



Welsh in Education Strategic Plan
2017 – 2020

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1.0 **Introduction**

This Welsh in Education Strategic Plan (WESP) is for the period 2017-2020 and builds on the momentum and commitments from the predecessor WESP from 2014. Whilst based around the seven key outcomes it will further develop the Council's vision and enhance the delivery of the growth and provision of Welsh-medium education throughout the city.

The City of Cardiff Council is committed to developing a bilingual Cardiff. This Welsh in Education Strategic Plan (WESP) 2017-2020 will help Cardiff to support the Welsh Government's vision to see one million Welsh speakers across Wales by 2050.

In order for Cardiff to play its part in achieving Welsh Government's vision, we would need to increase the number of Welsh speakers (aged 3+) in Cardiff by 15.9% from 36,735 (2011 Census) to 42,584 (2021 Census). Cardiff's education sector has already contributed to achieving 58% of this target to date through increasing the number of children accessing Welsh-medium education at the first point of entry at primary level.

This WESP is an integral part of the Council's 5-year Bilingual Cardiff strategy. The most prominent area of interdependency between both strategies is based on strategic area 1: Families, Children and Young People. The priorities within this area are based on promotion, provision and progression. These aspects are core deliverables within outcomes 1 and 2 within this WESP.

The Bilingual Cardiff Strategy aims to increase the number of Welsh speakers and learners within Cardiff as well as increasing the use of the Welsh language in the city. The City of Cardiff Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

The WESP will also contribute to the seven national well-being goals within the Well-being of Future Generations Act, in particular to a prosperous Wales providing high quality education and training to children and young people with a view to opening up employment, training and further/higher education opportunities in the language of their choice.

This strategy has also been developed within the strategic policy context provided by:

- The Welsh Government's Welsh Language Strategy 2012—17 and draft strategy: A million Welsh speakers by 2050 (2016).
- Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013.
- Rewriting the Future: raising ambition and attainment in Welsh schools, 2014.
- Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales, Prof Donaldson, February 2015.
- The City of Cardiff Council Corporate Plan 2016-18 & What Matters Integrated Partnership Strategy.
- Cardiff 2020: a renewed vision for education in Cardiff.
- Bilingual Cardiff: 5-Year Welsh Language Strategy, 2017 – 2022.

This WESP will focus on ensuring all learners; regardless of their socio-economic background have an equal chance of achieving their expectations through the delivery of the highest quality Welsh-medium education. The Council recognises the critical importance of developing strong partnerships and of seamless transition at all key stages to develop a truly bilingual city with a thriving Welsh education system.

Mission Statement

Every child in our city feels confident in Welsh by 2050 to contribute towards creating a truly bilingual Cardiff where the Welsh language is protected and nurtured for future generations to use and enjoy.

Vision

Cardiff's education system will act as a key driver to ensure that children are able to develop their Welsh skills, and create new speakers, to support Welsh Government's vision of having a million Welsh speakers by 2050.

Values

Over the next three years, 2017-2020, the strategic aims of this Welsh in Education Strategic Plan are for educational provision in which:

- Welsh-medium education and childcare is **available** to all, with effective transition between ages and phases;
- Pupils have **improved fluency** and use of the Welsh language across all community, faith and foundation schools in Cardiff.
- Provision is **Inclusive**, overcoming barriers, providing opportunities for any young person to achieve a good education through the medium of Welsh;
- We **Celebrate** and promote the Welsh language, through high quality teaching and challenging children's learning abilities;
- We **Promote** the wider use of Welsh outside the classroom through play, leisure and holiday care and youth opportunities as well as beyond school in Further and Higher Education, training and employment.

Context

Cardiff's city context is changing. Its population is increasing rapidly and is expected to increase by 26% by 2036, some 91,500 new residents. Accommodating this growth will mean the construction of 41,000 new homes and the creation of 40,000 new jobs. This will also require significant numbers of new school establishments across the city, including Welsh-medium provision in the primary, secondary and special sectors.

Adapting to this changing demographic will be challenging. However, the Council is committed to capitalising on the opportunities it brings to support the vision for a Bilingual Cardiff through its education provision.

Between 2011/12 and 2015/16, there has been an increase of 985 pupils in Welsh-medium education across the city. By 2020, this is expected to rise by a further 798 pupils, a projected increase of total pupils taught through the medium of Welsh to 15% (shown in table 1).

This has been in part a result of population increases and a result of the expansion of provision within the Welsh-medium sector and the establishment of new schools. This includes notably the opening of the third Welsh-medium High School in Cardiff, Bro Edern in Penylan, 2012 and then in 2013, the building of a new 3FE Welsh-medium primary school in Canton, which saw the merger of Ysgol Tan Yr Eos and Ysgol Treganna and the increase by one form of entry.

In addition, Ysgol-y-Wern Primary School in Llanishen increased in capacity by 0.5 forms of entry (15 places) in September 2015. This has been further complemented by the establishment of a new 2FE Welsh primary starter school for Butetown, Ysgol Hamadryad, which opened in September 2016 and will move to a new build school in the spring of 2018.

Other schemes to increase the capacity within the primary sector include a one form of entry extension to Ysgol Glan Morfa in Splott to take effect from September 2017, with the school moving to a new build establishment in the spring of 2018. There will also be an increase of the age range from 4 - 11 years to 3 -11 years at Ysgol Glan Ceubal in Llandaff North by providing a new nursery with 48 Part Time Equivalent (PTE) places from September 2016. A new building for Gabalfa / Ysgol Glan Ceubal was approved at the Council's February Planning Committee.

This growth in the sector is shown below in Table 1.

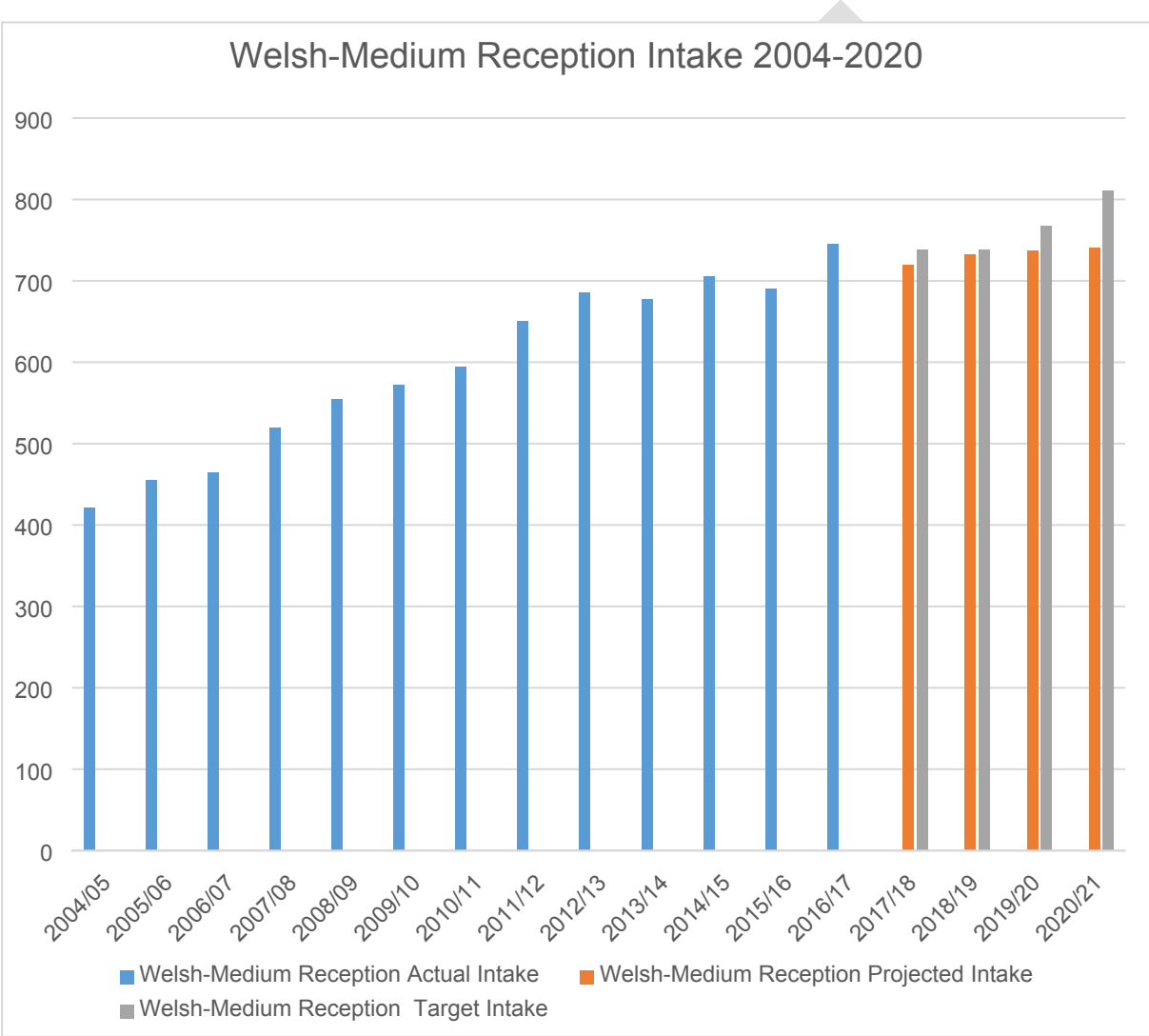
Table 1: 4-18 year olds in full-time Welsh-medium education

School Year	Pupils enrolled in Welsh-medium education 4-18 years.	% 4-18 years' in Welsh-medium education as a % of total cohort
2011/12	6,025	13.0%
2012/13	6,241	13.3%
2013/14	6,541	13.7%
2014/15	6,867	14.2%
2015/16	7,010	14.3%
2016/17 (projection)	7,222	14.4%
2017/18 (projection)	7,429	14.7%
2018/19 (projection)	7,628	14.9%
2019/20 (projection)	7,808	15.0%
2020/21 (projection)	7,967	15.1%
2021/22 (projection)	8,107	15.2%

Sources: 2011/ 12 to 2015/16 PLASC data supplied by schools (January); 2016/17 to 2019/20 projections based on 2016 PLASC and NHS data.

The overall growth of full time Welsh-medium education for pupils aged 4-18 years shows an increase of 985 pupils from 2011/12 to 2015/16. Between 2016/17 and 2021/22, the number of pupils aged 4-18 taught in Welsh-medium schools is projected to increase by 12.3% (from 7,222 to 8,107), making a significant contribution to meeting the targets set in the Council's 5-year Bilingual Cardiff Strategy.

A picture of the growth of Welsh-medium education will be provided by looking at pupil numbers on entrance to Reception. Between 2004/5 and 2016/17 there has been a 77.0% increase in the number of pupils entering Welsh-medium education, in a period when the overall number of pupils entering primary education increased by 28.9%.



In 2015/16, 15.9% of Reception age pupils were admitted to Welsh-medium education, compared to 12.6% in 2004/5.

Table 2: Reception Intakes 2004 - 2016

School Year	Actual Intake (WM)	Actual Intake (WM, EM and Faith)	% Actual Intake (WM)
2004/05	421	3333	12.6%
2005/06	455	3402	13.4%
2006/07	465	3257	14.3%
2007/08	519	3463	15.0%
2008/09	555	3474	16.0%
2009/10	572	3683	15.5%
2010/11	594	3859	15.4%
2011/12	651	4019	16.2%
2012/13	686	4221	16.3%
2013/14	678	4256	15.9%
2014/15	706	4246	16.6%
2015/16	690	4335	15.9%
2016/17	745	4297	17.3%

Source: PLASC 2004 – 2015 and NOR – October 2016

Data for the 2016/17 school year shows that 17.3% of pupils were admitted to Welsh-medium education. This represents a significant uplift compared to 2015/16. Projections and targets are stated below however; analysis of 2017 school census data will be required later in the year to fully consider how future projections may be affected.

Table 3: Projected and target Reception Intakes 2017 - 2020

School Year	Projected Intake (WM)	Projected Intake (WM, EM and Faith)	% Projected Intake (WM)	Target Intake (WM)	% Target Intake (WM)
2017/18	720	4343	16.6%	720	16.6%
2018/19	733	4139	17.7%	738	17.8%
2019/20	737	4189	17.6%	767	18.3%
2020/21	741	4220	17.6%	811	19.2%

Source: NHS GP Registration Data 2016 and PLASC based projections

The Council will ensure that Welsh-medium primary school pupils transfer into the three Welsh-medium secondary schools within the city. It is recognised that the continued growth in the Welsh-medium primary sector will necessitate an increase in provision in the secondary sector, however it is not anticipated that this will be required until after 2022, which is outside the timescale of this WESP. There is currently 16% net surplus capacity within the secondary sector. The Council will continue to monitor the primary school projections, conduct feasibility studies and undertake planning development work over this plan period to ensure that it will be in a position to ensure the sufficiency of Welsh secondary places when further secondary provision is required.

What must also be recognised is the impact that the two major housing sites within the Local Development Plan (LDP) will have on education provision across the city. There are two major housing sites contained within the LDP and these are found in the North East of the city between the areas of Lisvane and Pontprennau and in the West of the city in the area between Radyr and Fairwater. It is anticipated that these two areas will yield up to 12,000 new homes between now and 2026. As part of the development of these areas some 22 forms of entry at primary will be required to serve these new communities, along with two major new secondary schools.

This strategy was consulted on widely with stakeholders during its development and as a city wide strategy, the implementation and delivery of the WESP will be shared with numerous stakeholders. These stakeholders will include head teachers and governing bodies of Welsh-medium schools, Mudiad Meithrin, Menter Caerdydd, the Family Information Service, the Central South Consortium and the Welsh Education Forum including RhAG, who share the responsibility for promoting and facilitating the use of Welsh across the city.

A Welsh in Education Forum (WEF) meets on a termly basis and has become an integral part of the Schools Organisation Planning as well as a quarterly meeting with Welsh Head Teachers to help guide and steer the development of Welsh-medium education across the city. Respondents to the consultation identified a number of other stakeholders that could be included on the membership of the Welsh Education Forum including Cardiff University, Governors of schools, Health Board, National Museum and Coleg Cymraeg Cenedlaethol.

It is the Council's responsibility to ensure that Welsh-medium education is available to all and to develop the provision. The WEF is not a decision making body but is an important contributor to the planning of school places in the city. Subject to approval, the main objectives for the WEF are:

- To contribute to the development and implementation of a Welsh in Education Strategic Plan for the City of Cardiff in compliance with the School Standards and Organisation (Wales) Act (2013).
- To ensure stakeholder participation in the preparation, submission and review of the Welsh in Education Strategic Plan for Cardiff.
- To actively inform the planning of Welsh-medium places through contributing to highlighting areas in need of development, monitoring admission numbers as well as transfer rates between stages within Welsh-medium education.
- To contribute to the development and promotion of Welsh-medium education and activities to support the wider role of Welsh outside the classroom through celebrating positive outcomes and identifying /sharing best practice and assisting in developing improvement strategies.
- To contribute to the aspirations for Welsh-medium education to be fully integrated into the Bilingual Cardiff Strategy (2017-2022).

Learner Travel

Cardiff Council provides free home to school transport to Welsh-medium pupils who are of statutory school age (5 to 16) who live 2 or more miles, primary aged, or 3 or more miles, secondary aged, (measured via the shortest available walking distance) from their nearest appropriate catchment area school for their home address.

Cardiff Councils current home to school transport policy states that there are 4 categories/types of the nearest appropriate school, these are:-

1. The nearest English-medium Community School
2. The nearest Welsh-medium Community School
3. The nearest Church in Wales School
4. The nearest Roman Catholic School

In line with the Council's current policy, free transport is provided to pupils who live more than the statutory walking distances from their nearest appropriate catchment area Welsh-medium school, regardless of a closer English-medium or Faith based school.

When new schools are opened and catchment areas are designated for each type/category of school, Cardiff applies the same principle to all schools in that the new catchment area applies to all pupils starting at a school from the September that the change is effective from. The new catchment area also applies to any pupils starting at the school in each subsequent year thereafter.

Ysgol Hamadryad, the new 2 form of entry Welsh-medium primary school in Butetown, will be piloting new approaches to sustainable travel. The aim is to have 70% of the school population accessing the school premises using sustainable modes of transport mainly in the form of walking. Council teams and Active Travel to School group members are working closely with the Head Teacher and Governing Body to plan appropriate initiatives.

2.0 Strategic Outcomes

There are seven key strategic outcomes upon which the Welsh in Education Strategic Plan has been developed and monitored. These are used as the basis for the planning and delivery of Welsh-medium education across the city.

These are set out in the following sections and establish the city's aspirations for Welsh-medium education up to the year 2020.

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

The first strategic outcome of the WESP is to have more seven-year-old children being taught through the medium of Welsh in a primary school setting. The ambition of Outcome 1 is to increase this by 1.2% by 2019/20, through a variety of actions including increasing both primary and early year's provision and through partnership working and targeted promotion.

Table 4 below details the recent Reception intakes to Welsh-medium primary schools and Welsh-medium classes in dual stream primary schools, who promote to year 2 and how that figure will progress forward with age promotion up to 2023. Columns 7 and 8 outline the Councils aspirations to increase the targets for children in year 2, over and above age promotion.

It should be noted that an increase of children into Welsh-medium Reception classes in academic year 2018/19, as a result of promotional activities and / or additional early years provision, will not show as an increase in year 2 children (7 year olds) until the 2020/21 academic year.

Table 4: Welsh-medium Year 2 projections and targets up to 2022/23.

Target Date	Total Year 2 population (WM, EM and Faith)	Projected Year 2 WM pupils	Projected WM %	Target WM pupils	Target WM %
2015/16 Current	4,303	658	15.2%	-	-
2016/17	4,304	683	15.9%	-	-
2017/18	4,390	670	15.3%	-	-
2018/19	4,457	724	16.2%	-	-
2019/20	4,187	687	16.4%	687	16.4%
2020/21	4,238	699	16.5%	704	16.6%
2021/22	4,232	703	16.6%	732	17.3%
2022/23	4,232	707	16.7%	774	18.3%

Sources: NHS GP registration data 2016, PLASC 2013 – 2016, NOR October 2016, PLASC based projections January 2016.

The measure of achievement of Outcome 1 is as follows: -

Measure 1.1: Increase the number of seven year olds taught through the medium of Welsh by 1.2%, from 15.2% in January 2016 to 16.4% by 2020.

The impact of promotional and other activities to increase the numbers of children into Welsh-medium education into reception will not start impacting on the numbers of year 2 pupils until after the lifetime of this current WESP. This can be seen in Table 4 above, where, by 2022/23 it is anticipated that additional activities combined with an increase in capacity, over and above age promotion, could increase the number of children in year 2 by up to 3.1% to 18.3% overall.

Actions to address Outcome 1

- 1. Increase Provision** – To increase the provision of Welsh-medium community primary school places by 60 by September 2017, through increasing the capacity of Ysgol Hamadryad and Ysgol Glan Morfa, with new school buildings being delivered during the 2017/18 academic year. To commence the master planning of new Welsh schools established as a result of the Local Development Plan major housing sites in the North and West of Cardiff by 2020, in order to increase the number of seven year olds taught through the medium of Welsh in later years.
- 2. Create Stronger Partnerships** - To create a stronger partnership approach to the planning and promotion of Welsh-language opportunities. This will be achieved by increased partnership working between the Family Information Service, Health Visitors, Mudiad Meithrin and schools to create partnership opportunities, improve communications and identify pre-school priorities. Through working together to drive demand from the bottom up and publicise information so parents can make an informed choice prior to their children being of statutory school age.
- 3. Strengthen Early Years Provision** – The City of Cardiff Council recognises that the provision of a Cylch Mythrin partnered to a Welsh-medium primary school would provide a natural progression for statutory schooling age progression. This will also encourage skills development and closer partnership working at early years to ensure successful transition. The City of Cardiff Council and Mudiad Meithrin will work together to capture the operational requirements and the feasibility of these arrangements and they will be considered in the future Welsh-medium place planning across the city.
- 4. Increase Promotion Activity** - The increased promotion of Welsh school education provision throughout the city to enable parents to make early informed decisions about the benefit of Welsh-medium education. This will be achieved by Welsh-medium primary schools promoting and holding open days at their schools before parents have to apply for a reception place to provide opportunities for promotion of the Welsh-language, to break down perceptions that exist about Welsh-medium education and to increase awareness and understanding of what Welsh-medium education can offer. Welsh-medium school staff will be able to explain the concept of Welsh-medium education at an early stage and to inquire why parents/carers of reception-aged children have chosen Welsh-medium education for their children and feed this back to the local authority to help with future planning. Promotion will also be increased by giving parents information about language options and the concept of Welsh-medium education at an early stage and highlighting opportunities for pupils to transfer into Welsh-medium education in the 2018/19 Schools Admissions Booklet.

Additional information to support the actions for Outcome One including a list of Welsh-medium schools in Cardiff, both primary and secondary, is shown in Appendix A at page 33.

Outcome 2:

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

The second strategic outcome of the WESP is to ensure that learners are continuing to improve their language skills when they transfer from a primary education setting to a secondary education setting. This will be measured in two distinct ways. Firstly, by measuring the numbers of pupils who are being assessed within year 9 through the medium of Welsh and seeking to increase this figure through to 2020, which would demonstrate a growth in the sector. Secondly by tracking the transfer rates between the key stages and at the Welsh Immersion Unit to ensure that learners are continuing on in Welsh-medium education.

Table 5 below shows the number of pupils that are currently on roll in year 9 and how that figure will progress forward with age promotion. The percentages show year 9 pupils in Welsh-medium education as a percentage of the overall cohort at year 9 in English-medium, Welsh-medium and Faith education.

What must be recognised, however, is that the impact of activities to increase the number of children into Welsh-medium education will not take effect with year 9 cohorts until after 2020. This is unless the city experiences significant numbers of pupils transferring into Welsh-medium education instead of progressing through the age groups and/or the impact of Outcome 1 and the achievement of the ambitious target delivers an increase in the number of 7 years olds in Welsh-medium earlier.

Table 5: Learners in year nine who are assessed in Welsh (First Language) in Welsh-medium schools or Welsh-medium streams

NOR/ target date (January)	NOR in Year 9 city wide	Welsh-medium pupils at Year 9	% of pupils in WM
Current 2015/16 (Jan 2016)	3,268	422	12.9%
2016/17 (Jan 2017 - target)	3,389	456	13.5%
2017/18 (Jan 2018 - target)	3,346	470	14.0%
2018/19 (Jan 2019 – target)	3,616	479	13.2%
2019/20 (Jan 2020 - target)	3,711	534	14.4%

Source: PLASC Return January 2016 and PLASC based projections

Therefore, the measures that will be used for achievement of Outcome 2 are as follows: -

Measure 2.1: Increase the number of year nine learners who are assessed in Welsh (First Language) by 1.5% to 14.4% by 2020.

Measure 2.2: Maintain or improve the city-wide average transfer rate between Foundation Phase to KS2, KS2 to KS3 and KS3 to KS4 of 96% by 2020.

Measure 2.3: Maintain 100% transfer from the Welsh Immersion Unit to Welsh-medium schools by 2020.

Actions to address Outcome 2

- 1. Sustain Transfer Rates** – Currently the average transfer rates between Foundation Phase to KS2, KS2 to KS3 and KS3 to KS4 in Welsh-medium in Cardiff are very high with an average rate of 95%. The lowest transfer rates can be seen between KS2 (Year 3) to KS3 (Year 7) whilst the highest transfer rates being between KS3 (Year 7) and KS4 (Year 10) (see Appendix D for details).

The population of Cardiff is rapidly growing however, it is recognised that there is a high degree of mobility both within the city and within the wider city region. Therefore, the achievement of 100% progression through the stages may not be possible. However, Cardiff Council Education planning team will investigate the trends that are visible within the data and in particular the Transfer Rates between:

- the start of Foundation Phase (Reception) and the start of KS2 (Year 3)
- the start of Foundation Phase (Reception) and the end of KS2 (Year 6)
- the end of KS2 (Year 6) and the start of KS3 (Year 7)
- the start of KS3 (Year 7) and the start of KS4 (Year 10)
- the end of KS3 (Year 9) and the end of KS4 (Year 11).

The initial data included within Appendix D suggest that the transfer rate between KS2 and KS3 needs to be improved as a priority however, the Council will review all key stages with the aim of ensuring that a greater number of individuals complete a whole journey of Welsh-medium provision during their education. The Council will work closely with Welsh schools to mitigate the loss of some of those pupils who may be leaving the sector as a result of not achieving their expected outcomes.

- 2. Encourage Early Transition Arrangements** - It is recognised that some children join the Welsh-medium sector during the later years of primary school. The City of Cardiff Council support this with the provision of a citywide Welsh Immersion Unit. In recent years this immersion provision has expanded to include children from year 6 (and out of county placements) who are transferring to Welsh-medium high schools. It is recognised that this unit has been successful in integrating children in to the Welsh-medium sector at a later stage however; there is an aspiration for those wishing to receive Welsh-medium education to transfer at the earliest possible opportunity. The City of Cardiff Council will support those who wish to change language medium by working closely together with schools and governing bodies to capture parental preferences at an early stage. In addition, this will be supported by the permanent establishment of Welsh-medium immersion provision.
- 3. Engage with stakeholders to inform the planning of Welsh-medium School Places** – The population of Cardiff is rapidly growing. An important aspect of the rising population is to ensure that within a Bilingual Cardiff, school place planning, takes account of the increasing demand for Welsh-medium provision in both the primary and secondary sectors. This is a statutory duty of the Council to ensure the sufficiency of school places. An important part of planning school places will be to fully engage with stakeholders including schools, governing bodies, parents, early years' providers, health visitors, Mudiad Meithrin, the Family Information Service, Menter Caerdydd and the extended range of Welsh language organisations to ensure that the demand is effectively captured.

Additional information to support the actions for Outcome Two are shown in Appendix B at page 38.

Outcome 3:

More students aged 14 - 16 studying for qualifications through the medium of Welsh

The third strategic outcome of the WESP is to increase the number of pupils aged 14-16 studying for qualifications through the medium of Welsh. This will be measured in two ways. Firstly, by measuring the percentage of learners entered for GCSE Welsh (first language) who are studying for at least two further level 1 or level 2 qualifications through the medium of Welsh and secondly the percentage of learners entered for GCSE Welsh (first language) studying for at least five further level 1 or level 2 qualifications through the medium of Welsh.

Table 6 below shows the number and percentage of learners in year 11 entered for GCSE Welsh (first language) who are studying for at least two further level 1 or level 2 qualifications through the medium of Welsh. Currently some 99.7% of pupils within Welsh-medium Secondary Schools achieve at least 2+ qualifications at Level 1 or 2 in Welsh first language. The target for 2020 is set at 100%, however, it is recognised that this will not include those children with particular statements of special educational need.

Table 6: Total cohort in year 11 with number of entries for 2+ further level 1 or level 2 qualifications in Welsh (first language)

Year	Numbers in year 11 in WM	Entries WFL	Number studying	% studying
			2+ further L1 or L2 WM qualifications	
Current 2015/16	365	361	360	99.7%
2016/17 (Jan 17 - target)	382	382	382	100%
2017/18 (Jan 18 - target)	417	417	417	100%
2018/19 (Jan 19 – target)	451	451	451	100%
2019/20 (Jan 20 - target)	464	464	464	100%

Source: CSC - Provisional KS4 data supply 2016 (Welsh language and Welsh literature qualifications are excluded from the calculations).

Table 7 below shows the number and percentage of learners in year 11 entered for GCSE Welsh (first language) studying for at least five further level 1 or level 2 qualifications through the medium of Welsh. Currently some 92% of pupils within Welsh-medium Secondary Schools achieve 5+ qualifications at Level 1 or 2 in Welsh first language. The Target is set to increase by 1% year on year to reach 95% by 2020. However, it is recognised that this will not include those children with particular statements of special educational need.

Table 7: Total cohort in year 11 with number of entries for 5+ further level 1 or level 2 qualifications in Welsh (first language)

Year	Numbers in year 11 in WM	Entries WFL	Number studying	% studying
			5+ further L1 or L2 WM qualifications	
Current 2015/16	365	361	332	92%
2016/17 (Jan 17 - target)	382	382	355	93%
2017/18 (Jan 18 - target)	417	417	392	94%
2018/19 (Jan 19 – target)	451	451	428	95%
2019/20 (Jan 20 - target)	464	464	441	95%

Source: CSC - Provisional KS4 data supply 2016 (Welsh language and Welsh literature qualifications are excluded from the calculations).

Therefore, the measures that will be used for achievement of Outcome 3 are as follows: -

Measure 3.1: Maintain the percentage of learners entered for GCSE Welsh (first language) who are studying for at least two further level 1 or level 2 qualifications through the medium of Welsh at 100% by 2020 (Please note that this does not include those children with statements of SEN).

Measure 3.2: Increase the percentage of learners entered for GCSE Welsh (first language) for at least five further level 1 or level 2 qualifications through the medium of Welsh to by 3% to 95% by 2020 (Please note this does not include those children with statements of SEN).

It is important to acknowledge that all the Welsh-medium secondary schools will be aiming to generate 100% of learners with Welsh plus two qualifications at least at Level 1. This measure is underpinned and driven by school performance measures including:

- *the Level 1 threshold*
- *Level 2 threshold*
- *Level 2 plus including English/Welsh and Mathematics*
- *Performance in the Best 9.*

It is also important to note that whilst 100% level 1 target is achievable in the main for Welsh-medium secondary schools it is not an applicable target for students in Specialist Resource Bases and those with particular statements of SEN. Therefore until these pupils are disaggregated it will not be an achievable target. Welsh secondary schools will continue to set targets for improvements and to raise standards.

Actions to address Outcome 3

- 1. Encourage Curriculum Breadth and Choice for 14-16 years** – The Learning and Skills Measure 2009 indicates that pupils in KS4 are entitled to an offer of twenty Level 2 subjects, five of which must be Level 2 Vocational. In order to maintain and provide a varied curriculum suited to pupils' interests, abilities and needs the Welsh secondary schools in Cardiff continue to work together in a 14-19 partnership to meet and deliver the Measure.

Schools are encouraged to utilise their Education Improvement Grant for this purpose by the Consortium and Local Authority and pupils from all three Welsh-medium secondary schools are encouraged to take up subjects not offered by their Welsh-medium home school at a Welsh-medium host school or Further Education Institution where applicable and appropriate.

- 2. Promote Welsh Immersion Opportunities** – As indicated in Outcome 2 it is acknowledged that the transfer rates between Welsh-medium primary and Welsh-medium secondary school are currently very high. In order to ensure that English-medium to Welsh-medium transfer between primary and secondary schools is available the Local Authority will look to continue to support a Welsh Immersion Unit.

Currently there is limited uptake of this provision at secondary level reflecting the benefits to learners of accessing or transferring to Welsh-medium education at the earliest point of entry. However, this option will continue to be publicised to parents/carers who wish to transfer from English-medium to Welsh-medium.

- 3. Raise Standards** - Both the Local Authority and the Central South Consortium will be providing challenge to the three Welsh-medium secondary schools in Cardiff in order to continually improve their standards against performance indicators. Furthermore, the three Welsh-medium secondary schools continue to support one another in their curriculum development through the 14-19 partnership as well as external networks and forums such as CYDAG. This support, challenge and intervention provides professional development opportunities and curriculum developments which supports school improvement in the Welsh-medium sector.
- 4. Actively Celebrate Welsh-medium Secondary School Successes** – The Council will liaise with Welsh-medium Secondary Schools to promote the successes of cohorts to stimulate awareness and interest in the Welsh-medium education sector.

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Outcome 4:

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

The fourth strategic outcome of the WESP is to increase the number of learners aged 14-19 that are studying subjects through the medium of Welsh, in schools, colleges and work-based learning. This will be measured by percentage of learners aged 16-19 who study 2 or more subjects through the medium of Welsh, as shown in the table below.

Table 8: The number and percentage of learners who study 2 or more subjects through the medium of Welsh at an Advanced level:

Year	Cohort 17 year olds in WM In Cardiff	Number studying In Cardiff	% studying
		2+ qualifications through WM	
Current 2015/16 (Jan 2016)	252	229	90.9%
2016/17 – (Jan 2017 target)	258	239	92.0%
2017/18 – (Jan 2018 target)	270	252	93.3%
2018/19 – (Jan 2019 target)	294	277	94.2%
2019/20 – (Jan 2020 target)	318	302	95.0%

Source: CCC - Provisional KS4 data supply 2016.

Currently from a cohort of some 252, there are some 229 or 90% of 17 years olds studying 2 or more subjects through the medium of Welsh at an advanced level in schools, colleges and work based learning in the City of Cardiff. The target is to increase the number of pupils annually to reach a target of 95% by 2020.

Therefore, the measure that will be used for achievement of Outcome 4 is as follows: -

Measure 4.1: Increase the percentage of learners aged 17 who study 2 or more subjects through the medium of Welsh by 4% to 95% by 2020.

Actions to address Outcome 4

- 1. Encourage Curriculum Breadth and Choice for 16-19 years** – The Learning and Skills Measure 2009 indicates that pupils aged 16-19 are entitled to an offer of thirty Level 3 subjects five of which must be Level 3 Vocational. In order to maintain and provide a varied curriculum suited to pupils interests, ability and needs the Welsh secondary schools in Cardiff continue to work together in a 14-19 partnership to meet and deliver the Measure. Pupils from all three Welsh-medium secondary schools are encouraged to take up subjects not offered by their Welsh-medium home school at a Welsh-medium host school or Work Based Learning Centre or Further Education where applicable and appropriate. Labour Market Intelligence from the Wales Learning and Skills Observatory should be utilised by schools to inform curriculum planning in 16-19 that reflects the Labour market with specific reference to Welsh Speaking Industries.

Concerns regarding some subjects have been expressed, for example, Childcare and Welsh 1st Language A Level. This is because ALPs data indicates that from 2012 to 2015 there has been a steady decline in the uptake of Welsh 1st Language nationally. It must be noted however in Cardiff take-up has grown slightly in this last year and data indicates 13 entries in 2014, 12 entries in 2015 and 18 entries in 2016. However, these numbers remain limited despite achievement in Welsh 1st language GCSE. Some, but

not all, of the long term impact of this in Wales could be a shortage of Welsh 1st Language teaching staff and difficulty of recruitment for translation services and therefore this needs to be addressed at a national level.

- 2. Raise Standards** - Both the Local Authority and the Central South Consortium will provide challenge to the three Welsh-medium secondary schools in Cardiff in order to continually improve their standards against performance indicators. ALPS data will continue to inform and support ongoing improvement in the quality of sixth form provision in the Welsh-medium secondary sector taking into account of value added information in determining its relative progress. Furthermore, the three Welsh-medium high schools continue to support one another in their curriculum development through the 14-19 partnership as well as external networks and forums such as CYDAG (who promote Welsh-medium & Bilingual education) and will review opportunities to develop further work-based links.
- 3. Improve Impartial Advice and Guidance** – The awareness of pupils, staff, parents/carers of Labour Market Intelligence and Local Economy and job market will be raised in order that pupils can make informed choices in their 16-19 curriculum. Careers advice provided by Careers Wales will be up to date, accurate and reflective of the Welsh speaking economy. Higher Education and Welsh Speaking Alumni will be utilised to highlight and raise awareness of professions that utilise Welsh in order to raise aspirations of young people who wish to follow a Welsh Language career path. The three Welsh-medium secondary schools will raise awareness of professional people who use the Welsh language daily in their professional careers to raise the aspirations of learners to follow a Welsh language career path.

Outcome 5:

More students with advanced skills in Welsh

The fifth strategic outcome of the WESP focusses on increasing the number of students with advanced skills in Welsh. The Outcome is split into three main areas:

- *Improve provision and standards in Welsh First Language* – Raising the percentage of learners at Foundation Phase, Key Stage 2, Key Stage 3 and Key stage 4 achieving the expected outcomes in Welsh (first language)
- *Improve provision and standards of Welsh Second Language* - Raising the percentage of learners at Foundation Phase, Key Stage 2, Key Stage 3 and Key stage 4 achieving the expected outcomes in Welsh (second language).
- *Increase the number of learners with higher-level Welsh language skills* - Raising standards and improving attainment in Welsh and Welsh second language at Advanced level.

Therefore, the measures that will be used for achievement of Outcome 5 are split into the 3 areas outlined above as follows: -

Improve provision and standards in Welsh First Language

Foundation Phase

It is clear that over the last four years there has been an increase in attainment outcomes at Welsh first language at the end of each key stage. At the end of the Foundation Phase, currently some 93% of pupils are achieving outcome 5 in Welsh-medium schools. This has been a rise of 3 percentage points in the last four years and demonstrates that the majority of pupils are achieving well at foundation phase. Therefore, the target for 2020 is to increase this percentage to 95%.

Measure 5.1: Increase 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 schools to 95% by 2020.

Table 9 below shows that Cardiff is performing above the Wales average.

Table 9: Foundation Phase – L5

FP L5	2013	2014	2015	2016	2020 target
Cardiff	86.9%	90.5%	92.8%	93.1%	95%
Wales	86.7%	89.8%	91.3%	90.7%	tbc

Key Stage 2

At the end of Key Stage 2 in Welsh first language currently some 96.1% of learners are reaching level 4+ in Welsh first language. This has increased significantly over the past four years by 6.6 percentage points from a figure of 89.5% in 2013. Whilst this is a much improved picture overall, it is acknowledged that a 96% achievement rate is a realistic target to maintain for the future.

Measure 5.2: Maintain the percentage of learners at the end of Key Stage 2 who reach at least Level 4+ in Welsh first language at 96% by 2020.

Table 10 below shows that Cardiff is performing above the Wales average.

Table 10: Key Stage 2 – Level 4+

KS2 L4+	2013	2014	2015	2016	2020 target
Cardiff	89.5%	90.1%	93.7%	96.1%	96%
Wales	86.7%	88.1%	90.5%	90.8%	tbc

However, the City of Cardiff Council would like to see an increase in the number of pupils attaining a level 5+ at the end of Key Stage 2. In 2015/16, the city performed above the national average for pupils attaining above the expected level.

Table 11: Key Stage 2 – Level 5+, 2015/16

KS2 L5+	2016
Cardiff	47.6%
Wales	38.0%

Key Stage 3

At the end of Key Stage 3 currently some 93.1% of learners are reaching a level 5 in teacher assessment in Welsh. This again has increased over the past four years by 4.6% from a figure of 88.5% in 2013. This is a much improved picture overall however the target for 2020 is to increase this percentage further to 95%, acknowledging that those small number of pupils with statements of special educational needs may not reach this outcome.

Measure 5.3: Increase the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh to 95% by 2020.

Table 12 below shows that Cardiff is performing above the Wales average.

Table 12: Key Stage 3 – Level 5+

KS3 L5	2013	2014	2015	2016	2020
Cardiff	88.5%	94.0%	92.8%	93.1%	95%
Wales	87.6%	90.1%	90.9%	92.4%	tbc

The City of Cardiff Council would like to see an increase in pupils attaining a L6 and L7 at Key Stage 3 to help support higher targets at Key Stage 4.

Key Stage 4

Currently some 79% of learners in 2016 achieved A*- C in GCSE Welsh first language. This has increased over the past four years from 75% in 2012; however, the trend is not consistent. In 2014 and 2015, the percentage was 83% and 84% respectively, therefore, compared to last year there has been a drop in achievement of 5%. Taking this into account the target for 2020 is to increase the percentage of learners achieving A*- C in GCSE Welsh first language to 85%. This will then exceed the position achieved in 2015.

Measure 5.4: Increase the percentage of learners at the end of Key Stage 4 who achieve grades A*- C in GCSE Welsh first language to 85% by 2020.

Table 13 below shows that Cardiff is performing above the Wales average.

Table 13: Key Stage 4 – A* - C GCSE

KS4 A*-C	2013	2014	2015	2016	2020
Cardiff	81.6%	83.0%	84.1%	79.8%	85%
Wales	73.6%	73.7%	75.2%	75.1%	tbc

Improve provision and standards of Welsh Second Language

The standards of Welsh second language at the end of Key Stage 2 and 3 are at 76% and 80% respectively, the ambition is to improve on these figures by 2020. Currently the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh second language full course is 83.2%. The current percentage of pupils who are achieving grades A*-C in GCSE Welsh second language short course is only 49%.

The Welsh Government are changing the way Welsh second language qualifications are obtained. The existing Welsh second language qualifications, both full course and short course, will be assessed for the last time in summer 2018 and only one qualification in Welsh second language will be available from September 2018.

The Welsh second language short course qualification will run concurrently with the new Welsh second language full course from September 2017 and only one Welsh second language qualification will be available from September 2018.

In terms of teaching Welsh in the curriculum, schools have a statutory expectation to teach Welsh to all pupils until the end of KS4. However, Welsh Government's guidance does not state that the exam for the new full course will be statutory. In terms of qualifications, the Welsh Government would like all English-medium secondary schools to deliver the new Welsh language full course.

Currently pupils in English-medium secondary schools are able to complete the Welsh Second Language courses in year 10 or split the courses 50/50 across year 10 and year 11. New guidance from Welsh Government specifies that pupils can only do 25% of the new full course in year 10 with 75% in year 11, removing the option to complete a Welsh second language qualification early. As the new full course requires 120 hours to deliver the qualification, this could reduce the choice of options evoking a possible negative reaction from pupils. This may affect the achievement of targets for Welsh second language qualification in the strategy.

To mitigate any negative impacts of these changes, the three Welsh Second Language Hubs within Central South Consortium (Cardiff High, Treorchy and Cowbridge) as well as Welsh representatives from the Central South Consortium (CSC) and Education Achievement Service for South East Wales (EAS) will be meeting in February 2017 to discuss the best way forward. Following this, the City of Cardiff Council will work in partnership with English-medium secondary schools and the Central South Consortium to monitor the impact of the changes to the curriculum and the entries for Welsh second language GCSE and an annual progress update will be provided via the WESP. More information can be found at the following link: <http://qualificationswales.org/development/changes-to-gcse-welsh-second-language/?lang=en&>

Measure 5.5: Increase the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language to 80% by 2020.

Measure 5.6: Increase the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language to 83% by 2020.

Measure 5.7: Increase the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course to 85% by 2020.

Measure 5.8: Increase the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course to 50% by 2018.

Increase the number of learners with higher-level Welsh language skills

Currently the percentage of pupils that are studying for “A” level Welsh First language as a percentage of those who studied it at GCSE stands at 4.8%. This shows a marginal increase over the last three years of less than 1% and this may be reflective of the fact that only 15% of pupils in Welsh-medium education are from Welsh speaking homes. It is acknowledged that whilst the number and percentages of pupils is low, the data does nevertheless demonstrate an increased take-up of A Level Welsh (first language). The Council is committed to working in partnership with schools to ensure the continuing uptake of this advanced qualification with a target to increase the numbers to 5.5% of the cohort by 2020.

In addition, the number of pupils who are studying for “A” level Welsh Second Language as a percentage of those who studied GCSE second language full course currently stands at only 0.4%. It is recognised that this qualification is not currently a prominent choice amongst young adults and one of the reasons for the very low take up could be that they may not be as confident in using the language to achieve an advanced level qualification. Nevertheless, it is a shared ambition of the council and schools to look to improve this take up, with a target of 1% by 2020.

Measure 5.9: Increase the total A Level Welsh first language entries (as a percentage of GCSE Welsh first language entries two years earlier) to 5.5% by 2020.

Measure 5.10: Increase the total A Level Welsh second language entries (as a percentage of the full course GCSE Welsh second language entries two years earlier) to 1% by 2020.

Actions to address Outcome 5

- 1. Improve Welsh Literacy** – Raising standards in Welsh literacy/Welsh is a specific improvement priority in the Central South Consortium’s business plan. This means that achieving improvement in learner outcomes in Welsh is a key factor when the consortium plans hub school training provision and all other aspects of its school improvement activity. Outcomes for Welsh have improved dramatically across the region since 2012, with particularly significant increases in outcomes at above the expected levels in the Foundation Phase to KS3. The percentage of pupils achieving an A*-C grade in Welsh at GCSE across the consortium has jumped almost 9 percentage points since 2012/13 to 85.9%. Further improvement will be secured by, for example, continuing to develop professional learning programmes for practitioners designed to:
 - Enhance practitioners’ own language skills
 - Improve teaching by e.g. providing training on the NAIID scheme (assessment for learning, progress lunch, developing interdependent learning, enquiry based learning, developing activities)
 - Improve leadership by providing Welsh-medium leadership programmes for new head teachers and middle leaders.

- Embed successful Welsh teaching practice in English medium schools across the region (programmes offered by schools whose current Welsh second language provision is good).

- 2. Consider the Welsh Language within the wider City Development** - Inward and outward migration has a profound effect on areas across Cardiff. Many Welsh speaking, and non-Welsh speaking young people have moved from their communities to seek work in the city. Cardiff needs to be able to offer opportunities for all Welsh speakers, whatever their fluency level, to use the language in every sphere of life and to encourage them to do so.

Cardiff is a multi-cultural city and has an ambition to be Europe's most liveable capital city. Over the last few years, Cardiff has attracted a significant amount of inward investment in sectors such as Financial, Professional and Business Services; Creative and Digital Sectors; Advanced Manufacturing and Life Sciences. The majority of these companies serve national and international markets and their recruitment priority is to secure an employee base with the right skills and technical knowledge for their sector, which may include language capability. An important consideration for companies serving local markets in and across Wales are employees that have higher level Welsh language skills. Sectors that have a higher interface in Cardiff with local markets include: Leisure and Hospitality, Government Departments and Local Regeneration Projects. The City of Cardiff Council anticipate a continuing high level of investment and regeneration in the city. For those companies which may have an interest in serving Wales or parts of Wales the council will continue to promote various language capabilities, including the Welsh language, to attract inward investment opportunities.

The Council has also been preparing sector reports on the Cardiff economy to help schools understand changes in the local labour market and to identify new career opportunities. These will be shared with schools so that a stronger emphasis is placed on workforce planning and skills, as the Council recognise the Welsh Governments aspiration in Successful Futures Strategy that the needs of employers and the workplace are seen as vital if young people are to move smoothly and successfully into employment.

- 3. Increase exposure to the Welsh language outside school hours** – Anecdotal feedback from Welsh-medium school practitioners suggests that following a summer holiday period from school, a number of pupils who don't speak Welsh during this time require short term intensive language exposure. To ensure that Welsh becomes a living language in Cardiff the Council will continue to provide opportunities for learners to use and practise their Welsh language skills in formal and non-formal settings through, for example, promoting out of school Welsh-medium childcare provision through the Family Information Service. All providers need to adopt a multi-agency approach to promote what's available and when as this should allow a larger audience to access the services.

Through the Council's corporate communications team and individual schools, we will promote facilities available across the city where opportunities to use the Welsh language are available, such as Yr Hen Lyfrgell offering clubs such as animation and dance workshops and Bwrlwm, Welsh-medium Open Access Play Sessions, organised in partnership between Menter Caerdydd, Urdd Gobaith Cymru's Sport Department and Cardiff Council.

Of significance importance is that the City of Cardiff are hosting the National Eisteddfod for Wales in 2018 and the Urdd Eisteddfodd in 2019, giving numerous opportunities for

families and young people to use their Welsh language skills outside of school hours in a stimulating and culturally diverse environment.

If pupils attending a Welsh-medium school are from non-Welsh speaking families, they tend to revert to English once they leave school for the day and it will be important for schools to increase their work and engagement with Menter Caerdydd and Urdd to increase the social use of the Welsh language.

- 4. Foster Partnerships between English-medium and Welsh-medium schools** – As well as providing new Welsh-medium primary school places, the Council will also further opportunities for pupils within English-medium primary schools to receive increased exposure to the Welsh language. This could be achieved by introducing pilot schemes to further develop Welsh primary school to English primary school partnerships, to increase the interaction between pupils and teachers through the medium of Welsh.

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Outcome 6:

Welsh-medium provision for learners with additional learning needs (ALN)

The sixth strategic outcome of the WESP is to ensure Welsh-medium provision for learners with additional learning needs (ALN). The City of Cardiff Council will measure this outcome through the number of places available in the Welsh-medium SRB. It is recognised that with an increase in diverse population within the city there will be a need for additional SRB places in Welsh-medium secondary schools.

Table 14 below shows the number of places that are available, or planned, in the Welsh-medium primary and secondary SRB's including Early Intervention Classes (EIC's).

Table 14: Number of places in the Welsh-medium SRB's and the planned capacity increase

Year	Nr places Primary SRB & EIC's	Nr places Secondary SRB	Nr places KS2 EIC	Nr places Secondary BESD	Total Places
Current 2015/16	8	10	-	-	18
2016/17 – (Jan 2017)	8	12	8	-	28
2017/18 – (Jan 2018)	8	16	8	2	34
2018/19 – (Jan 2019)	8	20	8	4	40
2019/20 – (Jan 2020)	8	20	8	6	42

Source: CCC – Senior Achievement Leader – Inclusion.

Therefore, the measures that will be used for achievement of Outcome 6 are as follows: -

Measure 6.1: Increase the number of places available in Welsh-medium primary & secondary SRB's from 18 places to 42 by September 2020.

Actions to address Outcome 6

1. Review the Primary SRB and increase take up of places from 50% to 100%.

In 2016-17 the number of pupils attending the SRB has fallen to 4. There are pupils in the sector who would meet the criteria to attend, but parents have chosen support in mainstream as their preferred provision. The local authority will work with schools and the parent partnership service (SNAP) to identify the reasons for this choice and identify how to make maximum use of the SRB places. Depending on the findings of a review, options for future development may include:

- a. Raising the profile of the SRB to attract more parents; or
- b. Changing the mode of operation to a Welsh outreach SRB, providing specialist support to SRB pupils in their own local school, if this is parental preference.

2. Establish a long term location for the Primary Early Intervention Class and increase take up of places from 60% to 100%.

This class was opened summer term 2016, to provide 8 time limited places for KS2 pupils experiencing behaviour social and emotional difficulties. The class is temporarily located on a secondary site but will need to transfer to a permanent primary school location in 2017. The class is under-subscribed at present, with 5 out of 8 funded places filled, giving scope to meet demand as this increases.

3. Extend capacity at the Secondary SRB (at Ysgol Glantaf) from 12 places to 20, with space for further expansion after 2020.

Although the majority of pupils with complex learning needs attend their local Welsh primary school, by parental preference, the majority of families opt for an SRB place at secondary phase. Funded places have increased from 7 in 2012, to 12 in 2016. The demand is projected to reach 20 by 2018-19. Accommodation is being reviewed with a view to extending places, including flexibility for further growth in subsequent years.

4. Establish secondary places for pupils with Behaviour emotional social needs (BESD) with an admission number of 1-3 places per year.

The SRB at Glantaf specialises in support for complex learning needs, but there is also a growing need for specialist places for pupils presenting with long term, severe BESD.

A working group of Welsh-medium Head teachers, SENCOs and specialist staff has been established to review current ALN provision and will include consideration of pupil data. This process is being implemented with a view to agreeing appropriate levels of provision for children with ALN in the Welsh-medium sector going forward. As part of this a needs mapping exercise is being carried out which will inform plans for future specialist provision, for BESD and ASD. Appropriate ways to implement agreed levels of provision will be developed out of this working group, with input from stakeholders.

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Outcome 7:

Workforce planning and continuing professional development

The seventh strategic outcome of the WESP focuses on three areas:

- Development of Welsh language skills and the ability to teach through the medium of Welsh of the teaching workforce.
- The identification and development of future school leaders of Welsh medium schools.
- The further development of school to school support through hub and pioneer school structures

The Central South Consortium (CSC) will play an instrumental role in the delivery of Welsh language skill audits and the planning and delivery of workforce planning and continuing professional development in the Welsh-medium sector.

Actions to address Outcome 7

- 1. Develop the teaching workforce** - The number of teachers/level of skill required to implement the new curriculum for Welsh effectively is not yet clear. However, the Consortium will use workforce data to continue to design professional learning programmes which reflect regional workforce needs. The Consortium is also working closely with Initial Teacher Training and Education (ITET) providers to develop jointly-delivered (by schools and Higher Education Institutions) programmes for newly qualified teachers. These are being designed to reflect the requirements of the new curriculum and will include the development of a suitably qualified workforce to deliver the Welsh continuum.

In the shorter term, recruitment to particular teaching posts in Welsh-medium schools remains a challenge. Mathematics, Sciences and English are particularly challenging. This is being addressed by 'hub' provision which offers training for non-specialists to enable them to teach subjects other than their main specialism effectively. The number of teaching assistants/level of language skills required to implement the new curriculum for Welsh effectively is not yet clear. However, the consortium will use workforce data to continue to design professional learning programmes which reflect regional workforce needs. School governing bodies and Head teachers work with officers in the Education and HR departments in the LA in order to comply with the Council's Welsh Language Scheme and recruitment policy when advertising posts for practitioners to support teaching through the medium of Welsh.

The Local Authority and CSC will work with schools in order develop the workforce:

- Head teachers to ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education.
- Governing bodies to ensure that they comply with the Council's Welsh language scheme and recruitment policy when advertising for practitioners to support teaching through the medium of Welsh.
- Central South Consortium to promote middle level leadership programmes throughout the Welsh-medium sector.
- Central South Consortium to promote the aspiring leader programmes with middle level leaders and Deputy Head teachers in Welsh-medium schools.
- Cardiff schools to ensure capacity is built within to up skill potential future leaders.

- Schools to ensure that all newly appointed teaching assistants are skilled linguistic practitioners.
- Schools to support training opportunities to develop the linguistic skills of classroom assistants.
- Central South Consortium to analyse workforce development needs in order to plan future leadership and teaching development programmes.

2. Ensure Effective Welsh-medium Leadership - Recruitment to headship in Welsh-medium schools is challenging. Identifying, developing and supporting school leaders is also a strategic priority for the region more broadly. The support, development and recruitment strategy includes increasing the number of training programmes for school leaders in the Welsh-medium sector. It has also offered to make the programmes available to other regions. These include:

- An accredited 'New to Headship' programme to be delivered through the medium of Welsh during the 2016/17 academic year;
- The 'Headship Now' programme (for middle leaders looking to pursue a career as head teachers) is currently being piloted.
- The Welsh-medium secondary 'hub' schools will deliver a 'middle leadership' programme during this academic year.

Other initiatives include: -

- A Senior Leader in Education (SLE) is currently being recruited to develop and support leadership in schools facing challenge.
- The Welsh-medium primary schools are being funded to work in a School Improvement Group (SIG) on leadership: developing middle leaders, sharing good practice, identifying future leaders.
- A recruitment campaign aimed at attracting leaders to work as head teachers in Wales, including current head teachers who are Welsh speaking practitioners currently working elsewhere.
- The consortium is rolling out a support programme for schools who wish to federate. This is open to all schools. The schools selected for the support programme will be required to demonstrate that federating will:
 - Impact positively on learners
 - Increase leadership capacity in the schools

Note: Evaluating the impact on practitioners and learners of the programmes, hubs and SIG activity are part of the consortium's ongoing research programme undertaken in conjunction with Cardiff University.

3. Develop Hub / Pioneer work - Schools are moving increasingly to a model where they identify their support needs and commission that support from effective providers within the sector. Welsh-medium secondary schools in Cardiff (Ysgol Glantaf, Ysgol Bro Ederm and Ysgol Plasmawr) are providing curriculum and professional learning programmes for schools across the region. This is part of the 'hub' model where the schools analyse their development needs and source/offer the required support based on an evaluation of best practice.

Welsh-medium primary schools across the region have also formed a federation to which they all belong. The federation, supported by CSC will increasingly drive the region's support offer by identifying the sector's support needs. Welsh-medium primary schools in Cardiff are very active in school improvement group work specifically

designed to respond to sector need. The work on school leadership development, for example, is led by Ysgol Treganna.

The Consortium has four Challenge Advisors that are aligned to Welsh-medium schools to ensure schools are equipped to drive and sustain improvements in raising standards and providing high quality educational provision.

The Welsh Secondary Hub at Cardiff High has prepared a series of programmes for Welsh second language practitioners. They are also offering free bespoke support for schools, which are in the red or amber categories. Improving staff language skills, particularly in English-medium schools in Cardiff will be vital in implementing the Successful Futures vision. English-medium primary schools have access to a wide and diverse programme of CPD through the EAS programme of language and methodology training.

The consortium will also:

- Continue to support networks of Welsh-medium schools to share and develop good practice.
- Work with the hub/pioneer network to develop the Welsh continuum and ensure that the consortium's professional learning programme is designed to respond to workforce development needs in relation to the new curriculum.

The Central South Consortium has appointed a Welsh standards and policy officer to support the Welsh Language Charter and Supporting Young People's Practices project.

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3.0 Moving Forward

Cardiff's Welsh in Education Strategic Plan covers a three-year period commencing April 2017 – March 2020. The Council recognise that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new Welsh speakers.

Cardiff, as the capital city of Wales has a key role in ensuring that Welsh continues to be a vibrant, living language and that bilingualism is celebrated throughout the education of our children and young people in our dynamic city.

The City of Cardiff Council recognises the importance of the WESP to contribute towards achieving Welsh Government's vision of a million speakers by 2050 as well as one of the aims of the Future Generations Act 2015 where "Wales has a vibrant and thriving Welsh language".

Cardiff's WESP 2017-2020 is also an integral part of the Council's 5-year Bilingual Cardiff strategy with both documents sharing an ambition to create a bilingual Cardiff where the Welsh language is protected and nurtured for future generations to use and enjoy. The first year of the implementation of the Bilingual Cardiff Strategy will be 2017. As such, annual progress of the WESP will also be supported by the interventions and actions provided in the citywide strategy.

This three year WESP sets out clear targets towards contributing to the above visions and includes 19 measures to effectively track and monitor how Cardiff is delivering its commitment to ensuring access to the best quality Welsh-medium education for all. These are outlined throughout the document and are summarised in Appendix D.

This WESP acknowledges the improvements made in recent years but it states that more needs to be done, and can be done. There is a strong appetite within the school system and organisations across Cardiff to ensure that children and young people are able to develop their Welsh skills and for new speakers to be created. This means that opportunities for speaking and using Welsh throughout childhood and into adult life must be wide and varied in order to achieve this. It is important to recognise that resources are limited, so there is a real focus on ensuring effective and efficient use of resources, and in developing strong partnerships, which enable us to deliver improving outcomes from a reducing resource base.

The Welsh Government's draft Welsh language strategy identifies Education as one of the six strategic areas for increasing the number of speakers, and the use of the language.

Appendix A – Supporting Information for Outcome 1:

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

Provision of Welsh-medium Education

The majority of Welsh schools in the city deliver education through the medium of Welsh (Welsh-medium streams only). This means that all pupils who attend these schools receive all of their lessons in Welsh. There are two schools in the city, Gwaelod y Garth and Creigiau, that offer dual stream entry. Cardiff has no bilingual schools.

Table 15 below shows Welsh-medium schools across the city, the Published Admission Number for each school, the numbers of pupils enrolled and total school capacities.

Table 15: Schools that deliver Welsh-medium education across Cardiff:

Name of School	Ward	PAN Sept 2016	Reception Pupils (Oct 16)	Total Capacity	NOR (October 2016)
Creigiau Primary (WM Stream)	Creigiau & St Fagans	29	26	210	182
Ysgol Bro Eirwg	Llanrumney	60	60	411	397
Ysgol Coed-Y-Gof	Fairwater	60	59	389	355
Ysgol Glan Ceubal	Llandaff North	30	23	147	95
Ysgol Glan Morfa	Splott	30	29	210	181
Ysgol Gwaelod Y Garth (WM Stream)	Pentyrch	26	30	184	194
Ysgol Hamadryad	Grangetown / Butetown	30	17	30	17
Ysgol Melin Gruffydd	Whitchurch & Tongwynlais	60	59	420	412
Ysgol Mynydd Bychan	Gabalfa	30	29	192	204
Ysgol Nant Caerau	Caerau	30	31	210	200
Ysgol Pwll Coch	Canton	60	59	510	440
Ysgol Pen y Groes	Pentwyn	30	27	169	96
Ysgol Pen Y Pil	Trowbridge	30	31	210	170
Ysgol Pencae	Llandaff	30	30	186	210
Ysgol Y Berllan Deg	Pentwyn	60	61	420	393
Ysgol Treganna	Canton	90	90	540	528
Ysgol Y Wern	Llanishen	75	84	525	493
Welsh medium primary places/ pupils (Reception)		760	745		
Welsh medium primary pupils (Age 4-11)					4,567
Ysgol Bro Eder	Penylan	180	133	900	513
Ysgol Glantaf	Llandaff North	240	193	1,500	850
Ysgol Plasmawr	Fairwater	180	176	1,140	885
Welsh medium secondary places/ pupils (Year 7)		600	502		
Welsh medium secondary pupils (Age 11-16)					2,248
Welsh-medium pupils (Age 4-16)					6,815

*Source: NOR October 2016 (PAN = Published Admission Number; NOR = Number On Roll)

Currently there is 2% net surplus capacity at entry to the Welsh Primary Sector; with 31 places still available at entry to Reception at 9 schools across the city. However, the surplus across the Welsh-medium primary sector amounted to 8% in September 2016. This compares with 5% surplus capacity in the English-medium primary sector. There is also some 16% net

surplus at entry to the secondary sector with 98 places available at year 7 across the three Welsh-medium secondary schools

School Organisation

The Published Admission Number at Ysgol y Wern was increased to 75 (2.5FE) and permanently established in September 2015. Construction works to accommodate the physical increase were completed in August 2016.

As set out in the Welsh Governments School Organisation Code an enlargement of the premises of a school, which would increase the capacity, is permissible up to an increase of 25% additional capacity, or 200 additional pupils as compared with the schools capacity on the appropriate date. The temporary expansion of Ysgol y Wern met this requirement.

The Published Admission Number at Ysgol y Wern was temporarily exceeded to allow up to an additional 15 places at entry to Reception for the 2016/17 intake. This is because projections for the local area indicated that, at entry to Reception in September 2016, there would be a significant uplift in demand for places in both the Welsh-medium and English-medium sectors compared to the previous three intakes. City wide pre-school population data obtained from the NHS since 2014 has indicated that the cohort entering primary school in 2016 was a population 'spike' year in the Llanishen/ Thornhill area, rather than a continuing increase in population. The proportionate demand for Welsh-medium primary school places in the Ysgol y Wern catchment area will therefore be kept under review, and new proposals to balance the supply of and demand for places brought forward where necessary.

Cabinet approved the establishment of a new 2FE Welsh-medium school in Butetown, named Ysgol Hamadryad. A starter class of this school opened in September 2016 at the previous site used by Ysgol Tan yr Eos. The intake of Reception aged pupils in September 2016 was 17. A new permanent head teacher took up her post from September 2016 to provide continuity whilst the new school at Hamadryad Park is being developed. The appointed head teacher was from an already established Welsh-medium primary school in the city. Ysgol Hamadryad will transfer from its temporary site to its permanent site in Spring 2018. The Published Admission Number will be increased to 60 from September 2017 along with new nursery provision.

Cabinet also approved a scheme to consolidate Ysgol Glan Ceubal at 1FE to serve the Llandaff North area of the city and to increase the age range by providing a new nursery with 48 Part Time Equivalent (PTE) places at Glan Ceubal from September 2016. Forty-six of the forty-eight full time nursery places have already filled. Plans for a new back to back building for Ysgol Glan Ceubal and Gabalfa Primary have been approved at the Councils Planning Committee in February (2017). In addition to the expansion at Ysgol Glan Ceubal, Ysgol Glan Morfa will increase by 1FE, an additional 30 children admitted per year at Reception, in a new build school on a site in Splott. These building schemes are subject to Full Business Case approval being received from Welsh Government at the beginning of 2017.

In the three new build Welsh-medium community primary schools (Ysgol Hamadryad, Ysgol Glan Morfa, Ysgol Glan Ceubal) there will be a nursery unit attached to each school (dependant on site constraints). This will help younger pupils to develop their language skills at the outset of their statutory education as Cardiff Council recognise the critical importance of developing strong partnerships with pre- and post-compulsory education and aim to provide seamless transition (Rewriting the Future, June 2014).

By September 2017, there will be an extra 60 places available at entry to Reception (in Ysgol Hamadryad and Ysgol Glan Morfa) which will increase the total number of places at Reception entry into Welsh-medium education from 760 to 820 places.

Band B is the next tranche of funding for schools investment and will run from 2019 - 2024. Cardiff is starting to investigate priorities for the Local Authority's Band B Programme. The needs analysis and planning process for the Band B Programme will highlight priorities and pressures across the city.

Catchment Area Changes

The change to Welsh-medium high school catchment areas of Ysgol Plasmawr and Ysgol Glan Taf through transfer of Ysgol Pencae catchment from Ysgol Plasmawr to Ysgol Glan Taf catchment has been consulted on and agreed for implementation by the Council's Cabinet in order to better match supply and demand and to secure consistently high standards of education provision. This change is due to take effect from September 2017.

The Council recognise that setting a catchment area for the newly established Ysgol Hamadryad is needed as soon as possible. Initial analysis suggests that the Council would consult on a catchment area to include Butetown and parts of Grangetown. However data from the primary admissions round for the academic year intake 2017/18 will need to be reviewed to see if there is any effect on surrounding schools as well as analysing boundaries of catchment areas surrounding Ysgol Hamadryad. This will ensure that relationships between the organisation of existing schools and catchment areas are fully considered before any proposals are considered. In this context, it would be prudent that the Council does not consult on changes to catchment areas during the current consultation period for admissions arrangements (from 1st September 2016 to 1st March 2017). Any proposals will be subject to discussion and agreement. There are no current proposals to amend catchment areas of other Welsh-medium primary schools but changes would be considered as additional provision is brought forward.

Promotion of Welsh-medium Education

To target the growth of Welsh-medium education Cardiff Council aim to drive demand from the bottom up. This means that before children reach statutory schooling age, their parents have been given enough information for them to make an informed choice for the language medium they would prefer their child to receive. If this is to be successful, the LEA would need to work with colleagues in the Health sector to ensure correct information is available for health visitors to be briefed to allow staff to discuss education options with pre-natal and post-natal clients.

The City of Cardiff Council will also explore the opportunity to develop partnerships with Health Bodies to further develop opportunities for collaboration and shared working. This could include publicising information about what Welsh-medium education is and the benefits of getting children education through another medium in Welsh newspapers, staff at Maternity wards and through health visitors.

The transfer rates at the Cylch Meithrins have been monitored and show a decrease in the percentage of children transferring to a Welsh-medium provision between 2014/15 and 2015/16, from 85% to 84%. Of the 14 Cylch settings, 8 show lower numbers attending the settings compared to the previous year with 5 settings showing increased attendance numbers. See Appendix C for Mudiad Meithrin Transfer Rate data.

Welsh-medium education is promoted to parents/carers through Cardiff's Family Information Service. This team maintain a database of all registered childcare provision including Welsh-medium providers. In addition, details of providers who are not required to register with the Care and Social Services Inspectorate for Wales (CSSIW), as they operate for less than two hours, are also maintained if they have provided their details to the Family Information Service. These include after school, breakfast, lunch and holiday clubs. The Family Information Service website provides information on the free nursery education entitlement for 3 and 4

year olds as well as a range of information on Family Support Services and Activities through online directories at www.cardiff-fis.info. In addition, the Family Information Service can effectively signpost parents to the Cardiff Flying Start programme where appropriate. Promotional literature including posters and information leaflets produced by the Family Information Service are bilingual as is the Family Information Service website and online directories of Childcare, Family Support Services and activities.

Childcare Business Support Services help to sustain existing provision and improve the quality of childcare in Cardiff. Services can include: - help with policies and procedures, CSSIW applications, marketing, staff recruitment, income generation and grant-funding applications. Childcare Business Support Services are available to new and existing childcare providers, officers are available to work with schools, playgroups, day nurseries, after school and holiday clubs, Cylch Meithrin, Crèche's and Childminders. All support services are available through the medium of English and Welsh.

Cymraeg i blant is a new project Managed by Mudiad Meithrin and funded by Welsh Government that focuses on increasing the number of nursery age children that are able to speak Welsh. It shares information, advice and support to parents on the benefits of being bilingual, the importance of introducing Welsh to children as early as possible and the advantages of Welsh medium childcare and education. Cymraeg i blant sponsors the all Wales maternity notes folder, the scan card and the Child Health Record book which is delivered to every new parent in Wales.

The local Cymraeg i blant officer runs weekly bilingual baby massage, baby yoga and Welsh rhymetime sessions for parents and young children across the county working alongside the local Midwifery and Health Visiting teams to ensure that parents receive these key early messages during the ante-natal and post-natal period and are made aware of the bilingual pathway available for their child. In addition, parents are signposted over to Mudiad Meithrin's Ti & Fi groups and to the 'Cylchoedd Meithrin' the Welsh medium playgroups as well as receiving information about regular family events that are held in partnership with the Mentrau Iaith and other local early years partners.

Cymraeg i blant / Cymraeg for kids will therefore contribute towards the Welsh Government's target of achieving a million Welsh speakers by 2050.

Assessing demand for Welsh-medium education

Under the Childcare Act 2006, all 22 Local Authorities in Wales have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area for children up to the age of 14, or until they reach the age of 18 in the case of children with a disability. The Council undertook a childcare sufficiency assessment survey in 2013/14 to assist in developing childcare provision and assessing the demand for English-medium, Welsh-medium and faith school education. There was a low response rate of 268 replies and the percentage split of parents/carers preferring their child/children to be taught in English-medium and Welsh-medium schools was 60% English and 40% Welsh.

As part of the 2016/17 Childcare Sufficiency Assessment, a new parental / carer questionnaire was undertaken in September/October 2016 in order to identify levels of demand and gaps in insufficiency. There were 482 responses, a significant increase on the number of respondents from the previous survey. When asked what language respondents want provided for their future childcare provision 22% replied Welsh, 21% Bilingual and 57% English.

Table 16 below shows the breakdown of the language respondents use and want for current and future childcare provision:

Table 16: Respondents who use and want different language provision for their current and future childcare provision:

	Welsh	Bilingual	English
Use for current childcare	57 14%	54 13%	291 72%
Use for future childcare	91 22%	89 21%	235 57%

Source: CSA 2016 Raw Data Tables.

The CSA survey had a specific section relating to the Welsh language. When respondents were asked whether they were intending to send their child/children to a Welsh-medium education setting 34% said yes and 57% said no and 9% were unsure.

The Council's preferred methodology for projecting the demand for places uses individualised pre-school health service population data to project at individual school catchment area level, using a standard cohort survival model and taking account of recent proportionate take-up of places supplied by schools. The Education Service also works in close partnership with Strategic Planning officers to ensure that its methodologies for projecting pupil yields from new housing developments are adequately catered for, and that the supply of additional Welsh-medium school places to serve new communities (at a proportion of 20% Welsh-medium / 80% English-medium places) are in excess of existing demand in neighbouring areas.

Under the Welsh in Education Strategic Plans (Wales) Regulations 2013 Welsh ministers have the power to inform the local authority that a Welsh-medium education assessment must be carried out as a means to assess the demand for Welsh-medium education if an assessment has not been undertaken in the 3 years immediately preceding the assessment year. As Cardiff has not conducted a Welsh-medium education assessment for at least five years, the Schools Planning team will work with the Family Information Service and Mudiad Meithrin to conduct a Welsh-medium education assessment during the lifetime of this plan.

Appendix B: Supporting Information for Outcome 2:

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

Welsh Immersion Unit

The Local Authority welcomes latecomers to the Welsh Immersion Unit, which was established in July 2010 and is based in Gabalfa. Cardiff has continued with the commitment to support and sustain this city-wide scheme.

Pupils who attend the unit are latecomers to Welsh-medium education and include pupils who have lived outside Wales, transfer from English-medium education or are being fostered or adopted. The unit receives pupils when they have been registered at a Welsh-medium primary or secondary school.

Pupils spend a term at the Welsh Immersion Unit (i.e. when they become fluent Welsh speakers) and receive support at their registered school for a term after leaving. The majority of pupils are of Foundation Phase age, but many KS2 pupils have attended, some during their last term at primary school and have successfully integrated into Welsh-medium secondary education. At the end of 2015/16 academic year there were 7 pupils who transferred into the Welsh Immersion Unit, from English-medium primary schools and 1 pupil was from Newport.

KS3 pupils have received support in Secondary schools in specific circumstances where pupils have returned to Welsh-medium education.

The Welsh Immersion Unit transfer rate has been continuously high for the last four years and the Council aim for this high transfer rate to continue.

Table 17: Pupil admissions to the unit and the transfer rate:

	2012/13	2013/14	2014/15	2015/16	2019/20
Pupils in Foundation Phase	17	14	10	11	tbc
Pupils in Key Stage 2	5	4	11	12	tbc
Pupils in Key Stage 3	1	3	1	1	tbc
Total pupils	23	21	22	24	tbc
Pupils transferred to Welsh-medium education	23	21	21	20	tbc
% of Pupils transferred to Welsh-medium education	100%	100%	95%	83%	100% target

Source: Welsh Immersion Unit

Appendix C: Mudiad Meithrin 2015-16 Caerdydd Data

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh Medium childcare setting	Numbers attending a Cylch	Number of children who transfer to Welsh Medium schools	% of pupils who transferred to Welsh Medium schools	Numbers attending a Cylch	Number of children who transferred to Welsh Medium schools	% of pupils who transferred to Welsh Medium schools
	2014/15			2015/16		
Creigiau	39	32	82.1%	20	20	100.0%
Caerau (Trelái Yr Ail Gynt)	11	9	81.8%	22	16	72.7%
Dechrau'n Deg Blodau Bychain	2	2	100.0%	6	6	100.0%
Glan Morfa	19	19	100.0%	17	14	82.4%
Grangetown a'r Bae	12	6	50.0%	26	19	73.1%
Nant Lleucu	27	16	59.3%	26	16	61.5%
Pentrebaen	15	15	100.0%	15	13	86.7%
Pila Pala	60	50	83.3%	41	36	87.8%
Rhiwbina	45	42	93.3%	39	34	87.2%
Trelái	25	13	52.0%	39	24	61.5%
Tŷ'r Cymry	12	9	75.0%	4	3	75.0%
Y Coed	11	11	100.0%	20	17	85.0%
Y Parc	38	36	94.7%	32	30	93.8%
Eglwys Newydd	60	59	98.3%	58	58	100.0%
City Wide Transfer Rate	376	319	84.8%	365	306	83.8%
National Transfer Rate	tbc	tbc	85.2%	tbc	tbc	86.4%

Appendix D: Summary of WESP Measures

Outcome 1: More seven-year-old children being taught through the medium of Welsh					
Expanding Provision	Current 2015/16	2016-17	2017-18	2018-19	2019-20
Measure 1.1: Increase the number of seven year olds taught through the medium of Welsh by 1.2% to 16.4% by 2020.	15.2%	15.9%	15.3%	16.2%	16.4%
Measure 1.2: Increase the number of children entering Welsh-medium education each year	690	745 *	720	738	767

Source: NHS GP registration data 2016, PLASC 2013 – 2016, NOR October 2016, PLASC based projections January 2016

** 2016 has a peak year of pupils entering reception classes across the city. The projections for future years indicate that fewer children will be admitted to primary education from 2017-2019 and this trend is reflected in the above projections. The projections do not take into account the strategic housing sites proposed within the LDP.*

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school					
	Current 2015-16	2016-17	2017-18	2018-19	2019-20
Numbers of Year 9 pupils in WM	422	456	470	479	534
Measure 2.1: To increase the number of year nine learners who are assessed in Welsh (First Language) by 1.5% to 14.4% by 2020.	12.9%	13.5%	14.0%	13.2%	14.4%

Source: PLASC Data – January 2016 & PLASC based projections

Effective transfer and linguistic continuity					
	Current 2015-16	2016-17	2017-18	2018-19	2019-20
Cylch Meithrin nursery education to funded community Welsh nursery education	84%	tbc	tbc	tbc	tbc
Foundation Phase (age 4/5 - Reception) to Key Stage 2 (7/8 – Year 3)	96%	96%	95%	96%	97%
Key Stage 2 (age 7/8 – Year 3) to Key Stage 3 (age 11/12 – Year 7)	91%	89%	94%	89%	94%
Key Stage 3 (age 11/12 – Year 7) to Key Stage 4 (age 14/15 – Year 10)	97%	99%	98%	97%	98%
Measure 2.2: To maintain or improve the city wide average transfer rate between Foundation Phase to KS2, KS2 to KS3 and KS3 to KS4 of 95% by 2020.	95%	95%	96%	95%	96%
Measure 2.3: To maintain 100% transfer from the Welsh Immersion Unit to Welsh-medium schools by 2020.	83%	100%	100%	100%	100%

Source: Mudiad Meithrin Data 2016, PLASC NOR & Welsh Immersion Unit

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

	Current 2015-16	2016-17	2017-18	2018-19	2019-20
Measure 3.1: Maintain the percentage of learners entered for GCSE Welsh (first language) who are studying for at least two further level 1 or level 2 qualifications through the medium of Welsh at 100% by 2020 (Please note that this does not include those children with particular statements of SEN).	99.7%	100%	100%	100%	100%
Measure 3.2: Increase the percentage of learners entered for GCSE Welsh (first language) for at least five further level 1 or level 2 qualifications through the medium of Welsh to by 3% to 95% by 2020 (Please note this does not include those children with particular statements of SEN).	92%	93%	94%	95%	95%

Source: CSC - Provisional KS4 data supply 2016 (Welsh language and Welsh literature qualifications are excluded from the calculations).

Outcome 4: More learners aged 16-19 who study subjects through the medium of Welsh in schools

	Current 2015-16	2016-17	2017-18	2018-19	2019-20
Measure 4.1: Increase the percentage of learners aged 17 who study 2 or more subjects through the medium of Welsh by 4% by 2020.	90.9%	92.6%	93.3%	94.2%	95.0%

Source: CCC - Provisional KS4 data supply 2016

Outcome 5: More students with advanced skills in Welsh

Improving provision and standards of Welsh First Language

	Current 2015-16	2019-20
Measure 5.1: Increase 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 schools to 95% by 2020.	93.1%	95%
Measure 5.2: Maintain the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh at 96% by 2020.	96.1%	96%
Measure 5.3: Increase the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh to 95% by 2020.	93.1%	95%
Measure 5.4: Increase the percentage of learners at the end of Key Stage 4 who achieve grades A*- C in GCSE Welsh first language to 85% by 2020.	79.8%*	85%

Source: Welsh Government All Wales Core Data Set Jan 2016

Improving provision and standards of Welsh Second Language		
	Current 2015-16	2019-20
Measure 5.5: Increase the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language to 80% by 2020.	76%	80%
Measure 5.6: Increase the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language to 83% by 2020.	80%	83%
Measure 5.7: Increase the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course to 85% by 2020.	83.2%	85%
	2015/16	2017/18
Measure 5.8: Increase the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course to 50% by 2017/18.	49.3%	50%

Source: CSC provisional data 2016

Entries for Welsh Second Language	Current 2015-16
Percentage of the cohort entered for GCSE Welsh second language Full Course	37.89%
Percentage of cohort entered for GCSE Welsh second language short course	43.77%
Percentage of cohort not entered for either WSL full course or short course	18.38%

Source: CSC Provisional KS4 Data Supply 2016

More learners with higher level Welsh language skills		
	2015-16	2019-20
Measure 5.9: Increase the total A Level Welsh first language entries (as a percentage of GCSE Welsh first language entries two years earlier) to 5.5% by 2020.	4.8%	5.5%
Measure 5.10: Increase the total A Level Welsh second language entries (as a percentage of the full course GCSE Welsh second language entries two years earlier) to 1% by 2020.	0.4%	1.0%

Source: CSC KS4 Data Supply 2014 and Provisional KS5 Data Supply 2016

Outcome 6: Welsh-medium provision for learners with additional learning needs (ALN)					
	Current 2015-16	2016-17	2017-18	2018-19	2019-20
Measure 6.1: To increase the number of places available in Welsh-medium primary & secondary SRB's from 18 places to 42 by September 2020	18	28	34	40	42

Source: Senior Achievement Leader Inclusion