



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 28TH FEBRUARY 2013

SUBJECT: WELSH IN EDUCATION STRATEGIC PLAN

REPORT BY: CORPORATE DIRECTOR – EDUCATION AND LIFELONG LEARNING

1. PURPOSE OF REPORT

- 1.1 To inform members of the content of the draft Welsh in Education Strategic Plan (WESP) 2012-15 (Appendix 1 to the report) and associated responsibilities of the Council.

2. SUMMARY

- 2.1 The WESP links to the local authority's duty to monitor and improve standards of Welsh language in education, educational attainment, and it supports the appropriate use of the Welsh Education Grant (WEG) funding.
- 2.2 It has been developed specifically for Caerphilly County Borough Council (CCBC), and has links with those of the 4 other authorities in our Consortium.
- 2.3 CCBC was encouraged to submit a local authority specific WESP to ensure the good practice within the borough is highlighted and built upon when moving forward on a regional basis.
- 2.4 Working with a group of key stakeholders (full list of members in appendix 3) the WESP has been updated and further developed in consultation with Welsh Government officers.
- 2.5 The WESP action plan contains an analysis of current provision. It highlights best practice and includes targets for improvement.
- 2.6 A plan for developing Welsh medium learning pathways for 14-19 year olds 2013-17 (appendix 2 of this report) has been developed by Partneriaeth 6 - which is an effective collaborative arrangement between Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllwy welsh-medium school clusters. This forms an integral part of the WESP.

3. LINKS TO STRATEGY

- 3.1 The plan links to the local authority's duty to monitor and improve standards of Welsh language in education and supports the appropriate use of the WEG funding.
- 3.2 It also links to the Council's current Welsh Language Scheme annual reporting requirements.

4. THE REPORT

4.1 The five authorities which form the South East Wales Consortium have adopted the Welsh Government's vision for Welsh language education to :

have an education and training system that responds appropriately and in a planned way to the growing demand for Welsh-medium education. One that reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace.

4.2 CCBC is committed to ensuring that all children who attend an English-medium school have the opportunity to learn Welsh, in accordance with the national curriculum and are able to achieve an accredited Welsh language qualification by the age of 16.

4.3 The WESP is set out to include detailed actions under the 7 identified outcomes set out within Welsh Government guidance. Challenging targets for improvement are aligned to these outcomes.

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

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

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

Outcome 5: More learners with higher skills in Welsh

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

Outcome 7: Workforce planning and Continuous Professional Development

4.4 Areas covered within the WESP include

- antenatal information to families
- the Flying Start programme
- Early Years Education
- support for Early Years childcare settings and out of school clubs
- Primary Schools
- Secondary Schools
- colleges and further education
- support for children with additional needs within Welsh medium Education
- literacy improvement schemes
- workforce development
- updated data sets to establish current performance
- learning and best practice developed from successful pilots

4.5 Members of the group (appendix 3) meet termly to review the progress of the Action Plan which will then be reported to SMT and this Scrutiny Committee on a regular basis.

5. EQUALITIES IMPLICATIONS

5.1 The Council's Equalities and Welsh Language requirements for monitoring and recording of workforce development, staff linguistic abilities and the offering of training opportunities are co-ordinated by effective partnership working between the Council's Equalities and Welsh Language team and Directorate of Education and Lifelong Learning.

5.2 The positive equality implications linked to provision will be addressed through sufficiency of places, access to resources, and sharing best practice to deliver the vision as outlined in 4.1. All projects developed from the WESP will also be assessed for Equalities and Welsh Language considerations.

6. FINANCIAL IMPLICATIONS

6.1 Implementation of the Plan will be supported by utilising the WEG and existing budgets.

7. PERSONNEL IMPLICATIONS

7.1 There are no personnel implications within this report.

8. CONSULTATIONS

8.1 All comments have been reflected in the report.

9. RECOMMENDATIONS

9.1 Education for Life Scrutiny Committee are asked to note the content of the draft report and ask Cabinet to approve the final CCBC WESP.

10. REASONS FOR RECOMMENDATION

10.1 Approving the scheme will allow the Council to fulfil its duties under the Welsh Government's Welsh Medium Education Strategy.

11. STATUTORY POWER

11.1 Government of Wales Act 2006 (Section 78), National Welsh Medium Education Strategy 2010.

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Consultees: Directorate Senior Management Team
Cllr Rhianon Passmore, Cabinet Member for Education and Lifelong Learning
Geraint Willington, Education Finance
David A. Thomas, Senior Policy Officer, Equalities and Welsh Language
Lisa Haile, Personnel

Appendices

Appendix 1: Welsh in Education Strategic Plan 2012-15

Appendix 2: Partneriaeth 6 operational strategic plan for developing Welsh medium Learning Pathways 14-19, 2013-2017

Appendix 3: Membership of WESP task and finish group

Appendix 1:

Caerphilly County Borough Council

Welsh in Education Strategic Plan

2012 – 2015

December 2012

Introduction

This Welsh in Education Strategic Plan is presented by Caerphilly County Borough Council to be considered in conjunction with the Education Achievement Service (EAS) and local authorities of Blaenau Gwent, Monmouthshire, Newport and Torfaen. These five local authorities will work together in partnership to plan and deliver Welsh-medium education across the area. This plan details how Caerphilly County Borough Council and the partner authorities will aim to achieve the Welsh Government's outcomes and targets outlined in the National Welsh-Medium Education Strategy at a local and regional level.

Section 1 : Vision and aim for Welsh in education

The five authorities of Caerphilly, Blaenau Gwent, Monmouthshire, Newport and Torfaen adopt the Welsh Government's vision for Welsh language education, as set out in the Welsh Medium Education Strategy:

To have an education and training system that responds appropriately and in a planned way to the growing demand for Welsh-medium education. One that reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace.

The South East Wales region is predominantly English speaking and includes both urban and rural areas. In recent years the number of families choosing Welsh-medium education for their children has increased, resulting in increased numbers of Welsh speakers. Every local authority in the area has seen an increase in demand for Welsh-medium education and is committed to ensuring that all families seeking Welsh-medium education are able to access high quality Welsh-medium education at all stages of education within reasonable travelling distance from their homes, from early years through to higher education and lifelong learning.

The local authorities are also committed to ensuring that all children attending English-medium schools have opportunities to learn Welsh, in accordance with the national curriculum and are able to achieve an accredited Welsh language qualification by the age of 16.

Section 2: The Action Plan

Outcome 1: More seven-year-old children being taught through the medium of Welsh <i>You should also complete Appendix 3</i>																										
A. Objective	B. Current performance (Questions to be answered)		C. Timetable of future plans	D. Progress report																						
1.1 Increase the number of seven-year-old children taught through the medium of Welsh	Caerphilly CBC maintains 11 Welsh-medium primary schools. Currently, this is meeting the increased demand. Please see table below.		Monitor Welsh-medium demand by conducting an annual parental demand survey and respond accordingly. Ensure every parent seeking a Welsh-medium school place for their child is able to access a place within reasonable travelling distance from their home	Survey results due annually December 2012 – see section 1.2																						
	<table border="1"> <thead> <tr> <th>Year</th> <th>No. of Pupils in Year 2</th> <th colspan="2">Year 2 Pupils in Welsh Medium Education</th> </tr> <tr> <td></td> <td></td> <th>NO</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>1996</td> <td>266</td> <td>13.3</td> </tr> <tr> <td>2010</td> <td>2085</td> <td>352</td> <td>16.9</td> </tr> <tr> <td>2011</td> <td>2002</td> <td>339</td> <td>16.9</td> </tr> <tr> <td>2012</td> <td>2038</td> <td>359</td> <td>17.6</td> </tr> </tbody> </table>	Year			No. of Pupils in Year 2	Year 2 Pupils in Welsh Medium Education				NO	%	2009	1996	266	13.3	2010	2085	352	16.9	2011	2002	339	16.9	2012	2038	359
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1.2 Adopt systematic processes for measuring the demand for Welsh-medium childcare and Welsh-medium statutory educational provision. Act promptly on the findings of parental surveys.	Data for the WESP is taken at a distinct point (same point for annual CSA) at 31/08/annually. CSA data and parental demand directs the development of new childcare provision The Childcare Sufficiency Assessment conducted in April 2011 indicated that parents/carers noted a shortage of Welsh medium full day care places. It was also noted that although there were a good number of Cylchoedd Meithrin, they were not evenly spread across the county borough. As of 31/8/12 (CSA 2013) Data Refresh Date) shows the following			Current and new provision is supported by 3 area development officers plus an additional Welsh language support teacher																						

	<p>There are currently 40 Welsh medium childcare providers across the county borough comprised of:</p> <ul style="list-style-type: none"> • 4 Clwb Brecwast • 4 Clwb Gwyliau (Decrease of 1)) • 15 Cylch Meithrin (of which 7 are education providers, 4 will be offering Flying Start from January, 2013, and 6 also offer wrap around service) • 9 Clwb Meithrin (wrap around) • 8 Clwb Carco (Increase of 1) (3 additional new provision in development reflecting an increase post August 2012) <p><i>NB: Wraparound provision is developed based on parental demand</i></p> <p>Flying Start measures parental demand through the initial programme registration process and then the childcare placement process, where parents are asked for language preference of childcare place and correspondence.</p>		<p>Existing areas have met the demand for Welsh medium Flying Start childcare places, but this is kept under review.</p>
	<p>The number of registered childcare places currently offered through the medium of Welsh is 1084. An increase of 164 places. (As of 31/8/12 (CSA 2013) Data Refresh Date). This figure now includes 90 wrap around places. [The number of places in the next CSA will continue to increase due to the additional provisions developed since August 2012].</p> <p>There are 192 (as at 19/11/12) places offered through Cylchoedd Meithrin for Early years education (estimate required for 11/12 was 150 places). In addition all 11 Welsh medium primary schools also offer EY Education for 3 year olds depending on availability of places.</p> <p>Number of Early Years Education places offered in non-maintained settings has decreased because the schools are now offering EY</p>		<p>We have been working with a new provider (private day care provider) that wishes to offer Welsh medium / bilingual day care.</p> <p>We have one new Cylchoedd Meithrin in the Crosskeys area. (not yet</p>

	<p>Education themselves and parental demand has subsequently decreased in the non-maintained settings. Due to lack of demand 3 settings made the decision not to tender to renew their registration on the Early Years Plan.</p> <p>Parents/carers specifically noted that they use Cylchoedd Meithrin so their children can access Welsh medium childcare, as it is good preparation for going to Welsh medium primary school. 95% of those surveyed who speak, understand and read Welsh felt that their childcare needs were being met.</p> <p>Responses to the consultation for the CSA highlighted the following areas for improvement:</p> <ul style="list-style-type: none"> • To improve choice and suitability of Welsh medium provision in particular full day care. • To improve the location of Welsh medium holiday provision • Provide additional support to increase the language skills of Cylchoedd Meithrin staff/workforce. <p>Following the tender process in Spring 2012 Mudiad Meithrin felt unable to submit a tender (due to their constitution) and were no longer contracted to develop new Welsh medium provision within the borough. Menter Iaith was the successful tender organisation and subsequently employs 1 officer to support a geographical group of childcare settings, and support new developments identified, as well as a second officer to support Cylchoedd staff to improve their Welsh language skills and the quality of Welsh in the settings.</p>		<p>registered with CSSIW so its childcare places (16) are not yet included in total)</p> <p>We have appointed a Welsh language teacher to support the increase in language skills of Meithrin staff offering Early Years Education. We have also commissioned a Welsh Language Development Officer to work across all childcare provision to raise Welsh language skills.</p> <p>We are currently supporting and funding the development of 3 new Clwb Carco and subsequent holiday provision through the</p>
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			medium of Welsh.
	<p>Planned Action</p> <p>The CSA Action Plan identifies the areas for further development highlighted in the CSA and aims to increase the number of Welsh medium sessional childcare places. A rolling programme of Welsh Language training is offered to the sector through the Policy Department</p> <p>The Local Authority:</p> <ul style="list-style-type: none"> • will continue to support childcare provision including Welsh language development across the sector. <ul style="list-style-type: none"> • is committed to funding Flying Start Childcare places in high quality non-maintained Welsh medium settings to meet identified parental demand. Childcare settings will be supported by a Flying Start Advisory Teacher 	<p>Identify the demand for Welsh medium Flying Start childcare places and procure appropriately for delivery April 2013</p>	<p>Welsh language audit has been completed with commissioned providers to identify additional support needed in childcare settings.</p> <p>Welsh language resources have been developed with the Menter Iaith Welsh teacher support.</p> <p>Commissioned framework for Flying Start childcare places includes 4 Cylchoedd Meithrin and additional Families First funding will enable delivery from January</p>

	<ul style="list-style-type: none"> • will continue to provide and fund quality Welsh medium Early Years Education for children the term following their 3rd birthday for those parents who request it, in a variety of provision and will continue to extend where necessary. • will ensure all Welsh Medium childcare providers are procured appropriately using LA commissioning processes to deliver early years education where the need is identified. • will work closely with the Mudiad Meithrin Development Officers to maintain existing Welsh medium childcare providers in accordance with core Welsh Government funding commitments. • We will also continue to utilise our very successful transition document, Fy Stori, between settings and continue to focus on our 'Adopt a Playgroup' scheme to ensure linguistic continuity from Early years settings to school provision. 	<p>Commission quality Welsh medium early years education places through procurement tender processes October 2012</p> <p>Increase the access to Welsh medium childcare places as identified by the CSA March 2014</p>	<p>2013</p> <p>Commissioned framework for Early Years Education places includes 7 Cylchoedd Meithrin ready for delivery from January 2013</p> <p>Open tender process was completed with all Cylchoedd invited to tender</p> <p>Menter Iaith commissioned by LA to support Cylchoedd Meithrin. Mudiad Meithrin Officers also support Cylchoedd through Welsh Government funding. LA works closely with both organisations to ensure quality Welsh medium provision.</p>
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	<p>Mudiad Meithrin officers will track the transition rates from the Cylchoedd Meithrin to school settings and report transition data directly to Welsh Government. LA will track the transition of children in funded Cylchoedd Meithrin to Welsh Medium education settings and will use the information to inform future development work.</p> <p>Mudiad Meithrin officers in partnership with the Local Authority development officers will maintain support to Cylchoedd Meithrin and other Welsh medium childcare, in areas of identified need. LA commissions Menter Iaith to support new development of provision as identified by the CSA.</p> <p>Mudiad Meithrin officers supports the established Ti a Fi and Dewch i Chwarae groups to enable younger children and their parents/carers to meet on a regular basis to encourage more children and families to communicate through the medium of Welsh.</p> <p>Menter Iaith has also been commissioned to support the development of Welsh language resources and Welsh language skills across the sector especially in Cylchoedd Meithrin.</p> <p>The Menter Iaith officers will also offer opportunities to support Welsh Learners to access childcare and social opportunities.</p>	<p>Data is attached in appendix 3. Use data to establish transition rate working towards 100% transfer from non-maintained provision to maintained Welsh medium education March 2015</p> <p>14 Ti a Fi 2 Dewch i Chwarae</p>	<p>Data has been identified by the LA to assess transition rates from Flying Start to Early Years Education and non-maintained to maintained provision</p> <p>Cylch Meithrin development has been supported in the Risca area to meet identified parental demand.</p>
	<p>Current Provision</p> <p>Demand for Welsh-medium educational provision is measured principally in 2 ways:</p> <ul style="list-style-type: none"> i. Annual parental surveys conducted each Autumn which measure demand re pre school children (average return rate is 40.3%). ii. Annual pupil projections undertaken each Autumn and 	<p>Continue to conduct parental surveys on an annual basis.</p>	<p>Data analysis monitored annually</p>

shared with schools. For September 2012 pupil projections have been calculated annually to 2018 (primary) and 2022 (secondary).

A combination of the above assists the LA to provide sufficient places for Welsh Medium education.

CHILDREN BORN:	<u>2011 / 2012</u>	<u>2010 / 2011</u>	<u>2009 / 2010</u>
OPTED FOR:	%	%	%
ENGLISH MEDIUM	72.14	73.97	70.20
WELSH MEDIUM	22.87	21.81	24.71
FAITH	4.15	2.70	2.75
BILINGUAL	0.42	0.76	0.15
UNDECIDED	0.42	0.65	1.59
WILL SEND CHILD OUT OF COUNTY	0	0.11	0.60

Flying Start childcare placement process identifies parental demand for Welsh medium Flying Start childcare places.

This information has been used historically to meet the increase in demand. This has included the building of Ysgol Gyfun Cwm Rhymni (secondary) and in relation to primary 3 additional schools have opened since 2004 together with a new replacement school and 5 others have had or are planned to have increased capacities.

Meeting future demand will be more problematic as the costs involved will require Welsh Government financial support and it is uncertain what priority will be given to Welsh Medium increase in demand vis a vis reduction of surplus places and improved condition.

Review capacity and projections on an annual basis.

	<p>Proposals to increase secondary places at the St. Ilan site were approved by the Minister for Education and Skills on 5 December 2011 as part of the 21st century schools programme Band A.</p> <p>Transition rates between Primary and Secondary Welsh medium education remains consistently at 100%.</p>	<p>Consultation as in section 2.1</p>																																					
	<p>Demand for Welsh Medium education has been increasing annually since the Authority came into existence in 1996. This trend will continue and is reflected in current pupil projections up to 2018 (primary) and 2022 (secondary). The percentage of Welsh learners is as follows:</p> <table border="1" data-bbox="544 671 1420 1023"> <thead> <tr> <th></th> <th><u>Secondary Welsh</u></th> <th><u>Primary Welsh</u></th> <th><u>Year 2 Welsh</u></th> <th><u>Year 7 Welsh</u></th> <th><u>Year 9 Welsh</u></th> </tr> <tr> <th><u>Year</u></th> <th><u>Total</u></th> <th><u>Total</u></th> <th><u>Total</u></th> <th><u>Total</u></th> <th><u>Total</u></th> </tr> </thead> <tbody> <tr> <td>1996</td> <td>7.30%</td> <td>9.19%</td> <td>10.21%</td> <td>6.40%</td> <td>7.86%</td> </tr> <tr> <td>2012</td> <td>11.68%</td> <td>16.59%</td> <td>17.86%</td> <td>11.11%</td> <td>11.55%</td> </tr> <tr> <td>2018</td> <td>-</td> <td>18.26%</td> <td>18.26%</td> <td>-</td> <td>-</td> </tr> <tr> <td>2022</td> <td>19.95%</td> <td>-</td> <td>-</td> <td>21.15%</td> <td>17.98%</td> </tr> </tbody> </table> <p>Planned Action</p> <p>Continue to meet parental demand for Welsh Medium education.</p>		<u>Secondary Welsh</u>	<u>Primary Welsh</u>	<u>Year 2 Welsh</u>	<u>Year 7 Welsh</u>	<u>Year 9 Welsh</u>	<u>Year</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	1996	7.30%	9.19%	10.21%	6.40%	7.86%	2012	11.68%	16.59%	17.86%	11.11%	11.55%	2018	-	18.26%	18.26%	-	-	2022	19.95%	-	-	21.15%	17.98%	<p>Monitor summary data</p>	
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<p>1.3 Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.</p>	<p>CCBC submitted its Strategic Outline Programme (SOP) to the Welsh Government by the due date of 10 December 2010 following approval by full Council. The SOP made provision in Band A (2012-2015) for additional secondary places, the relocation of 1 primary school and an additional primary school. Similar proposals were submitted in respect of Bands B (2015-2018) and C (2018-</p>																																						

	<p>2021).</p> <p>The Minister announced on 13 July 2011 that the 21st century schools programme would be delayed 2 years to 2014 and the authorities would be required to submit revised proposals by 18 November 2011.</p>		<p>Awaiting Ministerial Decision</p>
	<p>Council, at its meeting on 3 November 2011, agreed revised bid proposals to WG by 18 November 2011 in respect of 21st Century Schools.</p> <p>These included a 1st priority scheme for £20m to provide an 11-16 welsh-medium facility at St. Ilan site, Caerphilly for resident students in the Caerphilly basin area.</p> <p>Proposals to increase secondary places at the St. Ilan site were approved by the Minister for Education and Skills on 5 December 2011 as part of the 21st century schools programme Band A.</p> <p>Planned Action</p> <p>Council considered a report in January 2012 and decided to proceed with Phase 1, St. Ilan, as YGCR is projected to be nearing capacity by September 2013. CCBC also faces the prospect of refusing circa 9 Year 7 pupil admissions to YGCR otherwise. The Phase 1, St. Ilan, is taking place in advance of the formal commencement date of the 21st century schools programme.</p> <p>A phased implementation plan for the £20m St. Ilan proposal has been drafted with potential to relocate YGG Caerffili and provide 6th form facilities, as well as 700 11-16 places, from the monies bid for, therefore resulting in a 3-19 campus.</p>	<p>Implement and monitor St. Ilan site development plans to identified timescale.</p> <p>Consult on admission arrangements for September 2013. January 2012.</p> <p>Consultation on St. Ilan proposal undertaken 1/10/12 to 30/11/12. Consult on admission arrangements for September 2013. January 2012. Consider a Welsh Medium Integrated Children's Centre (ICC) development in the proposals for the new St Ilan campus March 2015</p>	<p>Awaiting Ministerial Decision</p>

	The other 4 LAs in the South East Wales consortium have incorporated a joint Welsh Medium secondary bid. CCBC has endorsed this development.	Further develop Welsh medium proposals on a consortia basis. 2014/15	Awaiting Ministerial Decision
1.4 Ensure collaborative working through consortia.	<p>Historically, Caerphilly worked collaboratively with the Central South Consortium through ESIS, the authority's training and advisory service. Opportunities were provided for our schools to work collaboratively through partnership working with schools in other authorities. A range of continuous professional development events is offered to all schools across the consortium. Frequently these events lead to the formalisation of cross border professional learning communities.</p> <p>The Education Achievement Service (consortia) support Welsh medium non-maintained settings through Welsh medium System Leaders offering Advisory Teacher support.</p> <p>Planned Action</p> <p>Address the identified need for Welsh medium primary education within the Risca area in conjunction with the South East Wales consortium.</p> <p>Develop appropriate Welsh Medium regional support for the monitor challenge support and intervention processes as the Local Authority moves towards the South East Wales consortium integrated service.</p>	Liaison with South East Consortium. September 2012.	
1.5 Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.	Within Caerphilly there has been a strong commitment to promotion of Welsh medium opportunities from the Early Years to encourage parents to take up Welsh medium provision at the earliest opportunity. This has resulted in a limited need to address latecomers Welsh immersion needs and therefore at present there is no specific services are provided by the authority to primary schools for Welsh medium latecomers, other than the general		Athrawon Bro are proposed to move into the EAS Consortia from March 2013

	<p>support for Welsh language learning provided by Athrawon Bro. All children entering the Welsh medium primary school provision late are treated individually and supported to access the provision fully.</p> <p>Historically schools have been successful in integrating latecomers in the primary sector.</p> <p>Planned Action</p> <p>Develop a better picture of the need for support for latecomers to Welsh medium Education</p>		
<p>1.6 Establish a Welsh-medium Education Forum and establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.</p>	<p>The LA meets regularly with the head teachers of the Welsh-medium primary and secondary school to discuss educational provision and identify areas of Welsh-medium provision that require LA and Consortium support.</p> <p>The newly established Welsh partnership task and finish group will meet on a regular basis (termly) to monitor progress provision within all phases and action plan for the WESP.</p> <p>LA will liaise closely with and support the work of RhAG and Menter Iaith with regular consultation meetings</p> <p>LA will continue to work with Mudiad Meithrin and Menter Iaith to support Welsh medium education childcare settings.</p> <p>CYPP structure may change with the unified needs assessment and development of the LSB Single Integrated Plan. Welsh medium representation will be considered when planning membership of any subsequent task and finish groups. The Families First open tender process enables Welsh medium providers to work in partnership with other providers to submit a bid.</p>	<p>Meeting dates planned 2012-13</p> <p>Termly meetings.</p> <p>Single Plan is due for implementation April 2013</p>	<p>LA works with Mudiad Meithrin, Menter Iaith, EAS and Flying Start Advisory teachers to support Welsh medium education childcare settings.</p>
<p>1.7 Provide</p>	<p>CCBC meets demand in accordance with sections 9 and 14 of the</p>		

<p>information for parents/carers</p>	<p>Education Act 1996.</p> <p>The LA has worked proactively to meet parental preferences since 1996. During this time CCBC has established a replacement YG Cwm Rhymni, 3 additional welsh medium primary schools and increased capacity at 6 other primary schools.</p> <p>Information regarding Welsh Medium provision including non-maintained Welsh Medium education settings is published in the Authority's Starting School Booklet which is issued to parents when they apply for admission into Nursery, Reception and Secondary Schools. This information is also available online.</p> <p>All in-county admission applications have been met in-county historically and so out-county provision has not been necessary.</p> <p>The LA has only Welsh Medium and English Medium schools with provision for Welsh in both sectors.</p> <p>The LA Family Information Service offers information for all families across a range of provision including childcare in both Welsh and English. FIS has Welsh speaking staff and so the FIS has the ability to answer phone calls in Welsh enabling families to speak the language of their choice. All information can be given in Welsh or English and is available online in a comprehensive website due for completion by the end of 2012.</p> <p>Early Years Education information is given to families with 0 – 1 year olds to enable parents to discuss and consider choices of Welsh language and non-maintained provision at the earliest time.</p> <p>Flying Start records family language preference on contact with the family and registration into the programme. This is reiterated in the Flying Start Childcare placement process to ensure families have the information in Welsh if they prefer and that families are able to access Welsh medium or English medium provision according to</p>		
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	<p>their preference. Flying Start has sufficient Welsh medium provision currently to meet demand but will keep this under review as the expansion is implemented. Flying Start gives information in Welsh and English to ensure families are informed and can complete the forms in their preferred language.</p> <p>Subject to statutory processes, the admission arrangements as between the Ysgol Gyfun Cwm Rhymni and St. Ilan sites will need to be carefully managed to ensure that places are restricted to in-catchment/county pupils otherwise Ysgol Gyfun Cwm Rhymni will continue to exceed capacity even with the establishment of a secondary provision at St. Ilan.</p> <p>There are a small number of out-county children who attend CCBC schools with the possibility that this will increase for secondary in the near future given the lack of spaces in the 'South East' area.</p> <p>The LA has only Welsh medium and English medium schools with provision for Welsh in both sectors.</p> <p>Planned action</p> <p>Continue to proactively meet parental demand for Welsh medium education as well as stimulate growth for Welsh language.</p> <p>Support the development of a Consortium Strategy to ensure information for parents and carers is provided in an effective and timely manner.</p>	<p>Ensure compliance of statutory processes to establish St. Ilan campus. September 2012 to August 2013.</p> <p>September 2013</p>	
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Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school <i>You should also complete Appendices 3/4</i>						
A. Objective	B. Current position (Questions to be answered)			C. Timetable of future plans	D. Progress report	
2.1 Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)	The percentage of learners in Year 9 assessed in Welsh first language increases year on year and it will continue to increase for the foreseeable future. Ysgol Gyfun Cwm Rhymni is the only Welsh medium secondary school in the authority. Welsh is the second language of 98% of the pupils who attend Ysgol Gyfun Cwm Rhymni. However all pupils in year 9 who attend Ysgol Gyfun Cwm Rhymni are assessed in Welsh (First Language). Therefore 100% of those pupils able to be assessed in Welsh (First Language) within the authority are assessed in Welsh (First Language).					
	Demand for Welsh Medium education has been increasing annually since the Authority came into existence in 1996. This trend will continue and is reflected in current pupil projections up to 2018 (primary) and 2022 (secondary). The percentage of Welsh learners is as follows:					
		<u>Secondary Welsh</u>	<u>Primary Welsh</u>	<u>Year 2 Welsh</u>	<u>Year 7 Welsh</u>	<u>Year 9 Welsh</u>
	<u>Year</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>
	1996	7.30%	9.19%	10.21%	6.40%	7.86%
	2012	11.68%	16.59%	17.86%	11.11%	11.55%
	2018	-	18.26%	18.26%	-	-
	2022	19.95%	-	-	21.15%	17.98%
	CCBC presently exceeds all future targets in the WG Welsh			Maintain 100% transition		

	<p>medium education strategy in respect of transition from years 6 to 7. Historically since 1996, this has been circa 100%.</p> <p>Planned Action</p> <p>To continue to proactively meet parental demand for Welsh medium education.</p> <p>To ensure delivery of the St. Ilan proposal in accordance with agreed timescales.</p> <ul style="list-style-type: none"> • Consultation period • Cabinet consider the results of the consultation and decide whether to publish a statutory notice of the proposal • Publication of statutory notice (1 months duration) • Decision of Cabinet (if no objections) • Ministerial decision (if objections) • Temporary arrangements made permanent if decision is made to support the proposal 	<p>Key Stages 2 to 3 by meeting demand.</p> <p>Produce St. Ilan programme development plan.</p> <p>Proposed Timescales: 1 Oct to 30 Nov 2012 January 2013</p> <p>February/March 2013 May 2013 August 2013 (est. date) September 2013</p>	
<p>2.2 Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4.</p>	<p>Current Performance/Provision</p> <p>Overall the rates of progression are good across all key stages within statutory education. However, two areas in early years have been identified for future improvement, namely the Risca area and Bedwas valley area, where there is currently no local Welsh medium primary for children to progress on to. This is supported by the data provided in Appendix 3.</p> <p>The LA currently has a 68% transfer rate from Early Years Education funded non- maintained Welsh-medium settings to Welsh-medium schools. (This transfer rate has been impacted by not knowing the non-funded 3 year olds moving from Meithrin to Primary School – information given direct to Welsh Government by Mudiad Meithrin).</p>	<p>Improvement is subject to WG funding to develop provision in the Bedwas valley / Risca areas</p> <p>Improve data collection system to identify data termly following transition between provision using the following categories:</p> <p>Children aged under 3 years</p>	<p>Implementation of Flying Start childcare will enable both English and Welsh medium childcare places to be available. The demand for Welsh medium provision should be monitored.</p>

	<p>Data supplied by Mudiad Meithrin reflects an 80% transfer rate from Cylchoedd Meithrin to Welsh Medium Primary School.</p> <p>100% children accessing existing Flying Start Welsh medium childcare transfer to Welsh Medium Primary School.</p> <p>Ysgol Gyfun Cwm Rhymni has created a very effective cluster group, which collaborates to ensure that the pupils transferring from year 6 to Cwm Rhymni are fully prepared for the transition.</p> <p>A major factor in ensuring nearly 100% transition from KS2 to KS3 is the transition curriculum. The Welsh Bacculaureate is a core subject in Cwm Rhymni and to support this, teachers from Cwm Rhymni teach year 6 pupils every week. Through the Welsh Bacculaureate curriculum we develop Literacy and Numeracy and a greater understanding of Welsh language secondary education.</p> <p>Ysgol Gyfun Cwm Rhymni has expanded its 14-19 learning pathways strategy to encompass the 11-14 learners. With the basic principle that if you prepare the pupils for the 14-19 curriculum by effectively implementing the 11-14 curriculum you will ensure a more effective 14-19 Learning pathway.</p> <p>The Welsh Bacculaureate is a core subject in KS3 at Ysgol Gyfun Cwm Rhymni. This encourages pupils to be more aware of Wales and its position within Europe and the rest of the world. This enables the development of a greater understanding of the opportunities available to pupils by following 14-19 Welsh medium courses.</p> <p>Ysgol Gyfun Cwm Rhymni has implemented a highly effective KS3 basic skills strategy to improve pupils' basic skills in literacy and numeracy. This combined with the school's development of a vocational curriculum has promoted high expectations amongst</p>	<ul style="list-style-type: none"> • To non-maintained Foundation Phase (FP) • Maintained FP. <p>3 year olds transition from non-maintained FP to maintained FP provision.</p>	
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	<p>this group of students.</p> <p>Ysgol Gyfun Cwm Rhymni identifies those pupils in year 9 who are in danger of becoming NEETS. These pupils then following a specifically designed curriculum which appeals to them and aims to ensure that they do not become NEETS.</p> <p>Ysgol Gyfun Cwm Rhymni 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.</p> <p>Planned Action</p> <p>Local Authority officers will work with development officers and admissions team to establish suitable data collection and sharing processes for information relating to rates of progression from the funded Early Years Education places in Cylchoedd to statutory education.</p> <p>Mudiad Meithrin will supply data directly to Welsh Government who will supply the data to LA for the strategic planning.</p> <p>The local authority will continue to support the effective transition from KS2 to KS3 by promoting the transition curriculum as an example of good practice across the region.</p> <p>The Local Authority will continue to support the Welsh medium NEETS strategy.</p> <p>The Local authority will continue to support the Welsh medium pastoral strategy to ensure that all pupils in KS3 receive suitable and relevant information and advice as they prepare for transition</p>	<p>Continue to develop the Welsh Medium NEETS curriculum for pupils in year 11 as well as year 10. In 2013-14 this will be further developed in collaboration with Gwynllyw.</p> <p>Continue to develop the Welsh medium strategy by employing an additional Welsh medium Youth Mentor to work with 14-19 learners. September 2013</p>	
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	<p>to KS4.</p> <p>Welsh Medium primary Head teachers and Foundation phase staff will continue to promote Welsh Medium primary education by meeting prospective parents of children attending Cylchoedd Meithrin to provide literature and information outlining the quality of the Welsh Medium education provision available.</p>		
<p>2.3 Promote a higher proportion of Welsh-medium provision within bilingual schools.</p>	<p>With the exception of English and English Literature in Key Stages 2, 3, 4 and 5, all subjects in all phases and stages in every Welsh-medium school are taught through the medium of Welsh.</p>		

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 <i>You should complete Appendix 5</i>			
A. Objective	B. Current position (Questions to be answered)	C. Timetable of future plans	D. Progress report
3.1 Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh	<p>Current Performance</p> <p>Ysgol Gyfun Cwm Rhymni is the only Welsh medium secondary school in the authority. Welsh is the second language of 98% of the pupils who attend Ysgol Gyfun Cwm Rhymni. However all pupils in year 11 who attend Ysgol Gyfun Cwm Rhymni will study at least 5 qualifications through the medium of Welsh. Therefore, 100% of those pupils who are able to study 5 or more qualifications through the medium of Welsh within the authority do so.</p> <p>The percentage of learners in Year 11 assessed in Welsh first language increases year on year and it will continue to increase for the foreseeable future. However, if we are to continue with this highly successful strategy we must ensure that the 14-16 Welsh medium students continue to be able to study courses that are both relevant and suitable to their individual Learning Pathway.</p> <p>In order that the number of pupils studying through the medium of Welsh can continue to increase a Welsh medium curriculum, which appeals to those pupils in danger of becoming NEETS has been developed in Cwm Rhymni. The curriculum has been designed so that other schools from other authorities can have access to elements provided (e.g. Car mechanics provision in Rhymney college).</p> <p>Planned Actions</p> <p>The LA, in partnership with school, will continue to:</p>		

	<ul style="list-style-type: none"> • improve the quality of the provision available to our students. If students are receiving a very high quality education and enjoying academic success they will continue to wish to study courses through the medium of Welsh. • further develop professional learning communities within the family of schools in order that we may ensure sustained high standards across the curriculum. • promote participation with other leading Welsh medium schools across Wales in order that Cwm Rhymni can continue to develop pioneering strategies. • be at the forefront of strategies for developing 14-16 learning pathways through collaboration at all levels and with all stakeholders in the development of Welsh medium education. • Continue to promote the Welsh medium NEETS strategy ensuring that it is effective and accessible to other Welsh medium schools. • further develop the pioneering cross border/consortium partnership in order to further expand the number of courses available to the students. This can only be achieved if all stakeholders in the RNDP (ANDP) recognise the need to prioritise Welsh medium 14-16 education. Welsh medium 14-16 education needs to be considered as part of future consortia and LAN discussions and inform future educational strategies. 		
3.2 / 4.1 Ensuring that provision for 14-16 and 16-19 year old learners complies with the Learning and Skills	Current Performance/Provision Currently, the provision for Welsh-medium, post-14, options is sustained through specific grants (14-16, 16-19, grant for bilingual teaching 14-19) and through partnership working with Ysgol Gyfun	Ensure provision is maintained through	

<p>Measure (Wales) 2009</p>	<p>Gwynllyw.</p> <p>The sustainability of the Welsh medium post 14 provision is dependent on actions taken which directly effect the post -14 curriculum as well as strategies designed to develop pupils in key stage three.</p> <p>Currently the Learning and Skills Measure are fully met.</p> <p>Cwm Rhymni's pastoral strategy ensures that all pupils are able to access the available provision. This encompasses the school's pastoral team and external agencies [e.g. School Based councillor, school nurse and Youth support officer (Reaching the Heights Officer)]. Cwm Rhymni have employed a Youth Mentor to target those pupils in need of additional support to ensure that all pupils are able to access the Welsh medium provision.</p> <p>Ysgol Gyfun Cwm Rhymni works in close collaboration with Ysgol Gyfun Gwynllyw to ensure that they are able to offer a wide range of suitable courses through the medium of Welsh. Continued future collaboration across South East Wales will be required in order that the Welsh medium provision at 14-16 can be sustained.</p> <p>This Partnership ('Partneriaeth 6') is an effective system of co-operation between two centres that specialise in teaching through the medium of Welsh. Currently, only Partneriaeth 6 within South East Wales has the ability and specialism necessary to fulfil the aims of the Welsh Medium Education Strategy.</p> <p>The Welsh Baccalaureate is taught in key stage three in preparation for further work in key stage four and in order that essential skills are developed prior to embarking on their 14-19 Learning Pathways.</p> <p>There are several strategies implemented to develop pupils</p>	<p>appropriate funding mechanisms and continued partnership working with Ysgol Gyfun Gwynllyw. Ensure sufficient Welsh-medium secondary places through regional working to plan school places.</p>	
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	<p>linguistic, mathematical and scientific skills within a particular range of abilities in order that they may better understand and undertake further studies post 14. These include our Basic Skills strategy and the more able and talented Science and Mathematics strategy (STEM).</p> <p>Planned Actions</p> <p>Develop a Strategic Plan for developing Welsh medium 14-19 Learning Pathways 2013-2017. This plan will reflect the aims of Partneriaeth 6 in achieving our long-term vision in line with the recently published “Review of Qualifications for 14-19 year olds in Wales”. This should lead the south East Wales regional development plan for Welsh medium 14-19 Learning Pathways 2013-2016.</p> <p>Build on effective partnership with other Welsh medium schools and external educational agencies within our South East Consortium region and across South Wales.</p> <p>Create partnerships with other leading Welsh medium schools across Wales to share outstanding practice and to further enable Cwm Rhymni to lead regional and cross regional collaborative strategies.</p>	<p>January 2013</p>	<p>The Partneriaeth 6 Strategic action plan is attached in appendix 6</p>
	<p>Planned Actions</p> <p>The following defined strategic objectives have been agreed:</p> <ul style="list-style-type: none"> ➤ To develop further and to reinforce our current 14-19 vocational courses. ➤ To develop an understanding of educational packages appropriate for 14-19 learning pathways. ➤ Extend the range of levels of courses offered (i.e. Certificate, Extended Certificate and First Diploma 14-16) 		<p>There is more detail within the Partneriarth 6 Strategic Plan 2013-17 attached in appendix 6</p>

	<ul style="list-style-type: none"> ➤ Introduce and support the Caerphilly VLE system within the partnership between Cwm Rhymni and Gwynllyw ➤ Further develop effective educational partnerships with other educational institutions. <ul style="list-style-type: none"> • Training Agencies • University of Wales, Newport • South East Wales cross border Welsh Medium Forum 14-19 ➤ Further develop the Welsh BAQ (Higher level) across the partnership. ➤ Develop learning Communities for Vocational courses. ➤ Strengthen the partnership between Cwm Rhymni and Gwynllyw by further developing the cooperation of the Joint Governance Committee. ➤ Develop a suitable Welsh medium 16-19 provision for students who have special needs. <p>The LA recognises that Welsh medium education at 14-16 is a priority and that it receives appropriate funding through RNDP (ANDP), WEG and SEG. However, if Welsh medium provision is to continue to prove successful with adequate take up of courses the provision must be of the highest quality with Welsh speakers whose linguistic skills are of the highest standard to teach our students. Therefore, it is imperative that there is an ongoing</p>	<p>January 2013</p> <p>Regional approach is being further developed to support the delivery of the 14-19 RNDP April 2013</p>	<p>Provision for 16-19 students with additional needs is being delivered currently, and will be further developed in 2013 through devising a suitable curriculum for pupils combining NVQ and core subjects as well as tracking pupils re (Poverty Deprivation Grant) PDG funding to establish the link between provision and outcomes</p>
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	commitment to appropriate CPD.		
<p>4.2 Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools</p>	<p>Ysgol Gyfun Cwm Rhymni is the only Welsh medium secondary school in the authority and therefore the only educational establishment able to offer Welsh medium courses. All 16-19 students who attend Ysgol Gyfun Cwm Rhymni will study all qualifications through the medium of Welsh.</p> <p>Since 2006, through our 14-19 Learning Pathways strategic partnership with Blaenau Gwent and Torfaen, the number of learners aged 16-19 who study 2 or more subjects through the medium of Welsh has consistently increased, with the percentage remaining high. The number of year 11 pupils returning to study 2 or more subjects through the medium of Welsh at post 16 has increased.</p> <p>Planned Actions</p> <p>Target the 16-19 curriculum so that it better reflects the expectations of those students wishing to study through the medium of Welsh.</p> <p>Ensure that targets are realistic and reflect the needs of the pupils and the capacity of Ysgol Gyfun Cwm Rhymni to satisfy the needs of the students.</p> <p>Further develop a post 16 level 2 Welsh medium vocational curriculum which promotes the development of literacy and numeracy skills in line with the recommendations of the Review of Qualifications for 14-19 year olds in Wales.</p> <p>Where Ysgol Gyfun Cwm Rhymni cannot satisfy the needs of the pupils it will work in a collaborative manner with the colleges to ensure that the pupils continue to have the opportunity to access some form of Welsh medium education.</p>	<p>Sept 2013</p> <p>Discussions are ongoing with Ystrad Mynach college to further</p>	

	<p>Continue to increase the number of courses available where appropriate and expand the range of levels available to post 16 students. Introduce more high quality courses to ensure that more students choose to study their post 16 courses through the medium of Welsh.</p> <p>Develop post 16 courses for students with special educational needs at level 1.</p> <p>Prepare for the introduction of a specific post 16 curriculum to support pupils identified as not achieving threshold 1 or entry level to further develop relevant skills, in collaboration with specialist providers e.g. Trinity Fields.</p> <p>Caerphilly will continue to promote a strategy for developing greater capacity for Welsh medium education. This strategy entails increasing the total capacity for Welsh medium secondary education by approximately 1000 places.</p>	<p>develop and maintain access to continued Welsh medium education / social opportunities</p> <p>Sept 2013</p> <p>Sept 2014</p>	
	<p>Current Performance</p> <p>The South East Wales Forum Learning Pathways 14-19 is a body that has developed to be very effective in promoting long term collaboration between all stakeholders of Welsh Medium Education 14-19 across South east Wales. It is only through such long-term collaboration that we can ensure the future and the sustainability of Welsh Medium vocational education.</p>		

	<p>Partneriaeth 6 has two representatives on the South East Wales Forum Learning Pathways 14-19. The Forum has developed to be a very effective working party in coordinating effective cross border collaboration through the medium of Welsh.</p> <p>The following counties are represented on the Forum</p> <ul style="list-style-type: none"> • Blaenau Gwent • Caerphilly • Cardiff • Merthyr • Bridgend • Rhondda Cynon Taf • Torfaen • Vale of Glamorgan <p>Through collaboration we have now established joint Welsh Medium Vocational course where this was not in the past possible. The forum has also promoted the organisation of cross county joint In Service Training across the Vocational range. The forum promotes the development of courses across all stakeholders of the Forum.</p> <p>There is an increasing demand for Welsh medium education across South East Wales. The expectation is that the number of Welsh Medium Education pupils in South East Wales will be above 3000 by 2016. It is expected that the number of pupils in Welsh Medium Education in Caerphilly will be above 2100 by 2019. By 2015 there could be at least 1400 pupils following 14-19 Learning pathways with a further 600 post 16 students. Consideration of this data does not take account of the possible influence of building an extra secondary school or schools within South East Wales and the possible growth in Post 16 numbers, therefore, these numbers can be considered conservative. Therefore, at a consortium and local level, there is a duty to respond effectively to this increased demand.</p> <p>Partneriaeth 6 is an effective system of co-operation between two centres that specialise in teaching through the medium of Welsh.</p>		
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	<p>Partneriaeth 6 within South East Wales has the ability and specialism necessary to educate Post 16 students through the medium of Welsh at the highest linguistic level.</p> <p>Planned Actions</p> <p>Enhance specialised Welsh medium provision in order to increase the opportunities to study subjects through the medium of Welsh for post-16 students.</p> <p>Develop through collaboration between Ysgol Gyfun Cwm Rhywni, English medium secondary schools and FE colleges. The authority encourages close collaboration amongst all stakeholders to further pupils' opportunities to achieve their potential.</p> <p>Partneriaeth 6 will continue to collaborate with the Bilingual champions based at Coleg Gwent and Ystrad Mynach College. The aim of this collaboration will be to develop an understanding of how the colleges may be able to offer units of study through the medium of Welsh and ensure that students attending the colleges who wish to continue to access Welsh medium provision will be able to do so.</p> <p>Menter Iaith are also currently providing a range of learning opportunities for post-16 year olds to study a variety of subjects through the medium of Welsh in partnership with the Community Education Department.</p>	<p>Develop the regional approach with Partneriaeth 6 and the EAS to developing 16-19 education through the medium of Welsh</p>	
	<p>Planned action</p> <p>Build on and share the present good practice.</p> <p>Future new school development in Caerffili to collaborate with Partneriaeth 6 to develop a 14-19 strategy.</p>		

<p>3.3 / 4.3 Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision</p>	<p>Current Performance</p> <p>Since 2006 the LA has promoted a pioneering Welsh medium 14-19 Learning Pathways strategic partnership with Blaenau Gwent and Torfaen. This partnership has enjoyed the full support of each authorities LAN and the ANDP.</p> <p>Planned action</p> <p>Continue to promote 14-19 Learning pathways through the medium of Welsh as a regional partnership and share the long-term vision for Welsh medium 14-19 learning pathways.</p> <p>Our vision for the for Welsh medium 14-19 learning pathways is as follows;</p> <ul style="list-style-type: none"> • Continue to develop the Partnership effectively across all Welsh medium stakeholders and to be prominent in leading education initiatives locally and nationally. • Deliver on our strategy to provide excellent Welsh medium education of the highest possible standard with each pupil having the opportunity to achieve their true potential. <p>Ensure that all stakeholders in Welsh medium education understand and agree with this fundamental vision.</p>		
	<p>Current Performance</p> <p>Caerphilly fully supports the work of CYDAG who have promoted and developed effective collaboration amongst Welsh medium providers for many years. South East Wales CYDAG is a very important body in the development of Continuous Professional Development of Welsh medium teachers. There are 13 secondary schools who are members of South East Wales CYDAG. It was</p>		

	<p>through the work of this group that the South East Wales Welsh medium 14-19 Forum developed.</p> <p>CYDAG in collaboration with WJEC organise a joint In Service Training day. All 13 Welsh medium secondary schools have a joint a closure day to facilitate this event. An important element of this pioneering highly successful Welsh medium training event is the Vocational day, which is organised jointly with the South East Wales Forum, Caerphilly LEA and Partneriaeth 6. The vocational day is the largest and most successful Welsh medium vocational event organised in Wales. The event has been expanded to include several Welsh medium schools from West Wales.</p> <p>Planned action</p> <p>Continue to further develop the CYDAG joint closure day to include all Welsh medium schools in South Wales. Dates have been arranged for the next three years.</p>		
<p>3.4 Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships</p>	<p>Current Performance</p> <p>Through close collaboration and regular support we are fully involved in the development of the 14-19 Welsh medium provision. The Welsh medium Learning Pathway strategy is included in the ANDP.</p> <p>Partneriaeth 6 is an effective system of collaboration between two centres that specialise in teaching through the medium of Welsh. Within South East Wales it is only Partneriaeth 6 that has the ability and specialism necessary to fulfil the aims of the Welsh Medium Education Strategy.</p> <p>Partneriaeth 6 Collaborates with work place training providers in developing training in the work place through the medium of Welsh.</p>		

	<p>Ysgol Gyfun Cwm Rhymni is represented on the LAN and they meet representatives from the college regularly to discuss future possible Collaboration.</p> <p>Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw have formed a joint governors' 14-19 sub committee. This joint sub committee monitors and evaluates the performance of Partneriaeth 6.</p> <p>Planned action</p> <p>Further collaboration will be developed through the work of the South East Wales Learning Pathways 14-19 Forum.</p> <p>Close collaboration with work place training providers will continue and further developments are expected the future in order that Welsh medium training in other vocational fields can take place.</p>		
	<p>Since 2006, the LA has promoted a pioneering Welsh medium 14-19 Learning Pathways strategic partnership with Blaenau Gwent and Torfaen. This partnership has enjoyed the full support of each authorities LAN and the ANDP. The partnership has produced detailed strategic plans, which outline the provision and future plans.</p> <p>We are fully involved in the strategic planning of the 14-19 Welsh-medium provision. 14-19 Welsh medium education is a priority when planning our provision. The authority is fully inclusive of all Welsh medium educational stakeholders. Through our pioneering partnership with Blaenau Gwent and Torfaen we have ensured that all Welsh medium 14-19 pupils have the widest possible range of courses available to them.</p> <p>The Welsh medium school is represented on the LAN and the authority is represented on the joint governors sub committee of the 14-19 Welsh medium Partnership.</p>		

Outcome 5: More learners with higher skills in Welsh <i>You should also complete Appendix 5.</i>			
A. Objective	B. Current position (Questions to be answered)	C. Timetable of future plans	D. Progress report
<p>5.1 Improve provision to address literacy in Welsh</p>	<p>Current Performance</p> <p>The Local Authority remains committed to the goal of raising standards in literacy across all schools and has already begun to address this issue through the implementation of the Skills Strategy</p> <p>Aims:</p> <ul style="list-style-type: none"> • Ensure that skills teaching is fully embedded in all aspects of provision • Improve the experience of transition for learners • Develop common approaches to the assessment of skills related to each phase • Identify as early as possible the individuals and groups most in need of additional help and deploy intensive support according to need to ensure rapid improvement • Close the gender gap by addressing the underperformance of boys • Strengthen the coherence and linkages between different support programmes and initiatives, and ensure that these are integrated with mainstream learning and teaching • Evaluate effectiveness of provision and interventions to disseminate best practice and achieve value for money. <p>A reading test was introduced across all primary schools in the Borough to assess pupils' reading skills. As a result of this specialist support was allocated to support learners with literacy skills. School have also ensured their budget supports the development of literacy skills</p> <p>LA training has been organised for all teachers on the effective teaching of reading skills</p>	<p>December 2011 Inspection of writing across the curriculum, (KS3)</p> <p>Inspection of Progress with reading across the curriculum March 2012</p> <p>Evaluation of literacy across the curriculum May 2012</p>	<p>Inspections completed and Cwm Rhymni highlighted as outstanding. Report available on request</p>

	<p>A toolkit has also been produced for Foundation Phase practitioners to assist all FP teachers in the effective teaching of Literacy skills.</p> <p>Additional support for Welsh-medium Foundation Phase is received from the EAS Early Years Advisory team (both primary schools and non-maintained Early Years Education settings).</p> <p>Primary cluster has worked at developing Literacy on a PLC basis, working towards improving literacy. Within the cluster we have then worked in smaller groups to develop other aspects e.g. reading by working in collaboration with NGFL until July 2012. There is an additional cluster project for Welsh medium schools to develop and raise standards of writing.</p> <p>The Primary Schools have also placed an emphasis on Assessment For Learning and the effective use of target setting as a means of raising standards.</p> <p>Literacy is a key focus in Ysgol Gyfun Cwm Rhymini's strategic planning for 2010-14, in the whole school development plan, departmental development plans and performance management targets for individual teachers with a range of effective literacy strategies in place including a Transition project KS2-3 (Cwm Rhymini teachers teach in partner primary schools with a focus on literacy) In-house, on-line, personalised courses are provided to further enhance the Welsh literacy standards of staff at all levels at Cwm Rhymini.</p> <p>The Deputy Head provides whole school literacy/linguistic guidance and supports staff both formally and informally on a daily basis. Literacy policies, including a whole school marking policy, and lesson observation forms are in regular use. In-house, on-line, personalised courses are provided to further enhance the Welsh literacy standards of staff at all levels at Cwm</p>		<p>This good practice resulting from the project will be shared across the consortia.</p>
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	<p>Rhymni, to be reinforced with courses and training by the School of Welsh at Cardiff University, thus ensuring that our pupils are taught by teachers who are good language models. Improving literacy is a key focus in lesson observations across the curriculum, including peer observation and reviews of pupils' work. It is also forms a basis for cross-curricular projects and exhibitions, such as Pollution, Aberfan, The Holocaust, the Olympic Games and China</p> <p>The main focus has been on developing extended writing (the 6 forms) and written accuracy across the curriculum, specifically within science, history, geography, religious education. This has already been mapped across these subjects from years 7 – 9. This will be further refined in the light of the publication of the new Literacy Framework (January 2013) The current focus is on providing rich reading activities across the curriculum. Tasks such as 'Seren Iait', with a dual focus on developing reading skills and improving written accuracy, have already been developed. Plans to map reading across the curriculum, followed by oracy are already in place. The drafting and redrafting process will also be further developed.</p> <p>Literacy (communication) is a key aspect of the Welsh Baccalaureate at all key stages (KS2/3-5) and the KS3 Basic Skills Strategy ensures that pupils receive a language and humanities curriculum. Dual/triple literacy is developed through co-operation between language departments and there are plans for the Welsh and English departments to work closely on the new Literacy Framework and its application across the curriculum.</p> <p>The school/classroom environment is designed to promote the development of literacy (e.g. use of Language Walls, priority pyramids, language mats. Welsh ethos co-ordinators team organise extra-curricular activities to promote literacy in informal situations, e.g. with a focus on developing boys' literacy through</p>		
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	<p>sports. Leaders of pedagogy also have specific responsibilities for the formal development of literacy, e.g. tracking, MAT. The ALN department are responsible for Catch Up and other successful intervention strategies.</p> <p>A new tracking system is being piloted, focusing on literacy skills and highlighting FSM pupils and pupils will note targets, based on the Framework, in their individual Literacy Booklets.</p> <p>Pupil voice is discussed by assistant heads of year and within departments, e.g. when discussing favoured learning methods. Parents' opinions on literacy have been sought and there are plans to hold a Parents' evening on helping children develop their literacy</p> <p>All literacy activities to be monitored/evaluated by middle and senior managers. A member of the Governing Body will also take a specific interest in literacy.</p> <p>The school is already responding to the new Literacy Framework, final draft to be published January 2013.</p> <p>A delegated Athrawon Bro team for Caerphilly have been working to support English medium primary schools from Sept 2012 – March 2013 to develop and raise standards of Welsh second language skills. From April 2013 all LA Welsh language development officers (Athrawon Bro) will become part of the EAS advisory team.</p> <p>Planned Action</p> <p>EAS to develop a consortium Strategy for Literacy for Welsh medium provision that will reflect the National Strategy for Literacy and to ensure parity of provision.</p> <p>The LA working with the EAS will continue to support the</p>	<p>April 2013</p>	
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	<p>development of the skills strategy across all schools Specialist teachers will continue to support learners and there is an expectation that school budgets will continue to be used to provide literacy interventions.</p> <p>EAS Monitor Challenge Support and Intervention visits will focus on this area to ensure learners are making good progress.</p> <p>The LA working with the EAS will continue to monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports, and information received from the LA/EAS Review and Development programme and Key Officers</p> <p>EAS working with the LA will provide access to a comprehensive training programme to develop staff's skills and respond to any initiatives promoted by the Welsh Government to develop pupils literacy skills</p> <p>LA working with the EAS will provide additional support to schools through the Welsh Advisor and Welsh Education Officers.</p> <p>Continue with the innovative and effective Literacy strategies in place within the primary and one secondary welsh medium sector and promote best practice across the consortia areas.</p>												
<p>5.2 Improve provision and standards of Welsh First Language</p>	<p>Current Performance</p> <p>The information as regards 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 is unavailable until summer 2012. However the following table shows the percentage of pupils who achieved at least Level 2 and the end of Key Stage 1.</p> <table border="1" data-bbox="555 1361 1406 1433"> <thead> <tr> <th>LA</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Caerphilly</td> <td>89.9</td> <td>88.9</td> <td>90.8</td> <td>87.5</td> </tr> </tbody> </table>	LA	2009	2010	2011	2012	Caerphilly	89.9	88.9	90.8	87.5	<p>Future intention is to measure progress against FP Outcome 5 from summer 2012. It is not currently possible to set a target until baseline established or</p>	
LA	2009	2010	2011	2012									
Caerphilly	89.9	88.9	90.8	87.5									

Caerphilly	89.9	88.9	90.8	87.5
Wales	90	90.2	90.9	N/a

The percentage of students at the end of Key Stage 2 who reached at least Level 4 in teacher assessment in Welsh is noted in the table below. For the past three years there has been a continued upward trend in pupil attainment, generally above the national average. These results are monitored on an annual basis by both the individual schools link adviser and Welsh advisers

Key Stage 2	2009	2010	2011	2012
Caerffili	80.5	80.4	86.3	88.1
Wales	79.9	81.0	82.0	82.0

The percentage of students at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh are included in the YGG Cwm Rhymni data as noted below. There has been an improvement in standards in 2012 with the results slightly above the national average. The results are the second highest in the family of schools.

Level 5+	2009	2010	2011	2012
LA / School	66.2	74.2	75.9	84.3
Wales	75%	76.8%	81%	81.3%

The percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language in YG Cwm Rhymni

	2009	2010	2011	2012
Ysgol Gyfun Cwm Rhymni	68.5	74.4	74.7	80.29
Wales	75.0	73.5	74.63	73.69

The KS4 Welsh language results of Ysgol Gyfun Cwm Rhymni for

compare data as they are different / new data sets.

As the cohorts being assessed in Welsh Language are relatively small fluctuation can occur. School targets for next year suggest a target of 83% for KS2, a slight dip and 83% for KS3, a slight improvement

At GCSE level it is not currently a requirement to report individual subject targets to the LA. We would however expect YGCR to at least sustain this 2011 performance.

	<p>2012 have shown a significant improvement and exceed national averages. They were also the highest in the family of schools.</p> <p>It must be noted that several of the schools in the family are naturally Welsh first language schools where a significant majority of the pupils speak Welsh as the home language. Less than 5% of Cwm Rhymni pupils speak Welsh at home.</p> <p>Planned Action</p> <p>Ysgol Gyfun Cwm Rhymni has set challenging targets for Level 6 or above in Welsh for 2013. They have also set challenging targets for Level 2 Welsh at KS4 for 2013.</p>		
<p>5.3 Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p>Welsh medium primary schools currently encourage all pupils to use Welsh throughout the school day and offer after school clubs where learners can practise their Welsh.</p> <p>Many of the schools work closely with Urdd Gobaith Cymru and Menter Iaith in order to enhance their range of activities.</p> <p>Every Welsh medium school offer pupils the chance to participate in a range of residential activities, these offer outstanding opportunities to practice the Welsh language outside the classroom.</p> <p>Ysgol Gyfun Cwm Rhymni has been developing strategies for improving the informal use of Welsh amongst its pupils. These strategies include closer collaboration with the partner schools.</p> <p>Four curriculum co-ordinators have been appointed for the development of the Welsh ethos with the aim of developing the informal use of Welsh. These co-ordinators will collaborate with cluster schools to promote the informal use of Welsh.</p>		

	<p>Further develop the link with the Caerphilly Youth Service regarding potential for increasing the number of Welsh medium youth clubs. Currently the Youth Service funds 1 Welsh medium youth club within the borough at Bargoed YMCA. Menter Iaith fund and manage a second youth club in the Caerphilly town area in close partnership with Urdd Gobaith Cymru.</p> <p>Planned Action</p> <p>To continue to support a range of providers and initiatives in order to develop the use of Welsh outside the classroom including after school clubs.</p>																	
<p>5.4 Improve provision and standards of Welsh Second Language</p>	<p>The percentage of learners in English medium schools at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language was 10.2% in 2010 and 23.4% in Summer 2011. The standards for the cluster region percentage results by 2014 need to achieve 60% through additional training to raise greater awareness and confidence of teachers in standardisation and moderation of Welsh second language in Key Stages 2 and 3. Cluster training will be required during 2013. The challenging target of 60% has been agreed across the EAS region.</p> <p>At the end of Key Stage 3 the percentage of learners who reach at least Level 5 in the teacher assessment of Welsh Second Language continues to be below the national average and this is closely monitored by the Welsh adviser and schools are challenged to further raise standards as part of the Local Authority's monitoring procedures. More training to be provided across the EAS region for teachers in KS3.</p>																	
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	<p>Planned Action</p> <p>Welsh in Education Officers responsible for Welsh Second Language, will continue to work with primary schools and secondary English medium schools across the EAS region to support the raising of standards in Welsh and literacy across the curriculum.</p> <p>The LA working with the EAS will continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the LA Review and Development programme and key officers</p> <p>Schools through the EAS Advisory Service and School Development Officers will continue to receive curriculum support to raise levels of attainment.</p> <p>Schools will have access to the EAS comprehensive training programme for staff to enable them to deliver NC programmes of study in order to respond to initiatives promoted by the Welsh Government to further raise standards</p> <p>The authority working with the EAS will continue to ensure that every pupil in an English-medium secondary school is given the opportunity to sit an external examination in Welsh as a second language by the end of KS4 and increase the percentage of pupils entered for GCSE Welsh Second Language (full and short course)</p>	<p>From April 2013</p> <p>Annually</p>	
<p>5.5 Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p>Current Performance</p> <p>The Welsh Education Officers will work closely with schools to further raise the profile of the Welsh Language outside the Welsh classroom and provide advice to schools, including:</p> <ul style="list-style-type: none"> • providing teachers with examples of how to take 		

	<p>opportunities to use everyday Welsh during exemplar lessons in primary schools</p> <ul style="list-style-type: none"> • implementing the Helpwr Heddiw strategy, with pupils being given responsibility for giving instructions and commands to their peers through the medium of Welsh • providing input into Foundation Phase courses on Welsh language development • producing Everyday Welsh document showing progressive banks of language for use in schools (copy on wikispace) • providing a bank of Welsh signs for use on displays (copy on wikispace) (in conjunction with the Council's translation team) • providing training for teachers (intensive Welsh courses) • providing training for LSAs (intensive Welsh courses) <p>In addition currently Ysgol Cwm Derwen and Rhiw Syr Dafydd Primary School collaborate to improve the provision for Welsh outside the classroom</p> <p>Planned Action</p> <p>Continue to support a range of providers and initiatives in order to develop the use of Welsh outside the classroom</p>		
<p>5.6 Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p>CYDAG in South East Wales have expressed severe concerns about the future of the Welsh First language A level course. There is a reduction in the numbers following the course on an annual basis. It is considered that the A level course is set at a very high academic level with one particular paper proving to be particularly inaccessible to some of the more able students. It is a perception that the Welsh First Language A level course is targeting academic elite that does not exist in the Welsh medium schools of South East Wales. We suggest that there should be a range of Level 3 Welsh medium courses available for our students, which would encourage an increased number of entries in this subject.</p>		

	<p>Ysgol Gyfun Cwm Rhymni has proven to be successful at ensuring that student are able to access the A level course and achieve their potential.</p> <p>Ysgol Gyfun Cwm Rhymni leads a Professional Learning Community for Welsh language studies. Five of the family of schools collaborate in this PLC with an emphasis on developing a collaborative approach towards A level Welsh Language.</p>		
	<p>In 2008, 1397 pupils were entered for Welsh 2nd Language GCSE. For the corresponding A Level cohort in 2010 there were 28 entries (2.00% of GCSE cohort)</p> <p>In 2008 195 pupils were entered for Welsh Language, and 114 for Welsh Literature GCSE. For the corresponding A Level cohort in 2010 there were 10 entries for Welsh A Level. (5.13% of GCSE cohort)</p> <p>Planned Action</p> <p>The LA through the EAS will collaborate with CYDAG to encourage the WJEC to ensure that the Welsh First Language A level course is suitably challenging for those pupils entering the course, and to consider a range of suitable level 3 courses in the future.</p> <p>Cwm Rhymni will continue to collaborate with the family of schools to promote the A level Welsh First language amongst its students.</p>		

Outcome 6: Welsh-medium provision for learners Additional Learning Needs			
A. Objective	B. Current position (Questions to be answered)	C. Timetable of future plans	D. Progress report
6.1 Improve Welsh-medium additional learning needs provision (ALN)	<p>Current Performance / Provision</p> <p>In Caerphilly Local Authority currently 20% of primary pupils and 13% of secondary pupils are educated through the medium of Welsh. Within Welsh medium schools 1% have a statement of special educational needs, 6% are identified at School Action+ and 10% at School Action. The entire process of drawing up a SEN Statement, including all the documentation, is offered to parent/guardians in Welsh, English or bilingually at the start of the statutory assessment process</p> <p>In line with Caerphilly's Inclusion Policy the majority of pupils in Welsh medium education who have additional learning needs, are educated within mainstream settings. Where appropriate additional advice and support and will be provided by a range of Welsh speaking educational professionals, which includes Teaching Assistants, Advisory Teachers and Support Officers (Cognition and Learning & Behaviour) and Educational Psychologists. Welsh speaking Officers are able to contribute to the assessment of the special educational needs of children through the medium of Welsh and offer advice, guidance and support and training to Welsh medium pupils and schools.</p> <p>The consortia Education Achievement Service (EAS) currently provides support for Welsh medium schools and Welsh as a second language in English medium schools.</p> <p>Planned Actions</p> <ul style="list-style-type: none"> • Develop specialist outreach support to Welsh medium 		

	<p>settings from Primary Specialist Resource Base</p> <p><i>Caerphilly LA appraises the demand for Welsh language ALN provision on an annual basis with particular attention given to collecting the views of families who have children less than 3 years of age. The admission process identifies children with additional learning needs whose parents are requesting Welsh medium education. There is an agreed communication protocol between the Admissions Team and Learning, Education and Inclusion Services, which promotes early identification and planning. This is further supported through a multi-agency early years Integrated Service for Children with Additional Needs (ISCAN). This service adopts a 'team around the family' approach.</i></p> <p>Planned Actions</p> <p>To continue to monitor demand for Welsh language ALN provision through agreed protocols and further develop early years parent forums.</p> <p>Planned Actions</p> <ul style="list-style-type: none"> • Caerphilly LA as part of the consortia working with the EAS will share best practice relating to ALN SEN provision / support with schools across the other LA areas as part of the collaboration agenda • Explore the potential for developing additional Welsh Language provision as part future collaborative working across EAS. 	<p>September 2012 – achieved</p>	<p>A specialist outreach service is available from the Primary Welsh Medium SRB (Cwm Derwen). Excellent transition arrangements are in place between Cwm Derwen and Cwm Rhywni</p> <p>The LA is working with Caerphilly Parent Network to gain parental views</p>
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Outcome 7: Workforce planning and Continuous Professional Development			
A. Objective	B. Current position	C. Timetable of future plans	D. Progress report
<p>7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education</p>	<p>There were no vacancies to teach through the medium of Welsh unfilled at the start of September 2012.</p> <p>There have been historical issues regarding fluent, qualified and experienced childcare practitioners working within Cylchoedd Meithrin / Clwb Carco. Within Caerphilly there is significant work to promote childcare / Early Years career pathways with school leavers to promote childcare as a career within Cwm Rhymni.</p> <p>The Education Achievement Service (EAS), in partnership with schools, will explore ways of attracting suitable candidates with good quality Welsh language skills to fill vacancies in Welsh-medium schools and in Welsh second language departments in English-medium secondary schools. Schools will be urged to employ Welsh second language specialist teachers.</p> <p>Increase the numbers of Welsh speaking Teaching Assistants available to schools through targeted recruitment and training</p> <p>The LA has a proactive recruitment policy for Welsh speaking /bilingual Teaching Assistants (TAs). The ability to speak Welsh is stated as a desirable criterion when recruiting staff to work with children with special educational needs and an essential criterion in some appointments Welsh medium training is available for all TAs.</p> <p>Specialist Services are provided on a EAS regional basis (Hearing Impairment, Visual Impairment, and Speech & Language) offer support through the medium of Welsh.</p>		

	<p>Currently 18 Welsh /bilingual speaking Teaching Assistants are employed by Learning, Education and Inclusion Service to support Welsh/ bilingual speaking pupils within Welsh medium Primary Schools in Caerphilly.</p> <p>In order to increase the number of Welsh speaking Teaching Assistants, the Authority is currently working with Ysgol Gyfun Cwm Rhymini and YG Gwynllyw to support a NVQ Level 2 Teaching Assistant course for post 16 pupils as well as working with ACT to deliver the new QCF level 3 CCLD work based learning qualification for childcare staff.</p> <p>The Authority also offers Welsh language courses as part of its corporate training strategy.</p>		
	<p>There has been no reported shortage of practioners to teach through the medium of Welsh within Welsh Medium Schools, either Primary or Secondary. However, there are difficulties in recruiting Headteachers at Welsh Medium Primary School level but recruitment issues are supported by the LA and Advisory Service. This support is welcomed by Governing Bodies.</p> <p>The LA and EAS take an active role in preparation for advertisement, short listing and appointment of suitable candidates for Head teacher and Deputy Head teacher posts. At all times they are fully engaged with the Governing Body in this process.</p> <p>Succession planning processes allows interested teachers to undertake the National Professional Qualification for Head teachers and undertake other appropriate leadership and management professional development.</p>		
	In the Childcare Workforce Audit conducted in March 2011,	FIS collate data and	LA is continuing to

	<p>Welsh language training came out as one of the highest areas for training needs across the sector, (both Welsh and English medium). The Family Information Service records the level of Welsh used in the setting as defined by the Welsh Government.</p> <p>Of the 14 Cylchoedd Meithrin in the county borough, data collected 31st Aug 2012), 9 describe themselves as Welsh Medium, 4 as Welsh Medium and English Medium, and 1 as Bilingual. This indicates a need amongst Cylchoedd Meithrin for additional Welsh Language training and additional Welsh language practitioners.</p> <p>In addition, 3 Childminders describe themselves as (B) Welsh-English settings [12 places] 2 Childminders as (C) Bilingual settings [10 places] 3 day nurseries who describe themselves as (C) Bilingual settings [110 places]. A further 3 Childminders categorised as (B) or (C) are not offering currently [10 places].</p> <p>There have been historical issues regarding fluent, qualified and experienced childcare practitioners working within Cylchoedd Meithrin / Clwb Carco. Within Caerphilly there is significant work to promote childcare / Early Years career pathways with school leavers to promote childcare as a career within Cwm Rhymni.</p> <p>Mudiad Meithrin have recently been awarded £6million in funding to deliver the Cam Wrth Gam training programme over the next 3 years to ensure an increase in trained Welsh speaking childcare staff. (The deadline for applications for Cam Wrth Gam scheme has been extended to 25th January).</p> <p>Planned Action</p> <p>Local Authority officers will continue to promote childcare as a</p>	<p>update annually</p>	<p>promote childcare career pathways, and work with existing staff teams to improve level of Welsh language in settings including supporting Geiriau Bach and Cymraeg l'r Teulu courses. LA is also working with settings and Head teachers to support sabbaticals to schools to improve Welsh language immersion for staff.</p>
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	<p>career and work with young people, 14 – 19 Pathways, Mudiad Meithrin, Menter Iaith and Headteachers.</p> <p>Welsh language courses will be offered to childcare staff across the borough to increase language skills both in a CPD and a qualificatory capacity. This will be done in conjunction with the Council's Equalities and Welsh Language team who have corporate CCBC responsibility for Equalities and Welsh Language training, monitoring and reporting.</p>		
<p>7.2 Improve practitioners' linguistic skills. Improve practitioners' methodological skills</p>	<p>Current Performance</p> <p>The Athrawon Bro team, on behalf of the LA, has instigated an audit of language skills.</p> <p>Courses will be made available according to needs identified by schools for teachers within the Welsh First language sector both primary and secondary to support their Welsh Language Skills through the EAS.</p> <p>The self-appraisal and performance management strategies in both the primary sector and in Ysgol Gyfun Cwm Rhymni identify the need for training in methodology for those teaching in the Welsh-medium secondary school.</p> <p>The authority will work with the EAS for Monitoring, Challenging, Support and Intervention, which is designed to enhance this process and to support the schools.</p> <p>As noted in the guidelines for the application for the Welsh in Education Grant the training provision is based on a range of evidence which informs strategic planning:</p> <ul style="list-style-type: none"> • Annual EAS adviser monitoring reports (inc. Athrawon Bro annual report) whole school and subject 	<p>Completed audit in targeted schools</p>	

	<ul style="list-style-type: none"> • Training evaluations / audits • School improvement and Transition plans for individual schools • KS2 and KS3 performance data • Estyn reports (LA and schools) and Estyn publications <p>The EAS will plan a Continued Professional Development programme across the consortia region. The linguistic advisory team has been thoroughly reviewed in recent years and their role has evolved to challenge schools as regards pupil standards and to provide suitable training and mentoring for teachers and Learning Support Assistants.</p> <p>The aims of the Caerphilly Athrawon Bro team are to:</p> <ul style="list-style-type: none"> • raise the standards of achievement in Welsh second language; • develop teachers' skills in Welsh; and • support teaching and learning strategies. <p>In July 2012, two Welsh medium secondary school teachers participated in the sabbatical scheme. Their participation was very successful and both individuals and the school felt that it was a very good scheme. It is our intention to support any teacher in the Welsh medium secondary school who would benefit from participating in the Sabbatical scheme.</p> <p>Ysgol Gyfun Cwm Rhymni has introduced a work programme to support development of Welsh language written skills across all staff; staff teams have received this very positively.</p>		<p>This scheme has been successfully running for the previous 3 years and has had excellent feedback.</p> <p>This work programme has had significant success. Cardiff University are working in collaboration with Cwm Rhymni resulting in an inset day on March 4th 2013 to</p>
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	<p>Planned Action</p> <p>Undertake a linguistic audit on an annual basis when the WG audit is made available, linked with the corporate CCBC iTrent monitoring of language ability of staff, as part of the overall staff Equalities monitoring.</p> <p>Continue with the LA Linguistic Training Programme for staff within schools see above</p> <p>However, it is foreseen that the present provision will evolve and further focussed support will be made available to targeted schools based on pupil performance and staff language skills the aim is to continue to provide quality provision by the EAS Welsh in Education Officers in order to support nursery, primary and secondary teachers in Caerffili LA.</p> <p>Continue to support teachers who wish to attend the Welsh Sabbatical Scheme courses.</p> <p>Continue to undertake the Welsh Language Audit with Early Years Education and commissioned childcare settings, identifying specific support required to improve the skills of practitioners as well as the diversity of the resources used within the settings.</p>	<p>Completed annually - during 2013-2014 schools will be advised to complete the language ability form as under-reporting of skills is an ongoing issue.</p> <p>From April 2013</p> <p>January 2013 and reviewed annually to capture changing workforce</p>	<p>strengthen the strategy.</p> <p>Initial results have been collated and results analysed for use by officers in supporting the groups to further develop their provision. The report is available</p>
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			if required.
<p>7.3 Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework</p>	<p>The LA provides a Continued Professional Development programme, through the EAS Welsh Advisory Service, that incorporate all aspects of the School Effectiveness Framework in order to:</p> <ul style="list-style-type: none"> • drive up standards of literacy, numeracy; • improve learning outcomes and well-being for children and young people regardless of their socio- economic background; • reduce variation in the learning outcomes within and between classrooms and schools and other members of the consortia; and • raise standards in both pupil and teacher Welsh language skills through both LA initiatives and professional learning communities. <p>At present there are a range of Professional Learning Communities within individual schools, cluster and across local authorities with the expressed aim of developing Welsh (First Language) and Welsh-medium methodologies.</p> <p>Ysgol Gyfun Cwm Rhymni is pioneering Professional Learning Communities with representatives from Caerphilly, Rhondda Cynon Taf, Bridgend and Torfaen. These PLCs include Welsh, English, Numeracy, Science, Drama, Sociology, Technology and Information Technology, Modern Foreign Languages. They are also developing PLCs for middle managers, future senior managers and senior management teams. All these PLC's have the expressed aim of developing Welsh-medium methodologies.</p> <p>Planned Action</p> <p>The Welsh in Education Grant will be used to support the achievement of the targets set within the WESP</p>		

	<ul style="list-style-type: none"> • To improve standards in the teaching of Welsh first and second language across all Key Stages, • To improve levels of achievement of children and young people in Welsh first and second language across all Key Stages, • To continue to support children and young people receiving their education through the medium of Welsh at primary school level, as measured by the percentage of Year 2 and Year 6 pupils assessed in Welsh as a first language. • To support children and young people who continue to improve their language skills on transfer from primary to secondary school, as measured by the percentage Year 6 and Year 9 pupils assessed in Welsh first language. • To support children and young people studying for qualifications (general and vocational) through the medium of Welsh. • Raising standards in both pupil and teacher Welsh language skills through both LA initiatives and professional learning communities <p>Further development of Professional Learning Communities locally include:</p> <p>On a regional, collaborative level, Ysgol Gyfun Cwm Rhywni has pioneered this work with Ysgol Gyfun Gwynllyw since Partneriaeth 6 was developed in 2006.</p> <p>Ysgol Gyfun Cwm Rhywni have also been instrumental in developing the teaching of Welsh across several local authorities. Collaboration has taken place with CYDAG and WJEC in developing training opportunities for Welsh first language teachers.</p>	<p>WEG submitted in line with WESP priorities. January 2013</p>	
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	<p>Numerous Professional Learning Communities have been established within individual schools, cluster and across local authorities with the expressed aim of supporting the teaching of Welsh (First Language).</p> <p>Ysgol Gyfun Cwm Rhymni is pioneering a Welsh first language Professional Learning Community with representatives from Caerphilly, Rhondda Cynon Taf, Bridgend and Torfaen.</p> <p>From September 2012, all work to support the teaching of Welsh and Welsh second language will be delivered by the EAS. The September 2012 EAS – High Level Model states that ‘the Specialist Literacy Service will provide expert challenge, advice and support in order to raise standards based on the knowledge and context of the school securing positive attainment outcomes for all learners’. The Literacy Service will:</p> <ul style="list-style-type: none"> ➤ provide challenge on the standards of literacy ➤ provide analysis to identify any learner groups that require further targeting or any in-school variations that needs addressing ➤ provide either consultation on a specific issue or a tailored support and information programme to meet the specific requirement of the school ➤ administer and award grant funding to schools for specific initiatives. <p>Access to the Literacy Service will be brokered by system leaders in their monitor, challenge and support capacity. Schools with higher needs around literacy will receive more support than those with lower needs.</p> <p>Training of staff will be done in conjunction with the Council’s Equalities and Welsh Language team who have corporate CCBC responsibility for Equalities and Welsh Language training, monitoring and reporting.</p>		
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Section 3: Commentary and further notes

(no more than 500 words)

This Welsh in Education Strategic Plan is specific to Caerphilly LA to be considered in conjunction with the EAS consortia submission.

Appendix 2: Welsh in Education Grant, Workforce Development and Continuous Professional Development

The Welsh in Education Grant for 2012-13 consolidates funding previously provided by the following grant schemes:

- the former Better Schools Fund (Priority Area 2), separately administered as the Welsh in Education Grant during 2011-12;
- Welsh Language Board grant support for *athrawon bro*, latecomers immersion projects and primary-secondary school linguistic continuity.

Outcomes and eligible expenditure

The WMES targets and outcomes will be largely delivered by local authorities by actions detailed in their WESPs and funded by the WEG. The expected outcomes from WEG funding are detailed below:

Grant outcomes
<p>More seven-year-old children being taught through the medium of Welsh</p> <ul style="list-style-type: none"> • raising awareness about Welsh-medium education, offering choices to parents where relevant
<p>More learners continuing to improve their language skills on transfer from primary school to secondary school</p> <ul style="list-style-type: none"> • improving progression rates by using the DfES linguistic progression guide • increasing access to Welsh-medium education by means of late immersion programmes
<p>More learners with improved skills in Welsh; more learners aged 14-16 studying for qualifications through the medium of Welsh; more post 16 learners studying subjects through the medium of Welsh</p> <p><u>Improving Welsh-language skills of practitioners</u></p> <ul style="list-style-type: none"> • Welsh-medium - refining the skills of Welsh-medium subject teachers • Welsh Second Language - providing Welsh-language skills training to practitioners, particularly at Key Stage 2 <p><u>Improving Welsh-language skills of pupils</u></p> <ul style="list-style-type: none"> • Welsh First Language - improving the teaching of literacy, particularly at KS2 (to complement the School Effectiveness Grant) • Welsh Second Language – providing methodology training to improve the teaching of Welsh, particularly at Key Stage 2 <p><u>Raising the standards of achievement of Welsh-medium pupils</u></p> <ul style="list-style-type: none"> • improving subject methodology across the curriculum • raising linguistic standards and achieving greater consistency in the use of the language across the curriculum <p><u>Increasing pupils' use of the language</u></p> <ul style="list-style-type: none"> • increasing the use of informal Welsh by pupils in schools
<p>Improved provision of additional learning needs</p> <ul style="list-style-type: none"> • Increasing capacity to offer Welsh-medium support

Separate guidance and a grant application form will be provided to each local authority for the purposes of the Welsh in Education Grant. This will be made available with indicative grant allocations by Autumn 2011, subject to approval of the Welsh Government budget by the National Assembly for Wales.

The Welsh Government is committed to the principle of regional consortium working and expects that this grant will provide a focus for the development of regional Welsh language strategies. The Welsh Government expects all local authorities and their regional consortia to work towards a more collaborative approach to implementing the WMES. To that end, in their submissions in respect of grant funding, local authorities are expected to highlight areas where strategies and grant-funded initiatives link into a broader consortium approach.

Each authority's programme should include courses that will prepare teachers for the Welsh Government's Welsh-language Sabbatical Scheme. You are expected to identify teachers for participation in the Welsh-language Sabbatical Scheme courses (all levels), and to provide refresher Welsh-language courses and/or a support/mentoring service for course participants on their return to work. You are expected to monitor the Welsh-language learning progress of all teachers and classroom assistants and feed any training needs into the CPD programme. All Welsh-language courses provided by the authority should be allocated Welsh for Adults/CQFW levels.

In order to develop the skills of practitioners, you are expected to encourage the establishment of Professional Learning Communities (PLCs) to address:

- the teaching of Welsh;
- improving literacy in Welsh/dual literacy;
- the teaching of Welsh Second Language;
- the teaching of other subjects through the medium of Welsh/bilingually;
- the acquisition of Welsh-language skills in the Foundation Phase; and
- planning for the informal use of Welsh within Welsh-medium and bilingual schools.

In future, a more formal relationship will be established between the Welsh Government's commissioning cycle and the authority's Welsh-language support service to identify needs for future teaching and learning resources for national and local use. Further information will be made available on this in due course.

Appendix 3:

Number and percentage of pupils attending funded non-maintained Welsh-medium settings which provide the Foundation Phase and who transfer to Welsh-medium/bilingual schools (*please note if information is unobtainable*)

This information was accurate for funded children transferring to school from Meithrin Summer to Autumn 2012 This does not include non-funded children whose 3rd birthday falls in the Summer Term transferring to Welsh School.

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Name of funded non-maintained Welsh medium setting (Cylch Meithrin)	Number of places available provided by the setting Registered for....	Number of funded 3 year olds attending setting in July 2012	Percentage of pupils transferring to Welsh-medium or bilingual schools
Cylch Meithrin Dewi Sant	Cylch Meithrin	24	10	0%
Cylch Meithrin Coed Duon	Cylch Meithrin	26	7	86% (1 child destination not known)
Cylch Meithrin Cwm Derwen	Cylch Meithrin	24	13	85% (1 child destination not known)
Cylch Meithrin Pontllanfraith	Cylch Meithrin	14 am and 14 pm	10	20%
Cylch Meithrin Nelson	Cylch Meithrin	26	15	80% (3 children destination not known)
Cylch Meithrin Tedi Twt	Cylch Meithrin	16	0	-
Cylch Meithrin Tonyfelin	Cylch Meithrin	48	9	100%
Cylch Meithrin Yr Enfys	Cylch Meithrin	24	12	100%
Cylch Meithrin Penpedairheol	Cylch Meithrin	24	4	75%
Caerphilly CB total		240 available places	80 places attended	68.25% transfer to Welsh medium schools

**Number of children transferring from Welsh Medium Flying Start Childcare place to Welsh Medium Early Years Education place –
September 2011 – August 2012**

Total number of pupils in Welsh-medium Flying Start Childcare places 2011-12	Total number of pupils transferring to Welsh-medium Early Years Education places	Percentage of pupils transferring to Welsh-medium Early Years Education places
32	32	100%

DATA YSTADEGAU PLANT MEDI 2010 - GORFFENNAF 2011 / CHILDRENS STATISTICAL DATA SEPTEMBER 2010 - JULY 2011 - Mudiad Meithrin

Sir County	Niferoedd / Numbers			Iaith y Cartref / Home Language				Plant sydd wedi gadael y cylch yn ystod y flwyddyn / Children that have left the cylch during the year						
	Nifer lleoliadau Number of locations	nifer/ no of cylchoedd meithrin	nifer wedi mynychu'r / number attended cylchoedd meithrin	nifer o gartrefi Cymraeg / number of Welsh homes	nifer o gartrefi Saesneg / number of English homes	nifer o gartrefi cymysg eu hiaith / number of homes with mixed languages	nifer o gartrefi iaith arall / number of homes of other languages	Nifer wedi gadael / number left cylch	Nifer wedi trosglwyddo o'r cylch i ysgol / Number transferred from cylch to the school	Ysgol Gymraeg / Welsh School	%	Ysgol Saesneg / English School	%	Nifer wedi gadael y cylch oherwydd rhesymau eraill / Number left cylch due to other reasons
Caerffili	15	20	490	13	458	19	0	378	343	273	80%	70	20%	35
Wales	426	581	12829	2719	7308	2683	119	8737	7716	6736	87%	980	13%	1021

Appendix 4: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

Total number of pupils in Welsh-medium and bilingual primary schools	Total number of pupils transferring to Welsh-medium/bilingual secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
217	217	100%

**Appendix 5: Attainment and performance in Welsh Second Language
(This information should be provided at LA level)**

Year:

Key Stage 2

	Number of pupils	Percentage of pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2		11.1%	88.1%

Key Stage 3

	Number of pupils	Percentage of pupils	Percentage achieving Level 5
Teacher assessment in Welsh Second Language at the end of Key Stage 3		11.55%	84.3%

Appendix 2 – Partneriaeth 6 operational strategic plan

Ysgol Gyfun Cwm Rhymni. Ysgol Gyfun Gwynllyw



PARTNERIAETH 6

Strategic Plan for developing Welsh medium Learning Pathways 14-19

2013-2017



Page 3: The Partnership's targets and objectives for 2013-2017

Page 4: Aims for 2013-2014

Page 5: Principles of the Welsh Medium 14-19 Learning Pathway

Page 6: Introduction

Page 7-8: The four national strategies which will have a great influence on what we are able to achieve in the long term;

- School Improvement Plan / Raising School Standards
- The development of regional consortia
- The Welsh in Education Strategic Plan (WESP)
- Review of Qualifications for young people aged 14-19 in Wales.

Page 9: Strategic plan 2013 -2017

Page 10: Strengthening our methods of including and protecting our learners

Page 11: Literacy and Numeracy

Page 12: Developing a partnership strategy for numeracy and literacy

Page 13: Developing teachers professionally

Page 13: The aims of the Welsh in Education Strategic Plan (WESP)

Page 14: Working in Partnership

Page 15: University of Wales, Newport

Page 16: Outline of Costs

Page 17: Appendix 1: Review of Qualifications for 14 to 19-year-olds in Wales

Page 19: Appendix 2: Collaborative courses for targeting pupils who may be under achieving or in danger of becoming disaffected.

Page 22: Appendix 3

- Welsh medium or bilingual bid (South Wales and East Wales)
- ANDP funding (Blaenau Gwent, Caerphilly and Torfaen)
- Costs incurred by the schools

The Partnerships targets for **2013-2017** are;

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

Our objectives for 2013-2017 are;

- Relaunching the Cwm Rhymni and Gwynllyw Partnership
- Developing the Partnership to be a pioneering education centre receiving national recognition for excellence in Welsh medium education.
- Extending the Partnership to include all Welsh medium stakeholders in South East Wales.¹
- Develop and plan Learning Pathways 7-14 for the Partnership.
- Establish a networking system with excellent and pioneering establishments across Wales.
- Develop the Welsh BAQ across the partnership as a core subject.
- To ensure that all students develop linguistic and numeracy skills of the highest possible level
- Continue to improve the quality of teaching Literacy and Numeracy across the Partnership.
- Develop the Partnership Strategy for Literacy and Numeracy.
- Develop appropriate Welsh Medium Learning Pathways 14-19 for pupils with Additional Learning Needs.
- Continue to strengthen our methods of including and safeguarding learners.
- Developing a comprehensive mentoring system that has the learners and their welfare central to its implementation²
- Continue to develop the expertise to maintain an extensive curriculum through the Medium of Welsh.
- Continue to develop teachers in the Partnership professionally.
- Developing the Partnership as the Welsh Medium training Centre in South East Wales.³
- Offer adequate and appropriate Learning Pathways for all Welsh Medium learners.
- Developing the Partnership to be a centre that can provide, through modern technology, distance learning.
- Developing a regime of partnership and effective collaboration between the Partnership, local colleges, Universities and Trainers whilst introducing the curriculum through the medium of Welsh.
- Developing a regime of partnership and effective collaboration between the Partnership and local employers, including local government.

Our aims for 2013-2014 are;

- Restructuring and relaunching the Partnership
- Developing an appropriate curriculum for pupils with additional learning needs.

¹ Developing the ethos of Welsh Medium Learning Pathways 3-19

² Including Learning Coaches, Pastoral mentors, Counsellors, Careers Officers, Youth officers and Youth Development Officers

³ To include training for adults and training in the workplace.

- To ensure that all students develop linguistic and numeracy skills of the highest possible level
- Further develop the range of levels of courses offered (i.e. Certificate, Extended Certificate and First Diploma 14-16)
- Continue to develop effective educational partnerships with other educational institutions.
 - ACT Training Agency
 - Ystrad Mynach College
 - University of Wales, Newport
 - South East Wales cross border Welsh Medium Forum 14-19
- Continue to support the introduction of ilearn Wales and the HWB through the Partnership between Cwm Rhymni and Gwynllyw
- Continue to develop the Welsh Baccalaureate across the partnership.
- Develop an ALTERNATIVE curriculum for pupils who are in danger of not being in Education, Employment or Training.
- Develop specific learning communities within the Partnership.
- Develop a network with excellent and pioneering educational establishments across Wales
- Continue to develop a comprehensive mentoring system that has the learners and their welfare central to its implementation.
- Strengthen the partnership between Cwm Rhymni and Gwynllyw by further developing the cooperation of the Joint Governance Committee.

PRINCIPLES OF THE WELSH MEDIUM 14-19 LEARNING PATHWAY

According to the Welsh Medium Education Strategy it is expected that all learners develop their **Welsh-language skills to their full potential** and encourage sound linguistic progression from one phase of education and training to the next. If we are to develop pupils' linguistic skills then we must ensure that those who teach the pupils are Welsh speakers with the **highest standard of linguistic skills**.

Partneriaeth 6 is an effective system of cooperation between two centres that specialise in teaching through the medium of Welsh. We are also aware that only Partneriaeth 6 within Gwent has the ability and specialism necessary to fulfil the aims of the Welsh Medium Education Strategy.

The vision of Partneriaeth 6 for developing Welsh medium Learning Pathways 14-19 is already well publicised⁴;

- **Developing the Partnership as a Welsh medium training centre for Gwent⁵.**
- **Facilitating excellent Welsh medium education for all on every academic level.**
- **Promoting life long excellent Welsh medium education.**

If we are to achieve the vision for pioneering / innovative Welsh Medium education we must set firm principles as a foundation for all future developments;

- We must only use Welsh speakers whose **linguistic skills are of the highest standard** to teach our students.
- We must continue to endeavour to work in effective partnership with other Welsh medium schools and external educational agencies.
- We must ensure that we comply with the minimum number of courses that are required under the Learning and Skills Measure and aim to offer the maximum number of courses in the future
- We must fully achieve the aims of the national transition policy and in particular plan for the growth in Welsh medium education.

⁴ See The Welsh Medium Strategy for Developing the 14-19 Vocational Partnership 2011-2013

⁵ In partnership Gwynllyw and Cwm Rhymni

Introduction

This document outlines the way that we intend to lead Welsh Medium Education in South East Wales through this pioneering period in Education in Wales. We will review the strategy frequently and publish an annually updated plan.

We must consider the Strategic Plan for developing Welsh medium Learning Pathways 14-19 2013-2017 in the context of relevant national, local and regional strategies.

This plan reflects the aims of Partneriaeth 6 in achieving our long term vision.

We must also consider strategic developments at a national and regional level which are beyond our control but have a significant influence on what we are able to achieve.

There are four national strategies which will have a great influence on what we are able to do achieve in the long term;

- Improving schools
- The development of regional consortia
- The Welsh in Education Strategic Plan (WESP)
- Review of Qualifications for young people aged 14-19 in Wales.

We must welcome these opportunities enthusiastically if we are to ensure that our partnership is to be sustainable in the long term.

Improving Schools

The document “Improving Schools / Raising School Standards” outlines in detail the factors that influence our ability to ensure improvement and the difficulties that we face.

The analysis focuses on three priorities of Literacy, numeracy and breaking the link between deprivation and educational outcomes, it draws attention to the challenges we face regarding performance that is:

- **Writing**, especially amongst boys, in Primary Schools
- Welsh / English and especially **mathematics** in Secondary Schools
- Learners who are entitled to receive **free school meals** in all schools
- South and **South East Wales**
- Ensuring the progress of all learners, those that achieve at a lower level and those that achieve to a higher level
- Reduce the inconsistency in schools and between schools

There are three main priority areas for **improving teaching and learning**

- **Improving the quality of teaching of literacy and numeracy** – the National Literacy and Numeracy Programmes will set high expectations of what teachers and support staff should know, can do and what pupils should learn in the core subjects.
- **Assisting staff to develop professionally** – There will be new opportunities to develop practises and for training to assist staff and support staff to develop throughout their careers.
- **Strengthening our methods of inclusion and safeguarding learners** – we will assist those learners at risk of harm, learners from disadvantaged backgrounds and those that have additional learning needs so that all learners can achieve their potential.

The development of regional consortiums

The Welsh Government is committed to the principle of regional consortium working and expects that this will provide a focus for the development of regional Welsh language strategies. Caerphilly has now decided that they will be joining the South East Wales Regional Consortium (Caerphilly, Blaenau Gwent, Torfaen, Monmouth and Newport).

Since 2006 a pioneering Welsh medium 14-19 Learning Pathways strategic partnership with Caerphilly, Blaenau Gwent and Torfaen collaborating has existed. Partneriaeth 6 is the only established Welsh medium regional partnership in existence in Wales. We are also the only presently established regional partnership in the South East Wales regional consortium.

The Welsh in Education Strategic Plan (WESP)

The Welsh Government expects all local authorities and their regional consortia to work towards a more collaborative approach to implementing the Welsh-medium Education Strategy. To that end, in their submissions in respect of grant funding, local authorities are expected to highlight areas where strategies and grant-funded initiatives link into a broader consortium approach. This will be statutory by 2014.

The WESP outlines specific outcomes which are aimed at promoting the development of Welsh medium education. It is reassuring for us to note that the WESP reflects those aims and objectives that we have prioritised since 2006.

There are three outcomes included in the WESP which specifically affect the Welsh medium 14-19 Learning Pathways strategy.

- More learners aged 14-16 studying for qualifications through the medium of Welsh
- More learners aged 16-19 studying subjects through the medium of Welsh
- More learners of all ages with higher-level Welsh-language skills

Review of Qualifications for young people aged 14-19 in Wales.

This review was published at the start of December 2012 (appendix 1) and the Minister will publish his response by the end of January 2013. The consultation has been approved by all the political parties in the Assembly and it is therefore expected that the Minister will accept most if not all of the 42 recommendations.

It is suggested;

- That the new Welsh Baccalaureate⁶ becomes the measure of a pupils' success at the end of KS4. Also it creates two new GCSE qualifications in Mathematics and recommends that GCSE Welsh and English are assessed by the same method.
- GCSE Welsh and English will be the measure of attainment in literacy skills and GCSE Numeracy will be the same measure of numeracy skills.
- It will be expected that post 16 students continue to aim to achieve GCSE Numeracy and Welsh / or English if they have not succeeded by the end of Key Stage 4.

⁶ Including GCSE in Welsh or English and mathematics.

Strategic plan 2013 -2017

South East Wales is seen as an obstacle to Wales' efforts to improve national Standards. Pupils who receive free school meals and pupils who don't receive free school meals in South East Wales are less likely to succeed than pupils in the rest of Wales. We therefore surmise that pupils who receive Welsh Medium education in South East Wales are statistically less likely to succeed than pupils who receive Welsh Medium Education in the rest of Wales.

We must ensure that pupils in our Partnership succeed at a higher level than expected and that we surpass national expectations.

We therefore set an aim that within the Partnership we continue the pioneering work and lead educational strategies with the aim of the Partnership pupils receiving results amongst the best in Wales.

In future we intend publishing the partnership results in the same way in which we publish the individual school results as we are confident that the partnership results will reflect the outstanding success of the partnership.

We need to consider a development plan for the next four years that ensures that the partnership continues to develop to be a pioneering example of effective Welsh medium regional collaboration.

Partneriaeth 6 has operated in an effective and pioneering manner since 2006. We are concerned that by now our stakeholders are not aware of the origins of the partnership and its name. The structure and priorities of education in Wales have changed dramatically since 2006. We now need to raise awareness amongst our stakeholders of the outstanding success of the partnership in the past and the bright and pioneering future if we can ensure continuation of the partnership into the long term.

We believe that we need to re-launch the partnership to inspire future success. We must ensure that the partnership truly reflects the collaboration of all Welsh medium education stakeholders in South East Wales.

The stakeholders are;

- Pupils
- Parents
- Staff
- Primary Schools
- Governors
- The Region
- Local Authorities

We will re-launch the partnership during 2013.

We need to define a joint vision for the partnership that reflects the vision of Ysgol Gyfun Cwm Rhymni ac Ysgol Gyfun Gwynllyw;

- Outstanding Welsh medium education
- Every pupil to achieve their potential

- Effective partnership across all Welsh medium education stakeholders
- Lead Educational Strategies (Pioneering)
- All staff to achieve their potential

It is expected that as we re-launch our partnership we will need to share our joint vision with all the Welsh medium educational stakeholders across South East Wales with the expectation that they will join us in developing an outstanding pioneering Welsh medium educational structure across South East Wales.

Our aim is to lead outstanding educational strategies across the partnership and therefore ensure that the Welsh medium educational structure across the South East Wales is recognised nationally as an example of pioneering good practice.

The strategic plan must reflect the manner in which the partnership reacts to the opportunities afforded to educational establishments by the policies and plans of the education department of the assembly.

Strengthening our methods of including and protecting our learners

We believe that setting a target for our pupils to achieve standards equivalent to the highest in Wales is very challenging considering that we in South East Wales are amongst one of the most deprived areas in Wales. However, if we can ensure outstanding Welsh medium education by continuing to strengthen our methods of including and protecting our learners we will succeed.

If we are to succeed we will have to ensure that we know and understand our pupils and the environment that influences their development. We intend doing this through a variety of strategies;

- Developing a 14-19 partnership Pastoral plan
- Develop a partnership plan for Closing the Gap
- Recognising our disadvantaged pupils very early
- Employing Youth Mentor⁷ to target particular groups of pupils
 - Free School Meals
 - NEETS group
 - Pupils who fall below the horizon
- Appoint Raising Standards Officers⁸ to target the academic development of individual pupils

We must recognise that any 14-19 Learning Pathways strategy needs to build on KS3 developments and of course previously KS2.

We need to develop an understanding of how disadvantaged pupils develop. We are aware that they do not succeed as well in KS4 as their more advantaged peers and that they are more likely to be pupils who have difficulty with basic skills in KS3. As we re-launch the partnership we must consider our responsibility for developing an understanding of the needs of our most disadvantaged pupils early in their school career and particularly in KS2.

Literacy and Numeracy

We will ensure that all pupils will develop literacy and numeracy skills of the highest standard.

⁷ Emotional and wellbeing support to ensure academic progress

⁸ Teachers who understand educational development

Partneriaeth 6 has always targeted the development of higher level literacy and numeracy skills as an integral element in improving the attainment of all those pupils following the 14-19 learning pathways. We recognise that if pupils can achieve higher level skills in literacy and numeracy they are more able to access the curriculum and achieve their potential.

If we can develop an understanding of the higher level thinking skills it will contribute towards improved literacy and numeracy skills. PISA type questions are problem solving activities where higher level thinking skills are developed by applying higher level literacy and numeracy skills.

We aim to continue to target our basic skills pupils in order that we can improve their literacy and numeracy skills. We will develop an understanding amongst all pupils of skills required to respond to PISA type questions.

We will develop a group of pupils who are in danger of becoming disaffected and not continuing in education, employment or training (Appendix 2). We will develop their literacy and numeracy skills with an integrated curriculum designed to appeal to their individual needs.

By 2014 it is expected that all pupils following a post-16 curriculum will be studying GCSE Welsh, English or Mathematics if they have not previously achieved grades A*-C in these subjects.

At post 16 we will target literacy and numeracy skills on two levels;

- Pupils studying level 2 courses
- Pupils studying level 3 courses

Post-16 level 2 students are generally those students who did not achieve the level two threshold including Mathematics and Welsh or English. They therefore need to further develop their literacy and numeracy skills. This can be done by offering re-sit GCSE lessons, enhanced essential skills tutoring and developing an understanding of how to resolve PISA type questions.

Post 16 level 3 students are generally those students who have achieved the level two threshold including Mathematics and Welsh or English. They therefore may need to further develop their higher level literacy and numeracy skills. This can be done by offering essential skills tutoring and developing an understanding of how to resolve PISA type questions.

The proposed plan for ensuring that GCSE Welsh and English are taught and assessed in the same manner will ensure that Welsh medium establishments should achieve very high literacy standards. Welsh medium schools teach Welsh and English as core subjects and therefore our students will receive twice as much literacy teaching than similar pupils in English medium schools. We must therefore build on this and target numeracy skills in our schools. If we can ensure that our pupils excel in literacy they should succeed even better in developing their numeracy through effective application of literacy.

We must develop literacy and numeracy by applying them effectively across the curriculum. We need to recognise opportunities across the curriculum and across the key stages to develop and reinforce literacy and numeracy. We will map their use across the schemes of work by recognising the key subjects for developing the skills.

It is more than likely that the Welsh Baccalaureate will become key measure of standard of attainment at KS4. We will in future be compared nationally against similar schools according to attainment in the Welsh Baccalaureate. We must therefore ensure that we are forward thinking in developing the Baccalaureate within the partnership.

We will;

- Develop the Welsh BaccaLaureate as a core subject across key stages
- Develop a Welsh BaccaLaureate curriculum for post 16 students who are following level 2 vocational courses.
- Introduce a regional Welsh BaccaLaureate South East Wales regional qualification for KS2 and KS3.

As a core subject the Welsh BaccaLaureate as well as science would be essential in developing and reinforcing both literacy and numeracy pupil skills.

We will develop a 7-14 Learning Pathway by reinforcing our methods of inclusion and protecting pupils and developing the Welsh BaccaLaureate across KS2 and KS3.

Developing a partnership strategy for numeracy and literacy

Literacy is a key focus in both schools strategic planning for 2010-14, in the whole school development plan, departmental development plans and performance management targets for individual teachers with a range of effective literacy strategies in place including a Transition project KS2-3.

We will develop a partnership strategy for literacy and numeracy that will reflect the national strategy. This will be done by developing strategies across the curriculum and across the key stages.

- Develop a partnership strategy for literacy and numeracy across the key stages
- Develop a structure for reinforcing the literacy standards of teachers and support staff
- Prioritising the core subjects⁹ by planning and appointing staff
- Introducing a post-16 skills curriculum

Developing teachers professionally

We will utilise our effective Performance Management structure to develop opportunities to enable all our staff to achieve their potential;

- Lead and plan the staff training structures within the region
- Continue to lead pioneering educational strategies
- Make effective use of the educational expertise available within the region
- Ensure opportunities for teachers to peer observe
- Continue to lead Professional Learning Communities¹⁰
- Hold joint In Service Training days within the partnership
- Develop relevant Professional Learning Communities within the partnership
- Develop a network structure with other pioneering educational establishments to share good practice.

Partneriaeth 6 has established collaboration with Ysgol Gyfun Rhydywaun, Ysgol Gyfun y Cymer and Ysgol Gyfun Llangynwyd in developing Professional Learning Communities. The five schools have established a PLC structure since **2001(2010?)** and therefore we intend build on this into the future by concentrating on further developing a cross regional partnership.

We intend to concentrate on developing particular Professional Learning Communities within the partnership by concentrating on development needs within the South East. The PLC's

⁹ Welsh, English, Mathematics, Science and the Welsh BaccaLaureate

¹⁰ The core data family

and opportunities to network will be planned around the partnership priorities and our desire to achieve our long term strategic aims.

We will develop networking opportunities with other pioneering establishments across Wales in order to share good practice within pioneering structures. Only through collaborating with other outstanding establishments can ensure excellence in the future.

The aims of the Welsh in Education Strategic Plan (WESP)

Setting the aims of the Welsh in Education Strategic Plan is essential for the success of the partnership as it sets the local, regional and national priorities that it will be statutory for everybody to achieve.

The only way we can increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh is by ensuring that we do not lose individuals to external English language agencies due to disaffection and poor discipline. We must therefore target Welsh-medium learners at KS4 who are in danger of becoming NEET.

We ensure that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009. We ensure provision is maintained through appropriate funding mechanisms and working in continued partnership. The long term challenge is to ensure sufficient Welsh-medium secondary places through regional working to plan school places.

All five local authorities must recognise that Welsh medium education at 14-16 is a priority and that it receives appropriate funding through RNDP (ANDP), WEG and SEG. However, if Welsh medium provision is to continue to prove successful with adequate take-up of courses the provision must be of the highest quality with Welsh speakers whose linguistic skills are of the highest standard to teach our students. Therefore, it is imperative that there is an on-going commitment to appropriate CPD.

Since 2006 when we introduced our 14-19 Learning Pathways strategic partnership through Caerphilly, Blaenau Gwent and Torfaen the percentage of learners aged 16-19 who study 2 or more subjects through the medium of Welsh has consistently increased. We can only continue to develop an increase the number if we can ensure that our provision is suitable for the needs of the pupils.

We must continue to introduce more high quality courses to ensure that more students choose to study their post 16 courses through the medium of Welsh.

We will;

- Continue to offer Learning Pathways that respond to the needs of our pupils across the range of ability and aptitude.
- Continue to encourage vocational courses that are suitable for realistic¹¹ Learning Pathways for our students.
- Introduce a NEETS¹² curriculum for our KS4 pupils

We need to develop courses for students with special educational needs and those aiming at achieving further level 2 qualifications by providing additional support to improve their essential skills.

We will introduce a post-16 curriculum for our pupils;

¹¹ [Realistic Learning Pathways are those that lead towards employment or training](#)

¹² A specific curriculum for pupils in danger of not being in education, employment or training.

- who do not achieve the Level 1 Threshold at the end of KS4 who have the potential to achieve Level 2 qualifications having followed a further two years of post-16 studies.
- who do not achieve entry level qualifications at the end of KS4 who have the potential to continue to make progress having followed a further two years of post-16 studies.

The students will continue to follow a core subject curriculum in addition to vocational training.

Working in Partnership

All external educational partners accept that all educational activities that take place within the partnership must be through the medium of Welsh and that all teachers have **language skills of the highest order**. They also accept that Cwm Rhymni and Gwynllyw specialise in teaching through the medium of Welsh and therefore have the staff with **language skills of the highest order**.

We continue to work closely with Rhymni College¹³ in developing a strategy for targeting pupils who may be under achieving or in danger of becoming disaffected (Appendix 2).

We have extended the Partnership to include external training agencies. These agencies can offer some educational activities outside our usual scope, improving upon and extending the possibility of a higher level of Partnership work.

The agencies are:

- ACT
- University of Wales Newport
- South East Wales cross border Welsh Medium Forum 14-19

University of Wales, Newport

Partneriaeth 6 is collaborating with the University of Wales, Newport in offering units of courses at level 4 as an introduction to University work. These units will enable students to gain credits towards a degree course if the student chooses to attend University of Wales, Newport.

These courses started in July 2012 with the pupils studying 10 units between June and October 2012.

We will offer the level 4 course in:

- Education
- Primary school teaching

Every element of these courses will be taught through the medium of Welsh.

¹³ Rhymni college is a part of Ystrad Mynach college

OUTLINE OF COSTS

The costs for the partnership's vocational learning pathway can be distributed according to three distinct categories;

- Costs incurred by the schools
- ANDP funding (Blaenau Gwent, Caerphilly and Torfaen)
- Welsh medium or bilingual bid (South Wales and East Wales)

SCHOOLS

Post 16	£493,865
KS4	£302,994

ANDP

Post 16	£0
KS4	£117,595

Blaenau Gwent £25,000

Torfaen £45,000

Caerffili £47,250

Newport

BILINGUAL BID

Post 16	£33,210
KS4	£117,556

Appendix 1: Review of Qualifications for 14 to 19-year-olds in Wales

The main aims that will influence our long term plans are;

Welsh-medium qualifications

- The Welsh Government should ensure clear pathways for progression through the medium of Welsh. GCSEs and A levels should continue to be available, as they are now, in English and Welsh, at the same cost to providers. By 2015, they should be available in English and Welsh simultaneously.
- Those vocational qualifications considered to be of the highest relevance and value to 14 to 19-year-old learners and the Welsh economy, should also be available in English and Welsh simultaneously and at the same cost to providers.

The Welsh Baccalaureate

- The Welsh Government should encourage the universal adoption of the Welsh Baccalaureate as the basis for programmes of learning, by schools at 14 to 16 and by schools and colleges at 16 to 19.
- For post-16 learners following a vocational pathway, the content of their Welsh Baccalaureate should be informed by the emerging Learning Area Programme approach.
- The Welsh Government should explore the scope for a programme-based approach that engages learners aged 14 to 19 who are working at Entry Level.

Literacy and numeracy

Building on the revisions made to GCSE English Language in 2012, the Welsh Government should review GCSE English Language and GCSE Welsh First Language in order to introduce revised GCSEs in these subjects for teaching from September 2015. The new qualifications should provide greater assurance of literacy:

- by building explicitly on the levels of literacy that are expected to be developed by the end of Key Stage 3 in response to the new Literacy and Numeracy Framework
- in English Language, by placing significantly more emphasis on the quality and accuracy of writing and on core writing skills such as spelling, punctuation and grammar than the specifications that were taught from September 2010
- by being assessed predominantly through externally marked assessments that are consistent across Wales and between the two languages.

The Welsh Government should introduce, for teaching from 2015, two new mathematics GCSEs, one covering numeracy and the other covering aspects of mathematics techniques. The Numeracy GCSE should build explicitly on the levels of numeracy that are expected to be developed by the end of Key Stage 3 in response to the Literacy and Numeracy Framework. Both GCSEs should be:

- full, single-award GCSEs covering the full GCSE grade range
- assessed through externally marked examinations that are consistent across Wales.

General qualifications

The Welsh Government should retain GCSEs as the main Level 1 and Level 2 general qualifications at 14 to 19. It should:

- approve alternative Levels 1 or 2 general qualifications only where essential to meet the needs of a specific group of learners
- develop new GCSEs where necessary for delivery within the Welsh Baccalaureate framework from September 2015
- in developing new GCSEs, place a greater emphasis on the application of knowledge and understanding to real-life contexts, learning from the style of questions employed in PISA tests

- allow tiering within GCSEs only where there is a clear case for doing so due to the nature of the subject
- allow the use of controlled assessment only where there is a clear case for doing so due to the nature of the learning which is to be assessed
- continue to allow unitised GCSEs, and January as well as June assessment opportunities, with a limit of one resit per unit and the higher mark counting
- retain the terminal assessment rule, under which a minimum of 40 per cent of the assessment must be taken at the end of the course
- allow Short Course or Double Award GCSE specifications only where justified on a subject-by-subject basis
- in due course, review the arguments for change to the GCSE grading structure and methodology
- generally discourage early entry (before Year 11) for GCSEs.

APPENDIX 2: Collaborative courses for targeting pupils who may be under achieving or in danger of becoming disaffected.

We propose that Coleg Rhymni, Ysgol Gyfun Cwm Rhymni, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Rhydywaun collaborate in developing a series of Welsh medium courses. The aim would be to ensure that a target group of pupils participate in a curriculum designed to promote self esteem, motivation and a desire for future engagement in education, employment or training.

- Coleg Rhymni(Coleg Ystrad Mynach) - Caerphilly
- Ysgol Gyfun Cwm Rhymni - Caerphilly
- Ysgol Gyfun Gwynllyw - Torfaen

Each school will cooperate by creating groups of pupils who will follow the national curriculum and suitable vocational courses over a period of four days per week at the school. They will also receive one day a week of extended experiences outside school. The groups will be created on the basis of poor attendance, behaviour, ability, motivation and general enthusiasm during Key Stage Three (KS3).

Advantages of the strategy

Historically pupils who have been in danger of developing disaffection have attended projects through the medium of English outside school. If we can offer suitable courses for these students we can ensure that they can continue to study through the medium of Welsh.

It is expected that these pupils will be more likely to complete their statutory education by achieving recognised qualifications and a desire to continue in education, employment or training.

We would expect an increasing number of this target group wishing to continue with their Welsh medium post-16 education (particularly any pupils following a child care learning pathway).

If we create a teaching class of those pupils who are most likely to be disaffected we will ensure that they are not able to influence unfavourably the education of their peers. We can expect the other pupils to benefit by receiving a higher quality education and therefore higher attainment.

We should experience increased attainment across the lower band ¹⁴ of pupils and therefore the strategy would directly influence the schools' Level 2 Threshold including mathematics and Welsh or English, Core Subject Indicator and the average capped score.

Other strategies that contribute towards this strategy

This will be a group targeted at avoiding becoming NEETS. There are several strategies in place with the expressed aim of reducing NEETS.

These students will participate in the 'PUPIL' project.

The KS4 Prevent mentoring strategy also targets students who are in danger of becoming NEETS.

We will also have to ensure that suitably experienced and motivated staff are used to implement this strategy.

Cwm Rhymni has appointed a head of the Partnership department who is responsible for all educational activities involving external partners and he will be charged with the role of developing and implementing this project.

¹⁴ The lowest sets in core subjects – basic skills classes.

Curriculum

Every pupil must follow the core curriculum, but they do not have to follow it in the same way. Where appropriate and practical we will integrate the core curriculum into an extended vocational curriculum.

All of these pupils will follow at least two vocational courses (e.g. Construction and Hospitality) in school with one additional course being taught outside school.

- Welsh GCSE
- English GCSE
- Mathematics GCSE/BTEC (?)
- Science BTEC
- 2 Vocational courses BTEC
- 1 Vocational course (OCN/NVQ?)
- The Welsh Baccalaureate
- Developing work-based skills (Preparing for work)
- Developing an understanding of finance

The students should also receive an extended period of work placement

Integrated Vocational Activities Courses

All three schools will collaborate in developing individual groups of pupils who will follow the National Curriculum and a suitable vocational curriculum over a four day period within each school and an integrated day of external experience mainly based at Coleg Rhymni. Each school will form a group of 10 to 15 pupils targeted on the basis of their attendance, behaviour, ability, motivation and general enthusiasm for education during Key Stage Three (KS3).

It is envisaged that all these pupils will attend Coleg Rhymni for one day a week for a period of time. The period of attendance at Coleg Rhymni will vary according to the course followed.

We propose three¹⁵ fields of study;

- Motor Vehicle
- Child Care
- Business and Administration

The Welsh medium Motor Vehicle course would be offered by a Coleg Rhymni teacher. The two other Welsh medium courses could be taught by school based teachers at Rhymni College. At present the qualifications to be studied are open to investigation.

We would expect the pupils following the two school based courses to have prolonged periods of work experience during the year.

All courses will be fully integrated into the school based curriculum with opportunities for school based investigations and activities promoted at all times

E.g. elements of the Motor Vehicle course could be carried out at the school (i.e. investigations, health and safety, developing knowledge and understanding and report writing etc).

¹⁵ Child Care, Business and Administration are a first proposal and not necessarily the subjects to be followed.

Financing the strategy

This strategy will reinforce our aims as outlined in the Welsh in Education Strategic Plan (WESP) and therefore the Welsh Education Grant (WEG). It further enhances the School Effectiveness Framework (SEF) and therefore the present School Effectiveness Grant (SEG). It is expected that it will also respond to the aims of the proposed deprivation grant based on free school meals numbers.

We would no longer be financing English medium courses for our pupils who are in danger of becoming NEETS. We would therefore be able to re-invest those savings into the education of our pupils.

APPENDIX 3

ANDP FUNDING (Blaenau Gwent, Caerphilly, Torfaen)

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 10 provision					
Business BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	27	12	£15,643
Childcare BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	24	12	£8,880
Car Mechanics (38 weeks)	April 13 - March 14	KS4	14	10	£12,640
Construction BTEC First Certificate (Level 2)	Sept 13 - March 15	KS4	17	12	£13,456
Health and Social Care BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	33	12	£14,279
Hospitality BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	28	12	£14,894
Information Technology BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	17	6	£4,440
Travel and Tourism BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	23	12	£13,997
2013-2014 Year 11 provision					
Childcare BTEC First Certificate (Level 2)	April 13 - March 14	KS4	20	12	£5,343
Hospitality BTEC First Certificate (Level 2)	April 13 - March 14	KS4	20	12	£8,682
Information Technology BTEC First Certificate (Level 2)	April 13 - March 14	KS4	29	12	£5,343

Welsh medium Bid

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 10 provision					
Business BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	15	6	£7,822
Childcare BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	24	12	£8,880
Construction BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	41	20	£24,156
Information Technology BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	26	12	£8,880
Media Studies BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	11	12	£13,456
Public Services BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	7	6	£4,440
2013-2014 Year 11 provision					
Business BTEC First Certificate (Level 2)	April 13 - March 14	KS4	37	18	£8,013
Childcare BTEC First Certificate (Level 2)	April 13 - March 14	KS4	24	12	£2,749
Construction BTEC First Certificate (Level 2)	April 13 - March 14	KS4	37	18	£12,673
Health and Social care BTEC First Certificate (Level 2)	April 13 - March 14	KS4	42	18	£7,452
Information Technology BTEC First Certificate (Level 2)	April 13 - March 14	KS4	32	12	£7,988
Public Services BTEC First Certificate (Level 2)	April 13 - March 14	KS4	8	6	£2,671
Travel and Tourism BTEC First Certificate (Level 2)	April 13 - March 14	KS4	17	12	£8,375
2013-2014 Year 12 provision					
Health and Social Care BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	14	12	£8,449
Science BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	16	12	£7,863
Skills Curriculum	Sept 13 - March 14	Post 16	40	24	£16,898

Partnership Funding (Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw)

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 10 provision					
Business BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	16	6	£7,821
Classroom Assistant	Sept 13 - March 14	KS4	20	20	£27,133
Construction BTEC First Certificate (Level 2)	Sept 13 - March 15	KS4	17	8	£8,970
Economics (GCSE)	Sept 13 - March 14	KS4	17	8	£3,725
Health and Social Care BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	14	6	£7,139
Humanities (GCSE)	Sept 13 - March 14	KS4	17	8	£6,391
Information Technology BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	15	6	£4,440
NVQ Modern Foreign Languages	Sept 13 - March 14	KS4	73	14	£16,247
Psychology (GCSE)	Sept 13 - March 14	KS4	72	16	£14,900
science BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	140	42	£47,212
science BTEC First Diploma (Level 2)	Sept 13 - March 14	KS4	40	12	£13,489
The Welsh Bac	Sept 13 - March 14	KS4	200	30	£35,697
2013-2014 Year 11 provision					
Classroom Assistant	April 12 - March 14	KS4	20	60	£13,528
Car Mechanics (30 weeks)	April 12 - March 14	KS4	30	10	£10,890
Car Mechanics (38 weeks)	April 13 - March 14	KS4	5	10	£12,640
Construction BTEC First Certificate (Level 2)	April 13 - March 14	KS4	5	6	£8,970
Humanities (GCSE)	April 13 - March 14	KS4	24	8	£3,840
Information Technology BTEC First Certificate (Level 2)	April 13 - March 14	KS4	20	6	£5,343
NVQ Modern Foreign Languages	April 13 - March 14	KS4	107	10	£6,765
Psychology (GCSE)	April 13 - March 14	KS4	32	8	£4,480
science BTEC First Certificate (Level 2)	April 13 - March 14	KS4	140	42	£27,521
science BTEC First Diploma (Level 2)	April 13 - March 14	KS4	40	12	£7,863
The Welsh Bac	April 13 - March 14	KS4	200	30	£21,122
Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 12 provision					
Applied Science BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	15	24	£26,978

Business BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	42	30	£23,092
Business BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	20	16	£20,857
Classroom Assistant NVQ Level 2	Sept 13 - March 14	Post 16	18	20	£25,602
Economics AS	Sept 13 - March 14	Post 16	17	16	£14,900
Engineering National Award (Level 3)	Sept 13 - March 14	Post 16	12	8	£11,363
Health and Social Care BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	14	10	£7,041
Health and Social Care BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	10	16	£19,038
Hospitality BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	15	10	£7,235
Hospitality BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	21	16	£11,576
Information Technology BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	10	10	£4,452
Law AS	Sept 13 - March 14	Post 16	30	16	£16,193
Politics and Government AS	Sept 13 - March 14	Post 16	10	16	£19,858
Psychology AS	Sept 13 - March 14	Post 16	45	24	£22,349
Public Services BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	26	20	£13,356
Public Services National Award (Level 3)	Sept 13 - March 14	Post 16	10	8	£9,107
Science BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	14	10	£6,553
The Welsh Bac	Sept 13 - March 14	Post 16	150	42	£49,976
Travel and Tourism National Award (Level 3)	Sept 13 - March 14	Post 16	10	16	£18,663

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 13 provision					
Public Services National Award (Level 3)	Sept 13 - March 14	Post 16	24	8	£5,480
Applied Science BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	45	24	£15,726
Business BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	37	16	£12,316
Classroom Assistant NVQ Level 3	Sept 13 - March 14	Post 16	16	20	£14,925
Economics A2	Sept 13 - March 14	Post 16	24	16	£8,961
Engineering National Award (Level 3)	Sept 13 - March 14	Post 16	15	8	£6,624
Health and Social Care BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	30	16	£11,265
Hospitality BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	21	16	£11,576
Law A2	Sept 13 - March 14	Post 16	36	16	£9,571
Performing Arts(Dance) National Award (Level 3)	Sept 13 - March 14	Post 16	24	8	£5,480
Politics and Government	Sept 13 - March 14	Post 16	24	16	£11,976
Psychology	Sept 13 - March 14	Post 16	68	24	£13,441
Public Services National Award (Level 3)	Sept 13 - March 14	Post 16	24	8	£5,480
The Welsh Bac	Sept 13 - March 14	Post 16	170	42	£29,571
Travel and Tourism National Award (Level 3)	Sept 13 - March 14	Post 16	22	16	£10,879
University of Newport Level 4 Courses	April 13 - March 14	Post 16			£4,500

Appendix 3: Membership of the Caerphilly WESP task and finish group

Welsh Medium Secondary School Head teacher representative, Ysgol Gyfun Cwm Rhymni

Welsh Medium Primary Schools Head teacher representative, YGG Caerffili

Senior Policy Officer (Equalities and Welsh Language), CCBC

Senior Officer Forward Planning, CCBC

Representative Education Achievement Service

Regional Officer, Mudiad Meithrin

Managing Advisor, Inclusion, CCBC

Manager Learning Education and Inclusion

Finance Officer, CCBC

Early Years Manager, CCBC

Childcare Coordinator, CCBC

Chief Officer, Menter Iaith Caerffili