance are set by schools based on individual pupil level data. These targets are reviewed on a termly basis, challenged and monitored EAS Challenge Advisors. Targets for 2017 will be set in the Autumn term 2016.

What percentage of the cohort is entered for (i) GCSE Welsh Second Language Full Course; (ii) GCSE Welsh Second Language Short Course; and (iii) not entered for either?

See above. 2016 data not currently available.

21.7% of pupils not entered for Full or Short Course qualifications in 2015

More learners with higher-level Welsh language skills

What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?

2015 data: 3 pupils – A level, 4 pupil– AS level Welsh

What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?

2015 data: 19 pupils – A level, 4 pupils – AS level Welsh

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

No data required

Outcome 7: Workforce planning and Continuous Professional Development

No data required

DRAFT

Name of Cylch Meithrin / Cylch Tî a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	Number of children transferring to Welsh-medium schools in September 2014	Percentage of pupils transferring to Welsh-medium schools in September 2014	Number of children transferring to Welsh-medium schools in September 2015	Percentage of pupils transferring to Welsh-medium schools in September 2015	Number of children transferring to Welsh-medium schools in September 2016	Percentage of pupils transferring to Welsh-medium schools in September 2016	Notes
Aberbargoed 123	13	57%	9	75%	13	62%	15	71%	This setting does not offer Foundation Phase or Flying Start places.
Coed Duon	18	90%	12	71%	11	69%	7	58%	The setting offers Foundation Phase places. Located on an English medium comprehensive site.
Cwm Derwen	20	100%	14	93%	18	100%	22	96%	The setting offers Foundation Phase places. Located on a Welsh Medium primary site
Cwm Gwyddon	36	75%	36	77%	24	100%	30	81%	This setting does not offer Foundation Phase or Flying Start places. Located on a Welsh Medium primary site
Dewi Sant	1	4%	3	9%	1	3%	2	5%	The setting offers Foundation Phase and Flying Start places. There is no Welsh-medium primary school in Risca, so children travel to Cwm Gwyddon. The nearest Welsh-medium school has consistent take up. Mudiad Meithrin will work with RhAG and the Local Authority regarding the need for Welsh medium Education in this area highlighted in WESP targets.
Ifor Bach	25	100%	41	89%	32	100%	50	100%	This setting offers Flying Start places, but does not offer Foundation Phase. Located on a Welsh Medium primary site
Llanbradach	10	59%	11	65%	8	58%	14	70%	This setting does not offer Foundation Phase or Flying Start places. Not located on a Welsh Medium primary site
Nelson	40	95%	20	95%	14	88%	20	91%	The setting offers Foundation Phase and are contracted to deliver Flying Start places in the future but not yet offering FS places. Not located on a Welsh Medium primary site.
Parc Waunfawr	1	8%	5	38%	0	0%	0	0%	This is still an unregistered part-time setting and therefore not offering Foundation Phase or Flying Start. Not located on a Welsh Medium primary site
Penalltau	39	100%	22	100%	22	100%	25	100%	This setting does not offer Foundation Phase or Flying Start places. Located on a Welsh Medium primary site
Penpedairheol	16	55%	14	78%	8	62%	1	11%	This setting does not offer Foundation Phase or Flying Start places. Pupils have to travel to reach the local Welsh-medium school. Mudiad Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and are monitoring the progression rates at the Cylch.

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Pontllanffraith	20	42%	6	43%	5	36%	8	44%	The setting offers Foundation Phase and Flying Start places. The school is the only pre-school provision in the area feeding 8 different schools; 4 Welsh and 4 English-medium. Mudiad Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and increase progression rates as well as develop the relationship with the local Welsh-medium school. Not located on a Welsh Medium primary site.
Rhymni	19	90%	21	81%	24	83%	19	86%	This setting offers Flying Start places but does not offer Foundation Phase places. Not located on a Welsh Medium primary site
Tedi Twt	22	100%	18	100%	9	100%	10	91%	This setting offers Flying Start places but does not offer Foundation Phase places. Currently located on a Welsh Medium primary site
Tonyfelin	25	96%	21	91%	27	100%	30	100%	The setting offers Foundation Phase places. Not located on a Welsh Medium primary site. It is the only Cylch Meithrin in Caerphilly town feeding 2 Welsh medium Primary schools.
Yr Enfys	14	82%	15	88%	16	89%	25	86%	This setting offers Foundation Phase places and is registered to offer Flying Start places in the future when they have reached eligibility criteria. Located adjacent to a Welsh Medium primary site
Caerphilly	319	72%	268	75%	232	76%	278	68%	2016 data shows a slight decrease in transition rates although the overall number of children in settings has increased significantly by 46 children (nearly 20%)

Annex 2 Parental Survey 2015:

Pre-School Survey 2014/2015

Analysis of Responses to the 1st September 2014 to 31st August 2015 Survey

Summary

Between 2004 and 2013 ten surveys were undertaken by Caerphilly County Borough Council. The surveys were designed to collect information regarding school place preferences from parents of 20,614 babies born in the period 1st September 2004 to 31st August 2014 (100% of total births in this period). The surveys were intended as a means of assessing the relative levels of demand for Welsh, English or Faith medium education.

Method

For the 2014/15 survey details of babies born during the period 1st September 2014 to 31st August 2015 were supplied by the Aneurin Bevan Health Board. The information provided consisted of each baby's name, date of birth, address and postcode. The postcodes were used to enable catchment area mapping.

A questionnaire was created and a covering letter was produced to go with each questionnaire, which gave information regarding the survey. Both the questionnaire and letter were sent in English and Welsh languages to each Parent / Guardian. In order to encourage a response, a Freepost envelope was provided for return. The letter referred to the Starting School Booklet which describes education provision in Caerphilly County Borough, produced by the Local Authority.

The questionnaire contained two sections:-

Part A. Child Details – this asked for the number of children under the age of 2 years of age as at 31st August 2015, the date(s) of birth of the child(ren) and the postcode of residency.

Part B. Preferred school – this invited the parent to choose a school from a list of all Caerphilly County Borough schools. This section also contained three further questions regarding whether a Welsh school would have been chosen if one was within 2 miles of their home, in excess of 2 miles from their home and the maximum distance to travel to school.

A total of 2037 questionnaires were sent out. Parents were given one month to reply.

Responses

Table 1 shows the overall response rate to the questionnaire

Table 1: Response Rate

Number sent	2037
Number returned	518
Percentage response	25.4%

The overall response rate of 25.4% is good for a postal survey, but 4.6% below that for the previous survey. Non-respondents were not followed up due to time and cost restraints.

Table 2: Choice of Language Medium

Parents were asked to choose their preferred school. Table 2 summarises the language medium preferences. Of the 406 choosing English medium provision, 6 of these opted for a faith school.

Preference	Total	Percent
Welsh medium catchment school	82	15.8%
Welsh medium non catchment school	30	5.8%
English medium catchment school	276	53.3%
English medium non catchment school	124	23.9%
Faith School	6	1.2%
Total	518	100.0%
Welsh medium school	112	21.6%
English medium school	400	77.2%
Faith School	6	1.2%
Total	518	100.0%

Tables 3a, 3b & 3c: Language Medium Preference Based on Distance to School

Parents were asked if they would have chosen a Welsh medium school based on distance from their home. The results are shown below.

Table 3a: Analysis of those who would choose a Welsh Medium school if one was within 2 miles of their home.

536 out of 541 respondents answered this question (99.1%)

Preference	Very Likely	Likely	Quite Likely	Quite Unlikely	Unlikely	Very Unlikely	Total
Welsh	109	7	5	0	0	0	121
English	26	25	21	38	75	224	409
Faith	0	0	1	1	2	2	6
Total	135	32	27	39	77	226	536
Welsh	90.1%	5.8%	4.1%	0.0%	0.0%	0.0%	100.0%
English	6.4%	6.1%	5.1%	9.3%	18.3%	54.8%	100.0%
Faith	0.0%	0.0%	16.7%	16.7%	33.3%	33.3%	100.0%
Total	25.2%	5.9%	5.0%	7.3%	14.4%	42.2%	100.0%

As expected, the majority of those who choose a Welsh medium school would have chosen one if within 2 miles of home. However, the majority (73.1%) of those who chose an English medium school would not have chosen Welsh medium even if a Welsh school was within 2 miles of their home.

Table 3b: Analysis of those who would choose a Welsh Medium school if one was more than 2 miles from their home.

519 out of 541 respondents answered this question (95.9%)

Preference	Very Likely	Likely	Quite Likely	Quite Unlikely	Unlikely	Very Unlikely	Total
Welsh	76	12	11	9	10	3	121
English	17	6	16	34	74	266	413
Faith	0	0	1	0	2	3	6
Total	93	18	28	43	86	272	540
Welsh	62.8%	9.9%	9.1%	7.4%	8.3%	2.5%	100.0%
English	4.1%	1.5%	3.9%	8.2%	17.9%	64.4%	100.0%
Faith	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%	100.0%
Total	17.2%	3.3%	5.2%	8.0%	15.9%	50.4%	100.0%

Over 81% of those who choose a Welsh medium school would still chose this medium even if the school was more than 2 miles from home. Over 90% of those who choose an English medium school would stick with this choice if a Welsh medium school was more than 2 miles from home.

Table 3c: Analysis of maximum travel time to school according to medium chosen.
519 out of 541 respondents answered this question (95.9%)

Preference	Less than 10 minutes	Between 10 minutes and 20 minutes	Between 20 minutes and 30 minutes	Between 30 minutes and 45 minutes	Between 45 minutes and 60 minutes	More than 60 minutes	Total
Welsh	31	69	17	4	0	0	121
English	145	215	29	4	0	0	393
Faith	1	2	2	0	0	0	5
Total	177	286	48	8	0	0	519
Welsh	25.6%	57.0%	14.1%	3.3%	0.0%	0.0%	100.0%
English	36.9%	54.7%	7.4%	1.0%	0.0%	0.0%	100.0%
Faith	20.0%	40.0%	40.0%	0.0%	0.0%	0.0%	100.0%
Total	34.1%	55.1%	9.2%	1.6%	0.0%	0.0%	100.0%

96.7% of those choosing Welsh medium schools would be willing to travel up to 30 minutes to school, whilst 99.0% of those choosing English medium schools would travel up to 30 minutes (so no real difference). However, the percentage willing to travel 20-30 minutes to school is higher for Welsh medium than English medium (14.1% compared to 7.4%), so on average parents are willing to travel for a little longer to reach a Welsh school. Just 1.6% of respondents answering this question would be willing to travel for over 30 minutes.