

Appendix 3
WESP Consultation Formal Responses

Coleg Cymraeg Cenedlaethol

13/12/2021

Dear friend,

[Welsh in Education Strategic Plan 2022-2032](#)

Thank you for the opportunity to respond on behalf of the Coleg Cymraeg Cenedlaethol to the consultation on your County's Welsh in Education Strategic Plan. The Coleg Cymraeg leads the development of Welsh-medium and bilingual education and training in the post-compulsory sector in Wales, and achieves this by working in partnership with universities, further education institutions and apprenticeship providers to build a world-class inclusive Welsh-medium education and training system.

The College was established in 2011 and now extensive provision in Welsh and bilingually has been developed across all main subjects provided in Welsh universities. In 2018 the College took over responsibility for Further Education and Apprenticeships and we have ambitious plans to develop provision for learners in these sectors over the next few years.

The College's work therefore relies very heavily on the success of the compulsory education sector to offer an attractive and accessible Welsh-medium education offer, thereby developing pupils' Welsh language skills so that they can benefit fully from the opportunities for them to continue with their post-16 studies bilingually. It is therefore key that the county Strategic Plans purposefully plan for the growth of Welsh-medium education and support that growth.

There are three elements that the College would like you to consider specifically:

[Linguistic Progression \(mainly outcome 3\)](#)

There is currently no significant discussion in your plan about the educational provision for learners after they have left the compulsory sector. To ensure that the scheme is complete we strongly believe that the progression routes on to sixth forms / Further Education colleges and thereafter, where relevant, to universities and the world of work need to be addressed. The plans therefore need to take full account of the contribution of sixth forms, further education colleges and apprenticeship

providers to the success of the Strategic Plan and, where relevant, set out progression targets clearly.

Welsh as a Subject and Qualifications through the medium of Welsh (outcome 4)

There are few targets and plans in this section to support and develop the Welsh language as a subject. Purposeful and proactive planning is needed to ensure that any pupil wishing to study the subject to A-level has the opportunity to do so. Fair and consistent consideration should be given to the Welsh language as a subject when planning A-level options. There is a need to identify how pupils' interest in the subject is to be created and maintained. Full advantage should also be taken of the opportunities offered by the Coleg Cymraeg and other partners as part of a national scheme to promote the Welsh language as a subject (led by the Welsh Government).

That pattern is also reflected in the approach of how many pupils achieve qualifications through the medium of Welsh. There needs to be an intentional plan in this area and effective collaboration with Qualifications Wales to ensure the availability of qualifications particularly in vocational areas, which are offered to pupils from the age of 14 onwards.

Education Workforce (outcome 7)

The College has submitted evidence to Welsh Government about the challenges arising from a fall in the number of education trainees qualifying to teach through the medium of Welsh and Welsh as a subject. What exactly is the situation regarding the education workforce within your county at the moment? How many more teachers and support staff will you need to realise the plans for the growth set out in your plan? What plans do you have to share this analysis with the Government and the Education Workforce Council to ensure that there is sufficient supply of qualified staff to meet demand?

The points about the education workforce in its wider sense are also relevant to outcome 1 and the development of nursery provision, and we as a College will work with further education colleges and Mudiad Meithrin to expand childcare provision so that there is a suitable supply of staff who will be able to provide first-class bilingual childcare and nursery education.

The College wishes you very well when considering the responses to this consultation. The Strategic Plans are an absolutely key part of realising the national ambition of creating a million Welsh speakers by 2050. We very much look forward to doing our part to contribute to that aim and to build on the success of the compulsory sector in developing accessible and attractive Welsh-medium education in all communities.

Yours sincerely,

Ioan Matthews

Dr Ioan Matthews

Chief Executive

ESTYN

Ymateb i Ymgynghoriad / Consultation Response

| | |
|----------------------------|------------------------------------------------------------------|
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| Pwnc / Subject: | Welsh in Education Strategic Plan - Cardiff |

Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of Welsh Government.

Estyn's main aim is to raise standards and improve the quality of education and training in Wales. This is mainly set out in the Learning and Skills Act 2000 and the Education Act 2005. In carrying out its functions, Estyn must consider:

- The quality of education and training in Wales;
- The extent to which education and training meets the needs of learners;
- The educational standards achieved by education and training providers in Wales;
- The quality of leadership and management of those education and training providers;
- Learners' spiritual, moral, social and cultural development; and the
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not limited to) nurseries and settings that are not maintained, primary schools, secondary schools, independent schools, pupil referral units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn can advise the Senedd on any matter relating to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by Welsh Government;
- Build capacity to improve the education and training system in Wales.

This response is not confidential.

Response

Introduction

The Council and County of Cardiff's Welsh in Education Strategic Plan (WESP) is presented in an orderly way with appropriate considerations taken into account in setting the targets. The Scheme is supported by other relevant documents, being Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 and Cardiff Trajectory 2050 that places the WESP in the capital's unique context. The Easy to Understand WESP document provides summary information to a wider audience is also useful.

The Plan outlines relevant goals aimed at meeting the targets, in general. We commend that objectives in the Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 document are set out in a format that, for example incorporate a timetable and sources of reporting. This is an appropriate method of tracking progress against the targets, but cross-referencing the objectives in more detail to the goals that are implicit with the outcomes of the WESP as a whole would strengthen the impact of implementation and proposed increase in Welsh-medium provision. Overall, the outcomes implicit in this Plan are not sufficiently purposeful and coherent in planning long term, for example when considering the proposed increase in demand for housing sites on the outskirts of the city. Although there are trajectories, which are set out in the Cardiff Trajectory 2050 document, useful as a guide, the aims of the Scheme outcomes tend to convey that the County responds reactively rather than proactively in planning to develop Cardiff's Welsh-medium education across the capital.

We support the County in expanding provision for nursery/3 year olds, and in striving to promote and market the benefits of the Welsh language and being bilingual with families as they decide on the language medium of their children's education. In addition, we approve the plan of establishing a Welsh-medium and English-medium two-stream school in Plasdŵr and in expanding the provision of 8 additional forms of entry in Welsh-medium schools that are already established schools. The inclusion of more detailed plans that address the challenges of lack of pupil places for Welsh-medium provision where demand is high in specific areas of the capital in the short and medium term would strengthen the Scheme.

The Scheme lacks information on the transferral rates of pupils from the primary sector to secondary although it notes that this is not a 'significant problem'. In addition, providing more detailed information on expanding Welsh-medium secondary provision while responding proactively to the proposed increase in pupil numbers that will follow the Welsh-medium education path in a continuous fashion, would further strengthen the Scheme.

The provision of language immersion education is a source of pride in the County and there are positive outcomes that support the aim to expand this provision further. Providing more information on supporting practitioners in bilingual and English-

medium schools so that they too can emulate the philosophy and techniques of language immersion increasingly effectively while teaching Welsh as an additional language would be a positive step and strengthen the Scheme.

As it stands, insufficient information is provided on the support that the County will provide as bilingual and English-medium schools consider transitioning along the language continuum in accordance with the non-statutory guidance on the proposed categorisation of schools according to Welsh language provision.

Overall, the aims of Outcome 6 are not ambitious enough in aiming to secure equal linguistic opportunity in the County's Additional Learning Needs (ALN) provision. Including more detail on plans to up-skill specialist practitioners in settings that provide consistent support for learners with ALN needs would strengthen this Scheme. We support the County's effort to provide professional learning opportunities that are developed by partners for practitioners as they develop their confidence and proficiency in Welsh while expanding the workforce in settings across the capital.

Although great strides have been achieved in recent decades in expanding opportunities for learners to take advantage of Welsh-medium education in the capital city, the aims of this Scheme are not always sufficiently purposeful to realise the County's vision to 'set a long-term, strategic and sustainable approach for the growth of Welsh-medium education' (Cardiff Trajectory 2050). Incorporating plans that provide more detailed information that includes monitoring, evaluation and review activity would strengthen the vision as a whole, together with the provision of a long-term agreed strategy for the availability of Welsh-medium education for all learners in the capital city.

Consultation questions

Outcome 1

The aims of this Outcome are supported by the County's plans to increase the percentage of children of nursery age or three years old who will have access to Welsh-medium or bilingual provision in the capital city. We understand that a reduction in recent birth rates and the requirement for the County to meet the linguistic needs of diverse communities, presents unprecedented challenges in the consistent planning of provision across the capital city. However, the range of almost 4.4% which is the gap between the minimum target of 25.8% and the maximum of 30.2% is a wide range and overall, the goals are not purposeful enough in striving to be sufficiently ambitious to aim for the maximum target.

The action goals are appropriate, for example in establishing new Cylch Meithrin settings on the site of Ysgol Melin Gruffydd and the establishment of a new school at Plasdŵr which will include nursery provision during the first five years of this Scheme. The intentional effort to promote Welsh-medium education by refining relevant information for families regarding the benefits of the Welsh language and of being

bilingual, are to be commended. We support the County's effort to communicate consistently and develop intentional marketing methods with parents/carers in operating increasingly efficiently, for example in sharing relevant information that will support their decision in choosing Welsh-medium education for their children. In addition, the County's intention to work more efficiently with other partners such as health colleagues and other services when sharing information with families, is recognised. Detailing this collaborative work together with sharing information on how the County will measure the impact of this in planning strategically for the medium and long-term expansion of provision would further support this Outcome.

We commend the effort to conduct research to gather information on parents/carers' choices in specific areas of Cardiff while promoting WM education, for example by establishing the Cardiff Welsh Language Education Forum Promotion Sub-Group. The outcomes of such research will be a more meaningful planning tool in promoting the availability of Welsh-medium education for specific groups and communities such as Black, Asian and Minority Ethnic, thereby normalising Welsh-medium education consistently across the capital city. However, the aims of the Outcome do not detail purposefully enough the strategic planning to expand Welsh language provision for children in a consistent manner across the capital city. That is, it is noted that the County will 'explore' opportunities to expand Welsh-medium childcare provision as in establishing a Cylch Meithrin on Welsh-medium primary school sites that are already established and on new school sites, but information on reliable funding that has been prioritised and specifically earmarked to guarantee this implementation is not included. In addition, no proposed specific settings are provided to establish nursery provision in meeting the needs of families across the capital city during the lifetime of the Scheme.

We believe that it is important that the aims of this Outcome are robust in order to support families to make decisions based on relevant information about the benefits of WM provision. As a result, this will provide a sound foundation as parents/carers choose a WM education pathway for their children.

Outcome 2

We welcome the plans for establishing a primary school that includes a Welsh-medium and English-medium dual stream at Plasdŵr. The implications of this school will be far-reaching as the County purposefully considers strategic plans to expand Welsh-medium and bilingual provision across the capital city.

The County has set a target that 30.2% of Year 1 pupils will receive their education in Welsh-medium schools by 2032. Although the target is ambitious, we believe that the County does not aim purposefully enough to expand WM provision in Welsh-medium schools, particularly where demand is high in designated areas of Cardiff. We understand that conducting a catchment audit will be vital to procuring evidence that will underpin action in responding to the demand for Welsh-medium education in specific areas. However, although the County's target is to be set at 10% above the

projected number to support growth, plans are not sufficiently strategic and specific for establishing one or more new Welsh-medium schools nor do they provide sufficient information on the expansion of Welsh language provision by 8 FE during the lifetime of this Scheme. In the short-term, no detailed plans are provided within this Outcome for developing 1 additional FE to serve the catchment area of Ysgol Mynydd Bychan, as is set out in the Cardiff Trajectory 2050 (p16), for example.

The provision of immersion education is a source of pride for the County as it has been established successful for over a decade. The County's strategic vision in establishing the Language Immersion Unit (LIU) has supported pupils to access the Welsh language as their parents/carers made the decision to move their children from EM education to WM education. The positive outcomes of this provision are to be commended and are a model of good practice as other local authorities expand their Welsh language provision by emulating and establishing their own immersion models. Including specific information on how specialist practitioners at the LIU could expand on the philosophy and techniques of language immersion with practitioners in bilingual and English-medium schools, would strengthen the aims of this Outcome. In addition, would the County be able to more robustly support bilingual and English-medium schools as they consider moving along the linguistic continuum as part of the transitioning process in accordance with the non-statutory guidance of categorising schools according to Welsh-medium provision in the medium and long term? There is scarce information on purposeful planning for actioning this within the Scheme, in general.

Overall, the aims of this Outcome do not outline sufficient specific information, for example in planning to respond to existing surplus places in WM schools. Although there are appropriate plans to establish one bilingual school and expand the Welsh language provision by 8 FE at primary capacity level, strategic plans that are sufficiently purposeful with the intention of providing consistent opportunities for pupils to receive WM education within their '15-minute neighbourhood' across the Capital, are not included.

Outcome 3

The document states that the transfer of pupils between key stages does not appear to be a 'significant problem'. Providing data showing trends over time with accompanying analysis would have been useful to better understand this situation.

It is noted in the Plan that the number of pupils moving out of Welsh-medium education has increased over the last three years. The Plan sets out the authority's intention to monitor this situation and to conduct further research to understand the reasons for the move and to try to provide reassurance and support to stay. This information would have been useful to better understand the situation in order to plan and take action to try to reduce the trend. The table is slightly misleading as it also includes pupils transferring from one Welsh-medium school to another.

The aims of the Outcome refer to the primary LIU provision with a view to developing the model further in the secondary sector, although this has already been established at Ysgol Bro Edern in fact. It is noted that the County will 'offer additional places to enable a proactive promotion strategy to encourage considerations to be given to provide an opportunity to transfer from English or bilingual schools' but no specific explanation or detail is provided about the nature of this 'proactive promotion strategy'. It is important to consider that learners develop their Welsh skills at school and that English is the language of the community they are tied into, in general. As a result, in order to achieve this aim, formal and informal support needs to be secured consistently for learners to live their lives increasingly naturally through the medium of Welsh. More detail is needed on the proposed establishment of the Bilingual Cardiff Youth Forum and strengthening the aims implicit in Outcome 5 in order to achieve this successfully.

It is noted that an effort will be made to further communicate with parents/carers, for example in producing resources that will 'promote (children's) linguistic progression for parents/carers' to 'ensure that the whole educational journey from nursery to post-16 is clear to families'. Information available to them on school websites on the benefits of Welsh and of being bilingual will also be reviewed, as well as promoting and communicating this in the most efficient way with them, for example through webinars and podcasts. In addition, it is noted that the County will provide 'advice, professional learning and resources' to English-medium schools in expanding Welsh-medium provision but no further detail is provided regarding intention and proposed impact of this professional learning and these resources. All told, although the information is relevant and is an appropriate effort in aiming at the target, the strategy to achieve this is ambiguous and directionless.

Strengthening the aims of this Outcome by providing purposeful strategic plans with unqualified ring-fenced funding for them would strengthen it further, for example with the expansion of Welsh-medium secondary provision. It is stated in Outcome 2 that an additional 8 FE Welsh medium classes will be provided across the city during the lifetime of the Scheme, but no details are included to ensure WM secondary provision so as to respond proactively rather than reactively to this proposed increase. In addition, the inclusion of milestones containing relevant information on how the County will monitor, evaluate and review the goals in the short and medium term, would provide useful information as they purposefully go about their long-term plans.

Outcome 4

The successes of collaboration between schools and other partners is noted, such as Cardiff and Vale College in expanding Welsh language provision for the capital city's post-16 learners. In addition, reference is made to the increasingly purposeful use of technology that practitioners use in expanding the Welsh curriculum as well as supporting learners to continue their education pathway seamlessly through the medium of Welsh.

We support the aim of further collaboration with partners in drawing the attention of learners and their families to the benefits of the Welsh language in education settings and various organisations and workplaces. It is noted that resources will be available for learners in order to promote careers where Welsh is used along with resources that will further promote the Welsh language amongst parents/carers as they support their children to follow an education pathway seamlessly through the medium of Welsh.

Little information is included on promoting Welsh as an A-level subject. Also it does not refer to any actions to improve Welsh-medium provision in English medium schools. As a result, these actions do not contribute purposefully enough to achieving the aims of this Outcome. In addition, it is noted that the County will explore the option of e-learning as an increasingly practical and accessible learning technique for learners. However, there is no intention to implement this until the second-half of the life of the Scheme and as a result, there will be clear opportunities lost in trying to increase the number of learners studying for qualifications that are assessed in Welsh (as a subject) and subjects through the medium of Welsh.

In general, it would be possible to strengthen the Outcome by noting the intention to provide consistent opportunities for learners to continue with their learning in school or college continuously through the medium of Welsh. Generally speaking, purposeful opportunities are being missed in the short and medium term in trying to achieve this Outcome.

Outcome 5

We support the efforts made by the Welsh Education Forum and Bilingual Cardiff Partners Forum in providing a range of extra-curricular activities for learners to undertake through the medium of Welsh within their schools, whether face-to-face or on line. For example, working with partnerships such as Menter Caerdydd and the Urdd is successfully promoting the use of Welsh among children and young people. In addition, we commend the effort of the Bilingual Cardiff Partners Forum to investigate further the needs and interests of young people as they collect and collate information in a specific booklet. This will outline work experience and volunteering opportunities that promote the use of Welsh among young people as they contribute to activities and provided for them within their diverse communities in the capital city. Although the establishment of a Bilingual Cardiff Youth Forum and the development of a network of Welsh language ambassadors are identified in the Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 document, more detailed information on the aim and intended impact of the Forum and the activity of the ambassadors within this WESP are not included. This would be a means of strengthening this outcome together with confirming that this Plan is coherent, while strategically realising the vision.

Action goals are identified in expanding the opportunities for learners to socialise in Welsh in informal situations further, for example by working with new partners to map

provision in meeting the needs and interests young people. Detailing this aim among the other aims bound to this Outcome would strengthen it, in general. For example, purposeful plans that will promote the use of Welsh naturally for young people with different levels of confidence and proficiency in Welsh, for example for pupils who have attended bilingual or English-medium schools are not included.

The provision of a designated consortia officer for each school to promote the Cymraeg Campus and Siarter Iaith schemes are to be commended. This gives support and opportunities to schools as they aim for the schemes' silver and gold awards. The provision of regular opportunities for pupils to participate in contemporary Welsh language activities is important to schools as they incorporate the Four purposes as part of their plans in delivering the new curriculum for Wales.

However, the aims of the Outcome do not refer to how the County will monitor, evaluate and review this provision in further promoting the Welsh language among learners. As an example, information on the current impact of the Siarter Iaith and Cymraeg Campus schemes on children and young people's spontaneous use of Welsh in increasingly informal activities in the schools and the wider community within these Schemes are not included here. Collating such information would yield useful information in planning purposefully to meet the Welsh language needs of learners with a varying level of confidence and proficiency within their local communities in Cardiff.

Outcome 6

Recently, relevant plans have been implemented to expand ALN within the County, for example in establishing new foundation provision on the site of Ysgol Pwll Coch. The provision of well-being support is also a priority for the County as they support primary age learners in a specific well-being class together with the development of a 'virtual well-being centre' in the three Welsh-medium secondary schools. The rates of pupils with ALN needs is lower overall in the capital's Welsh-medium schools. However, it is noted that the number of pupils with significant and complex ALN needs choosing WM education is rapidly increasing. The County's intentions in response to this are set out, for example in developing an increasing number of primary and secondary specialist places that will be provided in Specialist Education Centres. Linked to Outcome 7, including more detail on providing professional learning opportunities for specialist practitioners to upskill their Welsh language abilities to support pupils with ALN needs through the medium of Welsh would strengthen this Outcome.

Overall, the aims of this Outcome are not sufficiently ambitious in aiming to ensure equal linguistic opportunity in the County's ALN provision. In general, there is little information contained within it on striving to expand Welsh-medium provision for learners.

Research and reviews are identified as relevant information gathering methods regarding provision but purposeful plans in order to respond and implement, monitor and review the aims of this Outcome in the short and medium term are not included. The action goals do not provide sufficiently precise information on the County's strategic planning in further expanding ALN provision through the medium of Welsh during the lifetime of this Scheme.

Outcome 7

The County notes that it faces challenges in trying to increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh. Audits are carried out, for example the school workforce census to gather information on the total number of Cardiff school staff with Welsh language skills at intermediate or higher level, being 19.4% of the workforce in 2020. This information together with the latest relevant information will contribute to establishing a baseline for a first annual report as part of the aims of the this Outcome. The Welsh Education Forum's recent collaboration with Cardiff Met University is a useful vehicle as they deepen their understanding of current and planned future opportunities and barriers as they aim to increase the Welsh-medium workforce needed in Welsh-medium, bilingual and English-medium schools.

It is noted that working with partners will be important to achieve the aims of this Outcome, for example by working with a Welsh in education Mid-South Consortium Officer. Including more detail on this collaboration for example, would strengthen the aims of the Outcome together with the remaining outcomes of this Scheme.

Monitoring individual schools' individual development and WESP plans for example, is identified as a proposed activity but details are not provided about who will do this nor the relevant actions that will follow on from this monitoring activity in the medium and long term.

The provision of professional learning opportunities manifest themselves as an integral part of the aims of the Outcome, for example in encouraging staff from Welsh-medium schools to apply for relevant national leadership programmes and providing proactive support to staff following their previous commitment to the Welsh Sabbatical Scheme. We commend professional learning support being developed by partners in aiming to expand a workforce that is increasingly confident and proficient in their Welsh language skills. It is noted that this in turn, will have a positive impact on increasing the Welsh language workforce amongst education providers across the capital city. However, specific information on the County's purposeful plans to provide professional learning opportunities in up-skilling the Welsh language abilities of staff who support learners with ALN, linked to Outcome 6 of this Scheme, are not included here. In addition, including designated information on the funding that will be prioritised to upskill the workforce in general would further support the aims of this Outcome.

We commend the aim that leaders will report on this Plan in its entirety in Welsh language reports and through governors' annual reports to parents as a medium to report on proposed progress on the Outcome aims of this WESP.

Mudiad Meithrin

Mudiad Meithrin's comments on Cardiff's Welsh in Education Strategic Plan 2022-32

Mudiad Meithrin appreciates the opportunity to respond to Cardiff's consultation on the Welsh in Education Strategic Plan 2022-2032

Our vision as a Mudiad is that every child in Wales should have the opportunity to play, learn and grow through the medium of Welsh. Therefore, wherever there are small children in Wales then Mudiad Meithrin (and therefore the Welsh language) should also be present.

Having considered the Welsh in Education Scheme which has been prepared for Cardiff for the decade 2022-2032, I would like to note the comments below:

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| <p>1. FOREWORD AND VISION</p> | <ul style="list-style-type: none">• We know that the WESP is a strategic document. However, we look forward to the County's Action Plan following input of all the partners who have contributed their time and ideas at various sub-committee meetings in order to see the detail.• The Cymraeg 2050 Strategy names immersion education as 'the main method for ensuring that children develop their Welsh language skills. The importance of Welsh-medium childcare at the start of the journey and the immersion method used in our nursery groups must also be recognised.• Evidence shows that children in English-medium streams (in two-stream schools) do not have more Welsh language skills than children in English-medium schools. Rhaid rhannu• Information must be shared on 'Family Information Service' (FIS) / Choice regarding Welsh-medium education and ensuring |
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| | <p>that linguistic choices are clear to parents.</p> <ul style="list-style-type: none"> • Cardiff is expected to achieve growth of 25-29% . Reference is made to a reduction in birth rates and uncertainty relating to the pandemic. It must therefore be recognised that there are no MORE children available to meet the target so the challenge is to influence parents' choices to overcome the challenges through smart marketing and at the micro level ensure accessible and convenient development. • We welcome the intention to continue working with partners to ensure that Welsh-medium education is distributed effectively across the city. We have referred in outcome 1 to the importance of expanding Flying Start and we know of the importance of the convenience and accessibility of our schools and childcare settings. • We welcome the intention to engage with communities that have not considered Welsh-medium education and care for their children. Working with the communities and understanding their needs is key. |
| <p>2. OUTCOME 1</p> | <ul style="list-style-type: none"> • It should be noted that Mudiad Meithrin through the SAS (Set Up and Succeed) scheme has also opened a new Cylch meithrin in the Waun Ddyfal area (Cathays). The group provides wrap around care for Ysgol Gymraeg Mynydd Bychan as well as 2 year olds. • Mudiad Meithrin is keen to continue to work with Cardiff LA to |

develop Cylchoedd Meithrin in the city.

- Evidence shows that the Cylch Meithrin is the entry point to Welsh-medium education so "More Cylch Meithrins leads to more children in Welsh-medium education"
- Evidence shows that progression from Cylch Meithrin to Welsh-medium education is 89.9% at present (and that convenience i.e. distance, transport and the reputation of the school are influences)
- The progression data Mudiad Meithrin has collected shows that 84.36% have transferred from Cardiff Cylch meithrin to Welsh-medium education 2020-21.

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| 83.66% | 2015-16 |
| 84.38% | 2016-17 |
| 89.32% | 2017-18 |
| 86.01% | 2018-19 |
| 88.77% | 2019-2020* |
| 84.36% | 2020-2021 |

- Evidence shows e.g. Welsh Language Commissioner data, that adults who have started to learn Welsh at the Cylch are likely to be most confident/fluent in their use of Welsh
- Evidence shows that children in English-medium streams (in two-stream schools) do not have more Welsh language skills than children in English-medium schools. ALL children should be given the opportunity to access

the Welsh language through the immersion method as a starting point and that clear messages are communicated to parents that this will not subsequently affect their children's English but give a special start to their children's language acquisition skills from the outset.

- Information must be shared on a 'Family Information Service' (FIS) / Choice regarding Welsh-medium education and ensure that linguistic choices are clear to parents so that they can make informed decisions
- Cardiff Flying Start provision needs to be re-visited. There is a need to map exactly where the Flying Start areas are in order to work strategically with officials to develop Welsh-medium settings. There are 96 Welsh language places available and there are currently 41 places empty. BUT, I know that 39 children have left English language Flying Start provision to attend Welsh-medium education! This situation must be addressed in order to give young children the best opportunity to acquire the language. I would like to see Flying Start data set out within the document. Numbers and percentage of city's children that are in receipt of Flying Start in English and in Welsh.
- There is a need to normalise and mainstream the availability of Welsh-medium services in the early years, with particular consideration to ensuring the expansion and increase of the percentage of Welsh-medium

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| | <p>places within specific schemes, such as Flying Start settings, to levels that are at least comparable with the number of children in Welsh-medium education in year 2 in Primary school.</p> <ul style="list-style-type: none"> • We enjoy a good and constructive relationship with Cardiff Flying Start officials and look forward to developing the relationship and working together on expanding Welsh-medium provision. |
| <p>3. OUTCOME 2</p> | <ul style="list-style-type: none"> • More meat is needed on the bone under outcome 2. How are you going to maintain capacity at 10% ? • Point 3- what does the reference to 'upgrading' mean? • Point 9- we owe a huge debt to non-Welsh speaking parents who have placed their faith in sending their children to Welsh-medium education. In addition to literature and guidance, people need to hear about the experiences of parents and children. Consider video clips on social media websites |
| <p>4. OUTCOME 3</p> | <ul style="list-style-type: none"> • Reference is made to the impact of the pandemic. There is a role for the County's communications department to strongly market Welsh-medium care and education here to overcome any long-term implications. • We welcome the reference to the use of 'at least one' of the LDP's secondary school sites to increase secondary places in Cardiff. Considering the Marketing campaign and the Government's target for Cardiff we would like to see a much more |

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| | ambitious intention than is stated here. |
| 5. OUTCOME 4 | <ul style="list-style-type: none"> • There is a national shortage of Early Years practitioners to work within early years settings, particularly through the medium of Welsh. Cam wrth Gam/Step by Step (Mudiad Meithrin training scheme) provides vocational childcare courses for young people and works with Bro Eder, Glantaf and Plasmawr secondary schools. • Our school scheme provides courses as part of the school curriculum with 6 different facilities to choose from and opens up various career paths for all pupils. A commercial arrangement can be reached with the school for this provision, and secure work experience opportunities in Welsh-medium settings. It must be ensured that the LA supports the schools financially to ensure that they can continue to provide these courses. • With an emphasis on the Welsh language as part of the schemes all learners learn about language immersion methods and adopt this approach in their workplace. They are familiar with Welsh language resources and materials and develop into confident practitioners in introducing the Welsh language to children and to discuss merits with parents and carers. • The Welsh language needs to be normalised in all aspects of day-to-day life. Welsh is not just the language of the school and the |

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| | <p>class. Speaking Welsh in their occupations / careers can benefit the individuals whether they are a hairdresser, plumbers, administrators, doctors, lawyers etc.</p> |
| <p>6. OUTCOME 5</p> | <ul style="list-style-type: none"> • Mudiad Meithrin welcomes the historic and current work undertaken under outcome 5 and the intended plans. • Point 4 is very important. In terms of recruiting staff to work in our nursery groups, we provide language support for those who have lost confidence in using the language. |
| <p>7. OUTCOME 6</p> | <ul style="list-style-type: none"> • Attention should be given to the need to ensure unrestricted access and support for children with ALN to Welsh-medium care. Unless this is in place, the children are unlikely to move on to Welsh-medium education. |
| <p>8. OUTCOME 7</p> | <ul style="list-style-type: none"> • We are disappointed that you have not included care and early years workforce under outcome 7 because of the shortage of qualified staff that are fluent/good learners. • Evidence shows that the Cylch Meithrin is the main point of access to Welsh-medium education so more nursery groups (and more practitioners) lead to more children in Welsh-medium education. • It must be noted that it is Welsh Government duty nationally to come to grips with and work strategically with local authorities to help with the shortages in the care and education workforce. |

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| | <ul style="list-style-type: none"> • Through the Mudiad Meithrin National Training Scheme (now apprenticeships) and the Cam Wrth Gam Schools Scheme, annually over 250 childcare learners and apprentices across Wales follow the whole range of Child Care, Learning, Play and Development qualifications through the medium of Welsh. All of these schemes can be accessed through Mudiad Meithrin • Currently, Level 3 Childcare apprenticeships and Leadership and Management Level 5 are fully funded. Our schools scheme provides courses as part of the school curriculum with 6 different qualifications to choose from and opens up various career paths for all pupils. A commercial arrangement can be reached with the school for this provision, and work experience is guaranteed in Welsh-medium settings |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Ann Angell
December 2021

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Rheolwr Talaith De Ddwyrain Cymru
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Mudiad Meithrin

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Welsh Language Commissioner

Dear Colleague,

Welsh in Education Strategic Plan 2022-2032

1. Opening remarks

1.1 The strategic plan reflects the County's positive and ambitious vision for the Welsh language in education. We welcome the actions included and achieving the objectives and targets of this plan will be a significant step in the context of the county's contribution to the national vision of an increasingly bilingual Wales. Whilst we are therefore supportive of the targets and main cornerstones of the plan, we believe that it could be strengthened if the council addressed the issues raised in our response below. We look forward to working together further as the county implements the plan and works to achieve its vision for the Welsh language.

1.2 Naturally, our response below will focus primarily on the aspects of the scheme that we believe could have been strengthened. There are 4 main themes in our response (we will expand on these in our response by outcome below):

' **Set a more detailed context for the outcomes:** one of the obvious strengths of this WESP is the fact that it is a clear and concise strategic document. However, the majority of outcomes would be stronger if there was a little more clarification of the current situation, with reference to relevant data and information in doing so. Many of the action points would be clearer if a little more of the context was discussed at the beginning of the outcomes.

' **More detail on the key actions:** this WESP generally contains a large number of relevant and positive actions. Despite this, some of the most important actions are too vague. This is particularly true in relation to Outcomes 1, 2 and 3 where there is currently no practical detail on how the Council will go about increasing the capacity of Welsh-medium schools. The high level commitment to increasing capacity is very clear, but the plan does not provide a strategy for achieving this.

We fully accept that local authorities are not expected to include detailed and specific plans for each development. We understand that the majority of these developments depend on future funding decisions and consultation processes. However, we believe that more needs to be done than just commit to developing capacity in line with the target. The purpose of the national WESP framework is to ensure that local authorities plan strategically, and to publish this plan for the purpose of ensuring accountability and enabling effective joint working among all key stakeholders. In this context, we believe it is crucial that this WESP provides more detail of when and how the Council will go about growing Welsh-medium education. The plan as a whole would be much stronger if the all-important actions for Outcomes 1, 2 and 3 were given further attention here.

' **Dual language education model:** The strategy mentions in several places the intention to develop and implement a 'dual language model' where Welsh and English

will be taught up to 50:50. This model has already been agreed for Plasdŵr school, and the council is considering extending this model to other areas of the new Local Development Plan. We believe further clarification is needed in terms of what the council's vision is in this regard, and what is the rationale for proposing such an educational model over Welsh medium education.

Monitoring and reporting: The plan sets out in many places the importance of the strategic forum for achieving the objectives of this WESP. However, it is vital that the authority itself monitors the implementation of the plan and ensures the accountability of all relevant departments of the authority to implement the strategy. It would have been good to include more information on how this is to be done.

1.3 As you are aware, it is a requirement of the Welsh Language (Wales) Measure 2011 that the Council complies with Welsh language standards. The policy making standards include requirements for a body to ensure that due consideration is given to the effects of policy decisions on opportunities to use the Welsh language and not treating the Welsh language less favourably than the English language. We believe that there are clear advantages for the Council to consider its duties under the policy making standards in parallel with the duties relating to the WESP and the School Standards and Organisation (Wales) Act 2013. The Council needs to ensure a rigorous process for assessing and revising future policy proposals to ensure the most positive impacts possible on the Welsh language and the delivery of the WESP.

In September 2020, the Welsh Language Commissioner published a good practice advice document regarding Policy Making Standards, which offers practical ideas and advice on how to achieve compliance with statutory language duties, particularly in relation to other legislative requirements relevant to the Welsh language. We believe that this advice document will assist the Council, not only in complying with the requirements of the Welsh Language (Wales) Measure, but also in ensuring that the council's vision for the Welsh language is fully embedded in its education agenda and policy decisions. The council is also required to comply with promotion standards which require the county to produce a 5-year strategy explaining how you intend to promote the Welsh language and to facilitate the wider use of the Welsh language in your area. The relationship between this strategy and the WESP should also be considered.

2. WESP outcomes

Outcome 1: More nursery children/three year olds receive their education through the medium of Welsh

2.1 We welcome the fact that the county is setting an ambitious target to increase the number of nursery children who will receive their education through the medium of Welsh. The actions included are generally very positive, many of which show that the Council has robust and original plans to market and promote Welsh-medium education. Our main concern, however, is that the scheme is very ambiguous in terms

of the main developments that will lead to the significant growth in the county's nursery education capacity. The targets mean increasing the capacity of Welsh-medium nursery provision by about 400 places, and there is scant detail here about how this will be achieved. We understand that the intention is that nursery provision is in line with the development of primary provision, but there is no detail in Outcome 2 about the nature and timescale of these developments either. Although one of the obvious strengths of the plan is that it is clear and concise, there is a need to elaborate on the nature and timescale of the main developments that will lead to the expected growth in the nursery and primary sector.

2.2 Action 1 in the document refers to the development of new Cylch Meithrin provision for Ysgol Melin Gruffydd and the new school at Plasdŵr. It would be useful to include a timetable for implementing this, as well as a clearer idea of how many additional nursery places will be created as a result of these developments.

2.3 The pilot project being discussed in action 3 is extremely interesting, and we would be interested to understand more about this work in due course. In this context, it would be useful to include a little more information about the pilot project, including the timetable.

2.4 We fully support the Council's intention with regard to action 5. It is very positive that the Council will undertake research to better understand why there are certain areas and/or specific groups/communities (including Black, Asian and Minority Ethnic) where the take-up of Welsh-medium education is low. We would be very interested in this work and believe that there are several other organisations that would be keen to work together and support the project. Action 5 is relevant and links to some elements of the Welsh Government's 'Race Equality Action Plan for Wales' as well, and we believe that there would be value in considering the relationship of the local work by Cardiff Council, in the context of the national and more general picture.

2.5 Following on from point 2.1 above, further detail is needed on action 7. This action is crucial because it commits to ensuring that Cardiff has 'appropriate capacity and distribution of places across the city'. However, it does not explain how the Council will increase capacity in line with the WESP's targets. A clearer link needs to be made between this action and the actions in Outcome 2 (to increase the county's Welsh-medium primary capacity). In turn there is a need to expand on the nature and timetable of these developments in the primary sector and explain how the Council will open 8 new primary entry classes in the lifetime of the plan. For example, what will be the role of the 21st Century Schools Programme in this context? What will be the role of the Local Development Plan and the commitment to ensure that 50% of new schools built in the county are Welsh-medium? At present the document does not provide a strategic plan for achieving these vital targets, but rather sets out a vision. We understand that it may not be possible to be too detailed about individual developments, but more needs to be done than simply stating general and ambiguous intent.

2.6 Linked to the above point, the document suggests that the majority of developments in establishing new provision are to take place in the second half of this scheme's lifetime. There is no explanation or justification for this.

2.7 We welcome the fact that action 8 focuses on increasing childcare provision more generally. The commitments are very vague however, indicating an intention to 'explore opportunities' only and we would ask the Council to be more concrete and precise here. More generally, we believe that there is room for elaboration in this Outcome on the childcare situation more generally (by reference to the Care Inspectorate Wales data and the county's Childcare Sufficiency Assessment). It would be possible to include some of this information in the form of data at the beginning of the outcome, and then discuss the actions in this context. It is not clear at this stage how much childcare provision through the medium of Welsh there is, and the extent to which it meets the needs of families who wish their children to attend Welsh-medium/bilingual provision.

Outcome 2: More reception class children/five year olds receive their education through the medium of Welsh

2.8 The document notes that the average growth of Welsh-medium education in Cardiff has been around 0.25% per year in recent years. It is therefore clear that ambitious and far-reaching plans are needed if the county is to achieve the target of increasing the number in Welsh-medium reception classes from 18% to 30% (at the highest range) in 10 years. However, it is unclear from reading the document exactly how the Council intends to increase the capacity of Welsh-medium primary schools to meet this vision. A range of extremely positive actions are being proposed here, but the plan is very ambiguous in terms of those core developments that will actually lead to an increase in the County's Welsh-medium capacity. For example:

' Action 1 sets out the Council's intention to sustain the county's Welsh-medium primary capacity at 10% above the projected number to support growth. While we welcome this, how will the county achieve this? Are there schools/areas where it is clear that capacity will need to be increased soon, and if so what are the county's plans in terms of increasing capacity (for example, capital projects etc)?

' Action 2 sets out the intention to establish new 2 form entry at primary level. Can it be more detailed and specific here? Have these developments already been agreed, in terms of location/areas, and what is the timetable for implementation?

' Action 10 refers to the establishment of 8 new form entry classes during the lifetime of the scheme. This is a significant development, yet there is no detail as to how and when this will be achieved. We would recommend that the commitments detail what the Council will do, when this will be implemented, how this will be achieved, and what sources of funding and planning will be used. There is a clear opportunity to discuss the role of the 21st Century Schools Programme and the Local Development Plan here. We do not expect to see a detailed action plan for all these developments, but

we believe that more is needed than just setting out the vision. We need to be convinced that the Council has a detailed and realistic plan for achieving this vision.

2.9 Throughout the WESP there is mention of 'developing and implementing the dual language model' where Welsh and English will be taught up to 50:50. This model has already been agreed for Plasdŵr school, and there is an intention to consider extending this model to other areas of the new Local Development Plan. This is an important and significant issue, and the plan needs to expand on what this means, as well as the county's vision. For example:

' Clarity is needed in terms of this model (or these models), in the context of a new national framework for the language categorisation of primary schools. Is the intention to establish schools with two different streams (Welsh-medium stream and English-medium stream) or to establish bilingual schools (50% of the teaching in Welsh and 50% through the medium of English), or a combination of this (a Welsh-medium and a bilingual stream, as is to happen in Plasdŵr)? Does the County have a vision for one model in particular, or will it depend on the location and nature of the schools involved?

' What is the County's rationale for this dual language model? We are not necessarily against the development of two-stream or bilingual provisions, but it depends entirely on the local context. In some areas of Wales we can see why the development of such provision makes sense, but it is not clear to us what the rationale is in an area such as Cardiff (except where the intention is to move an English-medium school along a linguistic continuum). Is there evidence that there is a demand for such provision, particularly in comparison with the establishment of Welsh-medium provision that has been so successful in Cardiff? What is the advantage of dual language models compared to the establishment of Welshmedium schools, particularly in light of the unequivocal evidence that Welshmedium education is most likely to lead to truly bilingual individuals?

' Has the Council considered what impact such dual language schools might have on progression to secondary education? Secondary schools in Cardiff are either Welsh medium schools or English medium schools. Is it likely that pupils who have received a version of bilingual education (those not attending the Welsh medium stream) will be ready and willing to progress to Welsh medium secondary education? If not, then it seems the dual language model will have a detrimental impact on Welsh language progression (both from the perspective of learners and from a wider strategic perspective).

' What is the extent of the county's vision in terms of the dual language models compared to establishing new Welsh-medium provision? That is, what will the contribution of dual language model schools to outcome 2 target be, compared to Welsh-medium schools?

' Action 11 talks about adapting the dual language model to support current English-medium schools to move along a linguistic continuum. This is an example of where a

dual language model makes sense and is a clear mechanism for reorganising primary provision. That is, proposing the establishment of a Welsh-medium/bilingual stream in an English-medium school is very different from the intention to establish new dual language model schools. Further clarity on this would be welcomed.

2.10 Action 4 sets out the county's intention to expand primary immersion provision as required. We welcome the general commitment, but is it possible to clarify what this means in practice? It would also help to include some detail on the extent of the current immersion provision.

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

2.11 Although this section discusses several relevant issues and actions, there are quite a few things missing. For example:

' More data and information is needed on the transition rates. Apart from the statement that transition is not a 'significant problem' there is no information on this. Information needs to be included on transition between the primary and secondary sectors, and between nursery and Welsh-medium primary education, as well as between all key stages.

' It would be useful to provide some information on Welsh-medium secondary provision in Cardiff. For example, what are the numbers attending various Welsh-medium secondary schools, and what is the capacity of these schools?

' Local authorities are required to set progression targets for the next ten years. That is, how many children the county anticipates will attend Welsh-medium secondary schools at different stages of the plan's lifetime. There is a need to consider in more detail what the future implications of the growth of primary education on the secondary sector will be, and to propose actions on that basis.

Is there sufficient capacity in the county's secondary schools to meet the increasing demand that will come from the growth of Welsh-medium primary education?

It is difficult to come to a firm view on the actions in the absence of a more detailed discussion of the current provision and situation.

2.12 Linked to the above points action one sets out an intention to use at least one of the Local Development Plan secondary school sites to increase Welsh-medium secondary places. This needs to be elaborated upon in the context of the issues we discuss above.

2.13 Similarly, action 13 sets out an intention to progress strategic plans to increase the permanent capacity of Welsh-medium secondary provision. This goes to the crux of our concerns about this WESP, namely that the plan sets out an intention to develop

a strategic plan, rather than providing and clarifying the strategic plan. The whole purpose of Outcome 3 is to clarify the county's strategic plan to increase the permanent capacity of Welsh-medium secondary provision – and so it is unfortunate that this action point does no more than set out the county's commitment to do so at some point in the future. The same is true of action 14, and the fundamental point is how the Council intends to increase provision.

2.14 The actions regarding seeking funding for the purpose of expanding immersion provision is positive. We are also pleased to see that a significant number of pupils are using the immersion provision in order to transfer to Welsh-medium education. We would recommend that the document expands somewhat on current provision, and possibly includes data on current up-take. There is room here to celebrate successes, thereby also providing clarity on the further development of provision.

2.15 The data and comments on the impact of the Covid-19 pandemic on the numbers leaving Welsh-medium primary and secondary schools are a cause for concern. Whilst we accept that it will remain to be seen whether or not this is a longer-term problem, we believe that the plan needs to provide more detail on the steps the Council has taken and will take to stem this flow in the future. Actions 6 and 12 are relevant in this context, but it would be useful to elaborate on this.

2.16 Linked to point 2.9 above, how does the Council envisage the intention of establishing more dual language provision affecting linguistic progression? That is, will learners attending bilingual education in the primary sector be likely and prepared to attend Welsh-medium secondary provision? We are concerned that any growth in primary bilingual provision is likely to create problems in the future in terms of linguistic progression, with a large number of learners receiving bilingual primary education, but losing those skills when transferring to English-medium secondary education.

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

2.17 The consultation document contains a very brief description of Welsh-medium provision available to 14-19 year old learners. We believe that there is room to expand on this brief description by offering more detail and more data in order to clarify the current situation. This would include:

- ' Number of learners studying GCSE Welsh First language and Second Language
- ' Number of learners studying Welsh as an A level subject (First and Second Language)
- ' Numbers taking Welsh-medium qualifications in key stage 4.
- ' Numbers transferring to Welsh-medium sixth form provision in schools.
- ' More detailed data on numbers studying courses through the medium of Welsh or bilingually at further education institutions in Cardiff.

2.18 The Welsh in Education Strategic Plans (Wales) Regulations 2019 require local

authorities to include a target outlining the expected increase in the lifetime of the plan in the number and percentage of learners in year 10 and above in their maintained secondary schools studying for qualifications and being assessed through the medium of Welsh. No targets have been included in this draft WESP. As the consultation document states, this target will to some extent correspond with the Outcome 3 targets, but as we set out in point 2.11 above, Outcome 3 does not provide detail on this either.

2.19 Due to a lack of information about the current situation regarding Welsh-medium sixth form provision, it is difficult to come to a firm view on whether the actions are adequate. However, there appears to be a lack of adequate consideration regarding ensuring that learners remain in Welsh-medium education after finishing GCSEs. We would welcome further detail and action points on this.

2.20 It is positive to hear about the developments at Cardiff and Vale College in terms of attitudes and numbers who choose to study through the medium of Welsh or bilingually. The plan could be strengthened by including more detail on how the Council will work with the College to develop this further. We are aware that various further education colleges have adopted targets in terms of increasing Welshmedium and bilingual provision, and if relevant it would be useful to include them here. It would also be good to better understand how this provision will co-ordinate with the provision available in local Welsh-medium schools.

2.21 Action 4 discusses promoting the Welsh language as a subject. However, there are no specific plans as to how the Council will work with the local schools to increase the numbers studying Welsh as a subject. Nor are there any specific targets being set. This is particularly true in relation to the numbers studying Welsh as an A level subject (whether in Welsh as a first or second language). We would appreciate specific plans in terms of ensuring an increase in the numbers studying Welsh as an A Level subject. This may include promotional strategies, as well as more practical issues such as in which column(s) Welsh as a subject is placed as pupils choose subjects of study at A Level. It may also include commitments in terms of ensuring that Welsh is available as an A level subject in the county's English-medium secondary schools.

2.22 There is a great deal of discussion in Outcome 3 about the use of Welsh in Englishmedium schools, in the context of the requirements of the new curriculum. We welcome the attention to these issues, but there is also room to refer to and expand on this work in relation to Outcome 4.

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

2.23 It is positive to see that an increasing number of schools in the county are winning the Siarter Iaith and Cymraeg Campus awards. It would be useful to place these numbers in the context of all schools in the county, so that there is a clearer idea of the proportion of schools participating in these programmes. Although action 7

discussed making progress with the Siarter Iaith and Cymraeg Campus, is it possible to set a 5 and 10 year target on the number of schools that will have won Siarter Iaith and Cymraeg Campus awards?

2.24 This section discusses a number of things that the county is already doing in order to provide opportunities for learners to use Welsh outside school. Action 1 sets out the intention to map existing provision for the purpose of planning future expansion of provision. Whilst we welcome this, it is disappointing that this mapping has not already taken place, and that the main findings of this work are included here for the purpose of outlining detailed actions. Similarly, we welcome the various actions that set out the intention to undertake engagement with young people, businesses, and other relevant organisations (actions 2, 3, 4 and 5). However, the important point is what the Council will do in practice based on the findings of this important work. We therefore believe that the plan could be strengthened by providing a little more detail on a timetable for completing the work, and also how the Council will act on the basis of the findings. We believe that the important work above needs to take place as soon as possible in the lifetime of the strategic plan, and that the actions are updated as a result.

2.25 As you know, the Council has a 5 year Strategy for the promotion of the Welsh language, which was approved in 2016. We believe that the content of the WESP needs to be considered and developed alongside the county's wider strategy for promoting the Welsh language. There is a clear opportunity to refer to the 5 year promotion strategy in relation to Outcome 5.

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs ('ALN')

2.26 It is positive to see the significant advances achieved during the life of the previous WESP. Cardiff appears to have significant Welsh-medium ALN provision, and we welcome the intention to develop this further during the lifetime of the plan. It would be useful to be slightly more specific about the Council's views on whether Welsh-medium provision is currently adequate; meets the needs of Welsh-medium learners, and offers provision that compares favourably with English-medium provision. It appears from reading the document that the County considers that the current provision meets the demand at this point in time, and it would be useful to note that in particular, as well as any evidence or data which would support that.

2.27 Following on from the above point, is the county concerned about specific elements of Welsh-medium provision? That is, are all types of ALN service available bilingually in the county?

2.28 The actions included are positive. In relation to actions 1 and 2 in particular, is it possible for the Council to provide a little more detail on what is meant by 'developing an increased number of places'. That is, how much progress does the county

anticipate will be needed during the lifetime of the plan (based on the plans for expanding Welsh-medium education)?

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

2.29 Overall, this Outcome discusses the vast majority of the relevant issues we would expect to see and proposes a large number of positive action points. We are pleased to see a focus on developing the Welsh language skills of the whole education workforce (and not only teachers for the Welsh-medium sector) in particular, and also the intention to provide support to teachers after they have attended sabbatical courses. It is also good to see commitments here in terms of working with the National Centre for Learning Welsh and local ITE providers.

2.30 Actions 1, 2 and 3 effectively set out the county's intention to undertake further analysis for the purpose of planning the education workforce. The document also states that the county is awaiting further data from the Welsh Government in order to set clearer targets. Whilst we welcome the intention to undertake further analysis, it is not clear why this plan does not include further analysis and some indication of the scale of the challenge facing the county in terms of this Outcome. As you know, the first results of the Annual Census of the Education Workforce have already been published, and the county has a range of relevant data on the linguistic skills of the county's teachers. We would therefore recommend that a more detailed analysis needs to be included as part of this WESP, which would provide some indication of how many more teachers will be needed in the lifetime of the plan in order to achieve the remaining targets.

2.31 Although the sabbatical course is mentioned, it is surprising that no more attention is given to the numbers of teachers who have attended courses in the past, and a statement about the county's vision for future attendances.

We trust that these comments will help you to strengthen the Strategic Plan following the consultation period.

Yours sincerely,

Aled Roberts

Welsh Language Commissioner

Ysgol Glantaf Governing Body

9th December 2021

Glantaf Governing Body Response

Cardiff County Council's Welsh in Education Consultation

We welcome the publication of the City and County of Cardiff Council's consultation documentation on the Welsh in Education strategic plans. This is key documentation in terms of language planning and we particularly welcome the vision for "*our education system to ensure that all young people, from every single community across Cardiff have the opportunity to speak Welsh, to be proud of their identity and able to celebrate and enjoy both languages in their everyday lives*".

Indeed, the ambition and initial narrative aspiration of the documentation is to be commended and expresses the city's strong desire to strengthen, improve and extend Welsh language provision. We welcome this vision and look forward to working together on any concrete quantitative plans and targets that will be published as a result of the document.

Further the ambitious and exciting targets of the document lead us to praise the Council's obvious initiative and desire to strengthen and extend the Welsh-medium education offer as well as Welsh-medium provision in other organisations over the next decade.

Nevertheless, it is disappointing that the document's vision is not reflected in practical strategies in the rest of the document. In considering the statutory outcomes of the document (Outcome 1-6), there are very few firm proposals and these shortcomings lead us to believe that it is highly unlikely that the quantitative targets identified will be achieved. Indeed the absence of practical offers is likely to see a reduction in numbers due to the Council's current prospects for a steady reduction in birth rates.

We set out our responses to each Outcome below:

| Outcome 1 / Target | Response of the Governing Body of Ysgol Gyfun Gymraeg Glantaf |
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| Growing Nursery provision from 18.5% to 25 / 30% | <p>There are no firm or specific details of how the ambitious target will be achieved.</p> <p>No additional provision is mentioned apart from ysgol Melin Gruffydd and the Plasdŵr school.</p> <p>As valuable as consultation with parents is, there is no marketing plan to promote new or additional provision linked to the strategy.</p> <p>It is unlikely to grow the sector, without a specific scheme to market in new communities or to extend provision that is already full.</p> |

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| | <p>The document should reflect current data on "measuring demand" in diverse communities, propose a scheme to extend in areas of limited capacity and ensure an extension proposal in new areas.</p> <p>No mention at all is made of current Welsh-medium <i>Flying Start</i> schemes in the document.</p> <p>The Welsh-medium Flying Start offer, is not evident on the Cardiff Flying Start website, it is strange that there is no reference in the document to extending places and the Welsh-medium Flying Start offer to eligible families.</p> <p>The plans should look at expanding provision in areas of deprivation as bilingual and Welsh-medium education offer valuable social mobility and added value for children and young people in areas of deprivation.</p> <p>We welcome the work proposed to develop research to attract families from under-represented groups into Welsh-medium education.</p> <p>The development of a multi-lingual marketing plan to promote Welsh-medium education or to develop the role of Welsh-medium education ambassadors within those communities is not mentioned. This is a national priority and the City and County of Cardiff Council should venture on an innovative scheme to attract and promote Welsh-medium education among these communities.</p> |
| <p>Growing Reception provision from 18% to 27% by 2031</p> | <p>The first point of the strategy is to "seek to maintain capacity" rather than to extend or open new provision.</p> <p>Although there are rumours of an increase of 2FE within 5 years, there are no location details or a strategic plan to ensure the sustainability of those locations.</p> <p>The document makes no reference to the situation of Ysgol Mynydd Bychan which is full and cannot respond to the demand for Welsh-medium education within its community.</p> <p>The expansion of primary immersion provision is mentioned, there is no plan or strategy for promoting or marketing this scheme among the primary age population or among existing parents.</p> <p>The County's immersion scheme is not currently marketed on the Council's website nor on any external platform.</p> <p>We welcome the proposal to "<i>Make Welsh-medium education the main suggested option for families</i>", but there are no details of what this means and how the Council will promote the proposal more widely.</p> |

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| | <p>Within ten years there is mention of 8FE that will be new without details of location, availability or strategy to ensure their sustainability.</p> <p>Although the county widely recognises that birth numbers are falling, and are likely to remain so, there is no reference to this in the documentation and how the Council will respond as a result of this assumption.</p> |
| <p>Increase Welsh language skills when transferring to the secondary sector</p> | <p>There are no details on "using one of the LDP secondary school sites to increase the number of Welsh-medium secondary places". How will this link with new WM Primary provision and extend provision from the existing secondary WM offer?</p> <p>The above proposal suggests that this will be a different provision to the 100% Welsh-medium immersion education, and so it is difficult to see how this will operate in practice to expand number of pupils who are fully fluent in Welsh.</p> <p>"Bilingual" education has not been successful or sustainable in other areas of Wales, and therefore there is not enough information in the strategy to build confidence that these plans for a two-language model school will be effective.</p> <p>There are no details on the promoting of the Cardiff immersion unit or of learning lessons from other LEAs about the success of their immersion units.</p> <p>There is no mention of improving basic information nor marketing Welsh-medium education centrally by the Council or of promoting access to immersion education to latecomers.</p> <p>More detail should be added about the work of the Youth Service in improving opportunities to use and improve Welsh language skills within the service.</p> |
| <p>More learners studying for qualifications</p> | <p>The current offer of Post 16 level 2 courses are not suitable nor viable across the city, but the document does not identify the shortcomings or address this educational gap through the medium of Welsh.</p> <p>The WM vocational offer is not on a par to the EM offer.</p> <p>The language choice of pre-16 and post-16 students should be researched, looking in great detail at possible career paths for these cohorts to meet needs and close the gap in language medium.</p> <p>Welsh-medium partnership programmes of study should be designed jointly between providers to extend Welsh language skills within the young workforce.</p> |

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| | <p>Careers and learning pathways (central apprenticeships) should be actively promoted in care, childcare, nursery education, administration and support, learning support and customer service through the medium of Welsh jointly between schools and other partnerships.</p> <p>There is no mention of apprenticeships through the medium of Welsh and how the council promotes Welsh-medium and bilingual apprenticeships among the city's post-16 pupils.</p> |
| <p>More opportunities to use Welsh</p> | <p>We welcome the mapping, audit and evaluation of opportunities amongst partners around the city.</p> <p>Mention should be made of promoting use of Welsh amongst our schools young population within annual celebrations and extended extra-curricular opportunities: Tafwyl; SHEP Scheme; Youth Services; City of Cardiff and Welsh Government celebrations.</p> |
| <p>Increase in Welsh-medium ALN provision</p> | <p>The Glantaf Specialist Centre is unable to cater for 30 pupils and the meaning of "taking action to improve facilities" is not clear as to what the nature of this investment was to improve provision for pupils.</p> <p>Canolfan Glantaf is unable to cater for 30 pupils that is "equal with other sectors and responds appropriately to individual needs"</p> <p>While a desire to open three SRBs with "expert provision that is equal" is a laudable intention, it is not realistic within five years, there is no plan or strategy or discussion with partners to achieve this within the target time.</p> <p>The same difficulties are reflected within the primary sector where there is one specialist centre, without a plan or strategy to grow provision further. There is no mention of location or direct contact with regards to needs bridging between primary and secondary.</p> <p>The ambition of the targets is unrealistic and fails to take account of the current state of provision. There is no strategic plan setting out how current good practice can be grown, developed or extended to the achieve the progress that is referred to.</p> <p>There is no quantitative target or strategy in terms of staff training, training time or secondment opportunities to develop a workforce to meet the needs.</p> |
| <p>Increase the number of teaching staff able to teach and teach through the</p> | <p>Training programmes should be included within schools for practitioners to undertake leadership roles</p> <p>Consideration should be given to extending leadership opportunities within Welsh-medium schools</p> |

| | |
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| medium Welsh | of A reference to promoting a Welsh Government Primary > Secondary transition plan should be included Reference should be made to existing schemes to promote alternative routes to learning Consideration could be given to offering secondment periods to teachers with Welsh-language skills to teach within the Welsh-medium sector |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In conclusion, we would like to stress that the ambition and aspiration of the strategic document is to be commended and admired. In the past Cardiff has been extremely successful in growing provision, opening initial classes and promoting Welsh-medium education locally in communities across the city. There has been sustained growth and interest among those communities that have seen the establishment of several new Welsh-medium schools, often in excellent 21st Century buildings. However, this effective, innovative and exciting action is not to be seen at all in the document. The fundamental lack of intentional planning leads us to summarise that implementation is too vague to meet the challenging targets.

We look forward to open and positive reforms and discussions to extend, strengthen and improve these schemes jointly and in partnership over the coming months and years.

Yours sincerely,

E Patchell
Chairman
Governing Body
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans
Head

Ysgol Plasmawr Governing Body

Governing Body's response to the Consultation on the Welsh in Education Strategic Plan

The Governors' response to the consultation on the Welsh in Education Strategic Plan is the result of a discussion at the governing body's meeting held on 8 December 2021. All members of the body had received copies of the consultation documents and had had the opportunity to read them in the run-up to the meeting.

The Governors believe that the vision for the development of the Welsh language within our capital is to be welcomed and commended. The statistics shared publicly as part of the consultation testify to the success of past plans to grow the language in the city and are to be commended and celebrated.

The ten-year Strategic Plan is ambitious but we believe that there are too few specific action points in the Plan which show exactly how the objectives will be realised.

The Governors wish to know how progress against the Scheme's targets will be checked and supervised and by whom to ensure that they are realised. We believe that appointing a high level Bilingual Cardiff champion or advocate within the capital would be a positive development in order to drive and have ownership of the Plan to ensure that it is realised.

We strongly believe that more funded and administratively supported Welsh-medium Meithrin groups need to be opened so that they correspond to the provision in the English medium sector and that the governance arrangements for these bodies should be strengthened; that nurseries need to be opened in all Welsh-medium primary schools, and that more Welsh-medium primary schools should be opened as that is the best way of securing bilingual learners in an environment of linguistic immersion. The opportunity to opt into Welsh medium education should be offered to all parents before their children start school, rather than English medium being the default option.

The Governors are not aware of any evidence that proves that bilingual two-stream education has been successful in Wales. The governing body has no confidence that the plan for a two-language model school in Plasdŵr will be effective as it is not an immersion model that is offered in the second stream.

In order to increase Welsh-medium provision at all educational levels there is a need to prioritise training and recruit Welsh-medium staff into the profession. This strategy needs to be shared with the Welsh Government and the teacher training providers e.g. Cardiff Met University and the Open University in Wales.

In order to ensure a high level of conversion from primary to secondary we strongly believe that capital investment should be made in the sites and buildings of the three Welsh-medium secondary schools. All the new English medium secondary schools

with excellent resources across the Authority are going to be much more attractive to non-Welsh speaking parents than the three run-down sites that are currently home to the Welsh-medium secondary schools. This could mean fewer families choosing Welsh-medium education for their children in the first place as the resources and facilities available in the English-medium sector are so much better than in the Welsh-medium sector.

The intention to invest in Immersion Units in secondary schools is to be commended and this will help pupils transition to the secondary sector from the non-Welsh speaking primary sector or in supporting the fragile language skills of pupils within the present Welsh language sector.

We believe that the plan for increasing Welsh language provision for pupils with Additional Learning Needs (ALN) is too slow and not specific enough. We are at crisis point now in terms of the lack of specialist facilities and services to support Welsh-medium ALN pupils in both the primary and secondary sectors.

We believe that the City needs to be ambitious if a bilingual Cardiff is to be created, that the Welsh language should be an essential or desirable skill for public jobs in the city (as appropriate - and in accordance with the standards published under the Welsh Language Measure 2011) and that there should be a commitment from non-Welsh speaking applicants to undertake a language development course similar to 'Welsh in the workplace'.

Again, in order to promote the ambition to create a bilingual Cardiff, we feel that supporting Welsh for adults learning is missing from the Scheme and that a section on that should be included. In particular, working Welsh language classes at a higher level need to be considered for adult learners and those returning to use the language in a professional setting.

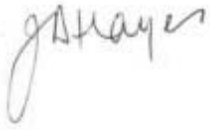
The post-16 curricular offer is not linguistically equal across the city including in the field of apprenticeships. The Vocational Offer through the medium of Welsh is not currently equal to the English medium offer. Further consideration should be given to learning pathways from Level 1 to 7 in Welsh with local providers.

In order to develop the Welsh language within the city and create more opportunities for pupils to practise the language outside school the local authority will need to extend and further support the provision of the services of youth organisations such as Menter Caerdydd and the Urdd.

The definition of 'being able to speak Welsh' is key to the ambition of growing the language further within the city. Is it the intention to create more fluent Welsh speakers or is there a willingness to accept Welsh speakers who have a weaker grasp and awareness of the language – speakers who might not be confident enough to speak the language naturally?

We trust that you will consider this response thoroughly on behalf of our Governing Body.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'jshayes'.

John Hayes
Headteacher

A handwritten signature in cursive script, appearing to read 'Mair Parry-Jones'.

Mair Parry-Jones
Chair of Governors

Ysgol Hamdryad Governing Body

Ysgol Hamdryad Response to Cardiff WESP Consultation

The Governing Body of Ysgol Hamdryad welcomes the publication of Cardiff Council's draft WESP. As the city's newest Welsh medium school we have witnessed first hand the opportunity presented by building inclusive schools within our communities and the rapid growth in the number of parents choosing Welsh Medium education as a result. In papers from the education department at the Council the intake for Hamdryad was projected at around 30 pupils for the past two years – in both years we have welcomed more than 50 pupils.

One key element of success therefore is planning community Welsh medium schools right across the city, and an analysis of any communities that are not currently served by a school within 2 miles at most should be undertaken as part of the planning process.

We welcome the commitment to making Welsh medium schooling the 'prime option' (page 14) for families choosing a school in Cardiff. In order to deliver on this option being a meaningful choice, the Council should plan on the basis of increasing the primary provision by at least 8 FE, with another two FE required for the communities of Butetown and Grangetown currently served by Ysgol Hamdryad. This would clearly require a further Welsh medium Secondary school in the city too.

We are concerned that the plan is not sufficiently detailed and ambitious in two crucial areas in our view.

Firstly on additional learning needs provision. We have seen (and are aware more broadly) that there has been a significant increase in the number of pupils in Welsh medium schools who require ALN support. The current provision is in our view inadequate to meet the current demand let alone the significant projected growth.

Secondly relating to pupils for whom Welsh and English are additional languages. We are fortunate at Ysgol Hamdryad to attract a number of multi-lingual pupils from multi-lingual families. A level of language support is required to ensure that these pupils become fully confident bilingual speakers of Welsh and English. This is not comparable to the immersion provision, which is important to those who are new speakers and new entrants to the Welsh medium school system, but given the numbers of pupils with Welsh and English as additional languages likely to be attracted to the growing Welsh medium provision a dedicated provision needs to be put in place for language skills support and development.

We welcome the commitment to significantly enhancing Nursery provision but would encourage the Council to consider the whole range of nursery providers that support early years education. At Hamdryad we have a Nursery class and a Cylch Meithrin on site, but we are also fortunate to have a number of private (mostly not for profit)

providers who provide a bilingual service to the School's parents. Working with Cardiff and the Vale College to ensure enough qualified bilingual staff for such nursery provision would be a positive step. There is a real need for Welsh medium childcare / wrap around care at both ends of the school day and taking positive steps to address the gaps in this provision would ensure that a key part of the jigsaw is in place.

Furthermore relating to the school workforce, the discussion focuses on teachers and support staff but doesn't differentiate between the data for these two groups. In relation to teachers there is a clear need for city-wide planning and more broadly national planning to ensure enough supply of teachers. We have witnessed during the pandemic a real challenge in securing sufficient supply teachers to cover absences for example and are aware of a number of schools that have faced difficulties in recruitment. As part of this national planning specific attention needs to be given to attracting Welsh speaking Black, Asian and Minority Ethnic people to the teaching profession. If our schools are to truly reflect our communities they must do so in terms of both pupils (see our comments below) and teachers. We would further suggest that there is a particular need to be addressed at a local level to ensure bilingually confident teaching assistants.

We welcome innovation in education provision but are concerned that the Plasdwr model is to be 'prioritised' (page 9). All of the available evidence from Wales and beyond demonstrates that the most effective way to ensure that pupils are confidently bilingual is through Welsh medium provision. Prioritising innovative models at the expense of Welsh medium education would be a step backwards in our view.

We welcome the commitment to tackle the under recruitment in certain areas of Black, Asian and Minority Ethnic pupils to Welsh medium schools. At one level this historic pattern should come as no surprise as the most ethnically diverse areas of Cardiff only had their first Welsh medium school in 2016 – Ysgol Hamadryad. However, we believe there is much work to be done with these long standing Cardiff communities to ensure that Welsh medium education is an attractive local schooling option. Making effective use of case studies in marketing and promotion activities is clearly to be welcomed.

We welcome the focus on extra curricular activities through the medium of Welsh and bilingually. Both Menter Caerdydd and the Urdd have undertaken very significant activities over many year to support young people in Cardiff in such activities. We would however encourage the council to think far more broadly about youth, sport and cultural provision and to ensure that general services e.g. through leisure centres, the youth service or in partnership with sporting organisations are provided bilingually. There is no reason why rugby, football and netball activities in Grangetown should not all be happening with bilingual coaches.

We believe that we can create an inclusive bilingual Cardiff, where all are welcome and every person has the opportunity to regularly use their Welsh language skills. To achieve this a step change is required in the education system and this draft plan goes a considerable distance to achieving that. There are areas illustrated above which

require some further attention; but bringing it all together could make a very significant contribution to the goal of achieving one million Welsh speakers.

Yn gywir iawn

Dr Dafydd Trystan

Cadeirydd Llywodraethwyr Ysgol Hamadryad ar ran y Corff Llywodraethol

Ysgol Mynydd Bychan

Cardiff County Council's WESP Consultation

Ysgol Mynydd Bychan fully supports the Welsh Government's long-term aim of significantly increasing the number of Welsh speakers as set out in its Welsh 2050 strategic document - this includes the aim of having 40% of all children in Wales educated in Welsh by 2050. Ysgol Mynydd Bychan is also pleased to see that the Council has ambitious and exciting targets to strengthen and extend the offer of Welsh-medium education as well as Welsh-medium provision in other institutions over the next decade.

We welcome the vision which states that "an education system should ensure that every young person, from every community across Cardiff has the opportunity to speak Welsh, be proud of their identity and able to celebrate and enjoy both languages in their daily lives". We look forward to working together on any definite, quantitative plans and targets that the Council may have in the future.

However, in reading the consultation the vision is not reflected in practical strategies, there are few sound and practical proposals.

Outcome 1

The plans should look at expanding Nursery provision in areas of deprivation, as bilingual education and Welsh-medium education offer added value to children and young people. The document mentions additional provision for Ysgol Melin Gruffydd and Plasdŵr but the additional provision should extend into areas where there are limited places including new areas / catchments. There is no marketing plan to promote new or additional provision. Welsh medium Flying Start needs to be offered and communicated to eligible families.

Outcome 2

Given the consistent oversubscription for places at Ysgol Mynydd Bychan over many years, it is recognized that the current catchment area of Ysgol Mynydd Bychan is one of many areas in the city of Cardiff where there is scope to increase the number of children in Welsh-medium education. Ysgol Mynydd Bychan is pleased to see that the Council has been proactive in successfully applying for grant funding to secure investments that support the growth of Welsh-medium education and the use of Welsh. We are disappointed therefore, that the document makes no reference to the situation of Ysgol Mynydd Bychan which is full and unable to respond to the demand for Welsh medium education within its community. Although 8FE is mentioned there are no details of location, availability or strategy to secure those locations.

We welcome the proposal to "Make Welsh medium education a suggested top option for families", but there is no detail on how the Council will promote this proposal. The

immersion unit needs to be promoted for both primary and secondary pupils. The document talks about expanding secondary immersion provision, there is no plan or strategy for promoting or marketing the scheme among the primary age population or current parents.

Outcome 3

Although 8FE Welsh is mentioned there are no details about expanding the secondary sector. Where will these pupils go when their parents need to choose a secondary school?

A bilingual school model is mentioned in the document, not much information was found here to show that this model will work. "Bilingual" education has not been successful in other areas of Wales. The language immersion method practiced by Welsh-medium schools states that only the immersion language is used with the children and within an early years' environment, the understanding is that children acquire skills in that language as they play and interact with other adults and children in school (1). Immersion of a Welsh-medium school could result in immersion in Welsh leading to a situation where English is dominant (2).

See Professor Colin Baker's book A Parents 'and Teachers' Guide to Bilingualism and

https://www.meithrin.cymru/creo_files/upload/downloads/prif_professors_y_dull_troc_hi.pdf

See Professor Colin Baker's book A Parents 'and Teachers' Guide to Bilingualism and

https://www.meithrin.cymru/creo_files/upload/downloads/prif_professors_y_dull_troc_hi.pdf

A discussion and a plan are needed in order to have clarification on how the Council is going to improve basic knowledge, market Welsh-medium education and promote immersion education access for latecomers.

Outcome 4

The vocational offer through the medium of Welsh is not the same as that offered in English.

Careers and learning pathways must be promoted through the medium of Welsh. There is a big difference in what is offered through the medium of English and what is available through the medium of Welsh. This gap needs to be addressed in order to ensure equality of opportunity in both languages.

There is no mention of Welsh-medium apprenticeships and how the council promotes Welsh-medium and bilingual apprenticeships among the city's post 16 pupils.

Outcome 5

We are pleased that the Council recognizes "the value to young people from using their Welsh language skills in a variety of contexts to enhance their language acquisition and to develop their confidence in speaking the language in everyday conversations in order to meet the Welsh language ambitions of 2050." The tireless work of the Cardiff Welsh Education Forum is to be commended for providing enrichment activities through the medium of Welsh in schools.

It is heartening to read about the "mapping of existing out of school provision in conjunction with other providers to identify gaps and inform discussions around new collaborations / partnerships to increase / expand the provision. provision to meet demand." "Following this and the research with young people and adults we hope to see firm plans that will offer learners great opportunities to use Welsh in a wide variety of contexts."

Outcome 6

Cardiff's Welsh-medium primary schools have been asking for an increase in the provision of Welsh-medium education for pupils with additional learning needs for many years. Three new Welsh-medium primary schools have been built over the last 5 years. A golden opportunity has been lost to create primary specialist units in these schools.

Robust staff training plans and secondment opportunities are needed to develop a workforce to meet the needs.

A strategic plan is required setting out how existing good practice can be grown, developed and extended to the progress set out in the document.

Under the new ALN act, ALN pupils have the right to receive their education through the medium of Welsh. There is a need to ensure equality for these pupils.

Outcome 7

Reference should be made to current plans to promote alternative routes to learning. Consideration could be given to offering secondments to teachers with Welsh language skills to teach within the Welsh-medium sector, ensuring that appropriate and accurate support is available to all staff. The success of this outcome will be to set and meet a quantitative target for the number of staff teaching through the medium of Welsh by the end of the 10 year plan.

Demand for Welsh-medium education has grown in Cardiff over the last ten years, we would like to thank Cardiff Council for planning and accommodating this growth by opening and building new schools with some in new communities. When these children and young people leave Welsh medium education it is hoped that they will

have access to Welsh language courses, apprenticeships and jobs as well as extensive opportunities to use and socialize through the medium of Welsh across the city.

The hard work starts now in order to achieve the Welsh Government's goal of having one million Welsh speakers by 2050. We look forward to working with Cardiff Council on any firm plans and quantitative targets that they have.

Yours sincerely,
Siân Evans

Rhieni dros Addysg Gymraeg

Comments on Cardiff Council's Welsh in Education Strategic Plan 2022 – 2031

Contact: Ceri McEvoy / elin Maher
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Tŷ Cymru
Greenwood Close
Cardiff Gate Business Park
Cardiff
CF23 8RD

December 2021

RhAG (Parents for Welsh Education) is an organization that represents parents with children in Welsh-medium schools.

RhAG as an organisation aims to support the development of Welsh-medium education across Wales.

RhAG appreciates the opportunity to contribute these comments as part of the process of formulating Cardiff Council's Welsh in Education Strategic Plan 2022 – 2031.

This Plan offers an important opportunity to set the direction of strategic planning for the growth of Welsh-medium education in the County over the next decade. We must ensure that the Plan responds coherently, proactively and ambitiously as part of Cardiff Council's important contribution to realising the Cymraeg 2050 national targets and the aim of having a million Welsh speakers.

The education system is the engine that will produce Welsh speakers, and there's now an expectation that counties adopt an approach that stimulates and promotes growth in the sector, and that must be at the heart of this Plan, with the aim of not restricting the language solely to the classroom.

We also note the importance of the County consulting on their Welsh Language Strategy between 2021 and 2026. We would encourage a close and ongoing relationship between the two Plans in their formulation, implementation and monitoring.

There is a golden opportunity here to ensure an emphasis on the contribution of Welsh Education in terms of the Tackling Poverty Agenda and it would be good to see which specific strategies the County could adopt to put this into action.

We suggest that the following considerations should be core principles in formulating and refining this Plan:

1. The unique nature of Welsh-medium education needs to be recognised and noted – fewer schools in some counties, larger catchment areas, increased distances and travel times to schools. The challenge (geographically and practically) for pupils to access Welsh-medium provision is greater, so it is essential that the Council's policies and strategies reflect this.
2. Adopting the principle of looking to develop provision locally – and for this to be a guiding principle at the heart of the Plan, would be an important step forward, to ensure easy access to Welsh-medium education for families and within reasonable distance of their homes.
3. In terms of Welsh-medium education, and indeed in terms of any form of education, ensuring that there are sufficient local schools, within a reasonable distance and of good quality is the best way to avoid a situation where parents and pupils, from the early years up to post-16, travel out of their natural or 'official' catchment area.
4. To place the development of Welsh Medium Education at the heart of the local authority's work and function, using Local Development Plans to offer direction to the planning effort, identifying opportunities for growth within the areas of strategic importance across the county and seeing this plan as a key part of the county's long-term economic investment.

Specific comments on Cardiff Council's Welsh in Education Strategic Plan Vision

- RhAG appreciates that Cardiff Council is aware of the important role it has in promoting the use of Welsh, within the context of Welsh Government's objectives and targets.
- We endorse the aspirational spirit of the Plan and welcome the thinking that there is 'more to do' to realise the vision of seeing a 'truly bilingual Cardiff.'
- It is clear that Cardiff Council understands and takes on the responsibility as a capital city, and that it has a leading role in contributing to the national growth target.
- With that in mind we would press for clear a clear statement in the Plan that **stimulating demand** will be the driver for the work ahead - this will be the key to achieving success.
- We also believe that there is room to include a specific policy statement here and to go further than what is stated, namely that Cardiff Council **will ensure that Welsh-medium education is within easy reach of every child living in the County.**
- Further to that, we would encourage a clear statement that it is **Welsh-medium immersion education that provides the best opportunity for children to be**

fully bilingual and that it is schools operating through the medium of Welsh that can offer this to pupils.

- The document's main weakness at present, is a failure to present a clear path with concrete steps to realise that aspiration.
- The language throughout the document refers to 'explore', 'consider', 'identify', 'discuss' rather than agreed targets, and set in the form of a clear trajectory illustrating growth.
- **The Government wants to see clear quantitative targets under each outcome.** Cardiff Council's document as it stands doesn't do this: what we have is set of general aspirations and principles, without the strategic detail that one expects in a document such as this. There must be a clear and definite link between the vision and the actions in order to forward plan for the growth of the next decade.
- Cardiff Council was placed in group 3 of Welsh Government targets, therefore growth of 8 to 12 percentage points is to be expected, which means between 1,035 (25%) and 1,200 (29%), in the number of Year 1 pupils receiving Welsh-medium education by 2032.
- It is positive that this Scheme aims to reach the maximum growth target within the range expected by Welsh Government.
- **We would therefore impress on the County to exceed the target, as the Government itself encourages, and to set a more ambitious, but achievable, growth target of 30% by 2032, and to state that clearly in the vision.**
- We note that 'increasing the number of places' can mean expanding the existing provision, rather than creating additional places, by establishing schools in new geographical areas. There is a considerable difference in this instance and therefore it would be good to provide clarity on what is meant here.
- It is great that the County intends to intensify its work with different nursery organisations and to address online the benefits of bilingualism and Welsh-medium education. **However, none of these efforts are likely to be able to compare with the success that would ensue through establishing more Welsh medium schools.**
- We note that Ysgol Hamadryad was the only new primary school to be opened during the previous decade.
- This Plan needs to set out clear targets to develop the provision in new geographical areas.
- The need for a **'local' strategy**, not just county-wide targets: Cardiff must begin to be considered as a 'county of communities' and the diverse needs and requirements of each area need to be reflected.

- The difference between strategic issues (objectives for promoting WM education over the next decade) and operational (dealing with the existing weaknesses and need to act on them without delay) needs to be acknowledged.
- It is inevitable that significant additional funding is required to expand WM Education and the Plan confirms the investment in WM education made during the Band A and B phases of the 21st Century Schools programme. That is to be commended, but the Plan needs to cross-reference in this section the County's priorities in relation to WM projects during the next funding period, after 2024/25.
- We also believe that much more emphasis is needed on the contribution of Welsh Medium Education in terms of the Tackling Poverty Agenda and it would be good to see what specific strategies the County could adopt to implement this.
- Equality: multilingualism is mentioned in the Scheme and there is room to develop this as one of the core principles.
- It is essential to have a much closer inter-relationship between the WESPs, Language Standard 145 and the language Strategy: A Million Welsh Speakers. Authorities now need to set specific targets for growing the numbers of language speakers: it is obvious that the education sector is the main engine for producing Welsh speakers i.e. populated areas with the lowest density of Welsh speakers will have to contribute the most numbers to achieving the target.
- Only a robust and coherent Plan based on concrete and measurable targets can achieve that.
- Clear cross-referencing therefore between this Scheme and Cardiff Council's Five Year Language Strategy is vital and we would encourage a close and ongoing relationship between both Plans in their formulation, implementation and monitoring.
- We also suggest that the vision can be strengthened to confirm the role of the WESP with regards to promoting and increasing the use of Welsh within family and community domains.
- It would be useful to identify the other policy areas that the Council considers them relevant to this scheme beyond Cymraeg 2050, including the Local Development Plan for example, noting the link between them when it comes to planning new education provisions within housing developments or development of services in new areas.
- It is essential to confirm the status of this Plan as an overarching strategic document, which straddles many spheres, and as a core part of the Council's corporate service.
- The Cardiff 2050 Trajectory, WESP 2022 – 2032 (Appendix 2), is a useful document in setting the context and providing valuable background information on the current landscape. We suggest in these comments that there is room to add to the data in that document under a number of the outcomes.

Outcome 1:

More Nursery / 3 year olds receiving their education through the medium of Welsh

- This section needs to set out specifically which parts of Cardiff pre-school / Early Years provision through the medium of Welsh is currently **unequal** and **not accessible**.
- It is not clear what the current WM pre-school provision is and how nearby that provision is to the families of each area.
- It would be useful to undertake a detailed mapping exercise of provision across the county, noting the current provision and the gaps to be filled, as a baseline for the Plan.
- One general weakness in this section is a lack of complete data, in numbers and percentages, for all schools and the relevant provisions.
- County-wide data hides shortcomings in individual provisions and there is a need to be much more transparent with this if planning truly to reach all areas and all families with an equal and comparable choice.
- The Plan does not include information based on a recent Childcare Sufficiency Assessment. And so it is not possible to get an accurate and up-to-date picture of the current needs of the County's parents, as a basis for sound forward planning.
- Whilst the intention to conduct a survey to gather information from parents is to be welcomed, it is obvious that problems **need solving on a local level**, by acting without delay.
- Barebone and general statements that the county will 'develop wrap-around childcare options' or 'increase the number of nursery education places' are inadequate. Other than referring to the possibility of establishing a Cylch Meithrin for Ysgol Melin Gruffydd and the proposed new school at Plasdŵr (without a definite timetable), there are no detailed targets at all in this section. This is disappointing, as it should have been part of a thorough mapping exercise before sitting down to formulate this Plan.
- **It is known to us that 6** Nursery classes in the schools are already full for next year: Bro Eirwg, Glan Ceubal, Melin Gruffydd, Treganna, Y Berllan Deg and Y Wern. Solutions need to be offered urgently to respond to this situation.
- **Funding education places for 3 year olds.** What is the situation with regards to Registered Education Providers? Is there a sufficient number of providers that can offer this provision in all parts of the county? It is known to us that the pressure on the Nursery places in the areas listed above means that parents are punished and must continue to keep their children in Cylchoedd Meithrin (where there are financial implications) or make a decision to remove them from the Welsh-medium sector completely.

- I would also like to highlight inconsistencies in Cardiff's admissions policy in allocating education places for 3-year-olds to pupils from multiple births. There is a lack of Welsh-medium pre-school places, as a result of the County's failure to adequately forward plan in the north area of the city centre, after the pressure on provision in that area had been highlighted. The situation should be urgently reviewed and clarity given on the present policy.
- **30 hour Childcare Offer:** are parents able to access the proposal in full? Are there enough places that are within a reasonable distance, in terms of the educational element of the package, so that there is parity with the English-medium offer? Once again, we know that parents are currently being penalised because of a lack of sufficient Meithrin places in pockets of the County.
- A full review of Welsh-medium pre-school provision across the city is urgently needed, to identify the pressure points and to draw up an action plan as a priority for this Plan.
- **Flying Start:** again there is a lack of data here to show what the current situation is and to indicate the number of Welsh-medium and English-medium placements / places, as it is not clear what the current situation is.
- It must be remembered that, more often than not, Flying Start places will be the first point of entry for an increasing number of families into early years provision. Equality of opportunity must be ensured for less advantaged families to access childcare provision through the medium of Welsh.
- The target for increasing Flying Start's Welsh-medium care places needs to run concurrently with the growth target for Outcome 1 and 2. Indeed, we would urge the county to take decisive action to move to a situation where 50% of provision is available through the medium of Welsh, as this is what would be offering real equality of opportunity for families across the county.
- There's a lack of specific targets for increasing numbers of children in the pre-school sector and **growth targets in conjunction with Mudiad Meithrin**. It would be good to incorporate this into the Plan and to show correlation with Outcome 2.
- What about the Cymraeg i Blant (Welsh for Children) provision and the Clwb Cwtsh in the County? Details should be given.
- **Promotion:** the general thinking in terms of expectations and the orientation of the promotion work is laudable; there's an awareness that the current challenges facing parents need to be better understood and the process simplified in order to promote Welsh-medium education and bilingualism.
- To realise Welsh Labour Government's aim of creating a million Welsh speakers, being ambitious and proactive is necessary.
- I would like to acknowledge that there have been laudable efforts in Cardiff to improve this element over recent years, including amending the content of the website, the information booklet for parents, and a promotional campaign on the Council's social media platforms.

- This Plan needs to outline innovative ways of building on that work, by further developing the brand and presence of Welsh-medium education and the benefits of bilingualism and multilingualism, as part of a coherent campaign which covers all provision and highlights a clear route from the Early Years to Further Education provision within the county's boundaries.
- All counties need to own the 'story of Welsh-medium education' in their own local area, and to convey that through the experiences of their pupils and their families, to empower the next generation of families that will be making decisions about their children's education. There is an urgent need for a national campaign, led by Welsh Government, but as part of that effort, the work done on the ground in introducing and communicating these messages from a local perspective, is equally important.
- The document sets out some very encouraging actions, and the following are very welcome:
 - ✓ Make Welsh-medium education the main option suggested to new parents;
 - ✓ Specific work to promote and target areas without adequate representation e.g. BAME;
 - ✓ The idea of creating a shared post with other counties in the region to support research and promotion. What is the potential to collaborate with some of the universities and/or further education colleges on this?
- But the main weakness of this section at present is a lack quantitative targets and a clear timetable for their delivery.
- We suggest that other actions could be considered such as:
 - make information available to estate agents and rental agencies in the area to be provide families who move in e.g. in the form of a welcome pack;
 - ensure that the website and the Parent Information Booklet are balanced in their information e.g. why not review the order of the Welsh-medium schools on the school list? When listing schools in its booklet for parents, the County has for 20 years placed the Welsh-medium schools at the bottom. Placing the WM schools at the top is a small change but an effective method of drawing attention to the Welsh language provision.
 - produce appropriate promotional resources, a bespoke communication strategy, case studies, sharing experiences and the achievements of parents and pupils etc;
 - provide language awareness training and the benefits of Welsh-medium education / bilingualism for the Council's front-line workers (School Admissions department, Family Information Service, programmes such as Flying Start);
 - greater emphasis in the Plan on integration with the Health sector. Form a proactive and robust partnership with the Health Board as a leading and key partner in reaching new parents; work with the Health Board to provide

training for midwives and health visitors and find ways of sharing positive messages in a consistent and comprehensive manner;

- work closely with the Cymraeg i Blant (Welsh for Children) Scheme;
 - include details of WM Education in pregnancy packs for new mothers. This has been successful in areas in the South East where dedicated booklets have been included when "booking in" which is the mother's first official appointment with the midwife, at approximately 8-10 weeks;
 - identify opportunities to plan local campaigns in specific parts of the county to respond to the challenges/proposed developments there;
 - We would also encourage the County to refer parents to the www.welsh4parents.wales website which is a useful source of information and support for parents and pupils;
 - We suggest that consideration needs to be given to creating an 'App' (or taking advantage of an existing Council resource) to provide an easy and accessible platform for sharing information and messages, gathering opinions, etc.
- A detailed Action Plan needs to be drawn up, as part of the Welsh Education Forum's promotional sub-group work, and for that to form an indispensable element of the 10-year Plan.

Outcome 2:

More reception class / 5 year olds receiving their education through the medium of Welsh

- This section needs to set out specifically in which parts of the Vale Welsh-medium primary provision is currently **unequal** and **not accessible**.
- It is not clear what current provision is and how close that provision is to the families of each area.
- We would expect a detailed mapping exercise of provision across the county, identifying current provision and identifying gaps. The next step would then be to map how these gaps will be addressed.
- A fundamental weakness in this section is the lack of complete data, in numbers and percentages, for all schools.
- County-wide data hides shortcomings in individual provisions and there is a need for much more transparency with this if it truly intends to reach all areas and families with an equal choice and where there is parity.
- The concept of '**15-minute neighbourhoods**' is to be welcomed, and an effective way of planning local services. We suggest that this could be applied to this Plan's outcomes, so as to ensure that there is adequate and convenient WM primary education provision for families in every community throughout the city.

- The Plan states that there are vacancies in the WM primary sector but although there is some flexibility in the system, as we know, the places that are available are not necessarily in the places where most pressure is felt on provision.
- An exercise needs to be included to map the surplus places in this document for clarity and to set a baseline for the Plan. Including a barebone statement without providing the relevant context and data is inadequate, and failure to show an analysis of the true situation, could lead to a lack of progress during the lifetime of this Plan.
- We note that the target of achieving 8 new streams by the end the Plan's lifetime at first sight is laudable, that 4 of those streams (50%) were already agreed and funding allocated in the previous WESP. (Nant Caerau, Pen-y-pil, Mynydd Bychan, Plasdŵr).
- It is disappointing that these schemes have not yet been realised. Assurances must be given that the funding is ring-fenced and that the new Plan will set out a clear timetable for their implementation. **We press for urgent solutions in the case of Nant Caerau and Mynydd Bychan (see our previous detailed comments submitted on 6/7/21), and that those schemes will happen within the first few years of the Plan's implementation. Failure to act is having an adverse impact on parental preferences and is hindering growth in these areas.**
- We are concerned that a number of this Plan's targets are legacies from the previous WESP. But in doing so, we must avoid complacency and be less ambitious in this new 10 Year Plan.
- What is disappointing in the Plan at the moment is that there is no mention at all of **opening any new Welsh-medium schools**. Where new schools are established, they attract. Expanding existing provision does not necessarily remove the barriers that continue to make WM Education an impossible choice for many families. This Plan must recognise and respond to that challenge in a meaningful way.
- There is a need for clear targets detailing the number of schools, or new starter classes, it is intended to establish, and their approximate location, in order to give an equal opportunity to those who wish to attend Welsh-medium schools. Having a trajectory that would illustrate the contribution of each scheme and across the life of this plan would be useful to see exactly how and when this increase will be happening.
- **We reiterate our previous comments listing the areas that do not currently have Welsh-medium schools and the call for the county to include in its vision the intention to establish new Welsh-medium schools.**
- **Coed y Gof:** We note that the school is housed in buildings that are over 50 years old (the main building) and in temporary cabins (since 1995). The school buildings are in desperate need of improvement and need capital funding investment in order to do so;

- **Pencae:** During the period of this Plan an additional stream is needed at the provision in Llandaff, an initial class is possible in the short term, to receive the overflow from Ysgol Pencae. In the long term, consideration needs to be given to moving the school to a new site that can accommodate 2 streams to cope with the children likely to be living on the BBC's sites in Llandaff, which have now been sold to housing developers;

Gwaelod-y-garth: we suggest that the County changes the linguistic status of the school and turns it into a Welsh-medium school. The numbers record of the Welsh stream (except possibly for September 2021) has shown that the English stream in the school is in a minority. This raises questions as to the ability of that stream to offer an education that is synonymous with that available at a larger school. Any pupils who would wish to continue to receive an English-medium education could attend Pentyrch School. We consider that this would be a matter of formalising what has already been occurring naturally due to preferences of parents in the area for many years;

- **Pen-y-groes:** as a result of the commitment to build a new English school to serve Pontprennau /Lisvane as part of the significant new housing developments in that area, a promise was made that Ysgol Pen-y-groes would be moved to a brand new 2 stream building. This needs to be actioned during this Plan.

We suggest the following as areas for further new growth:

- **Radyr** - the children living in this area have the least chance of accessing Ysgol Coed-y-gof or Ysgol Gwaelod-y-garth. They are effectively penalised for the geographical area in which they live. Families who could select Coed-y-gof as their first choice and then Gwaelod-y-garth as their second choice, could be refused in both rounds of admissions, and deny them the opportunity to access Welsh-medium education. The answer: a new Welsh-medium school is needed to serve Radyr / Morganstown areas;
- **Rhiwbina** – there is a very prosperous Cylch Meithrin in the area, amongst the city's largest, but no local primary school to serve the area;
- **Pen-y-lan** - Ysgol Uwchradd Bro Edern is located in the area, but there is no primary school in the ward;
- **Ely** - a huge and populous geographical area, with young families, but without a Welsh-medium school within walking distance. There are surplus places across many of the EM primary schools in the area. The official catchment school, Ysgol Coed-y-gof, is in Pentrebanne – distant from half of its catchment area – and therefore an impractical option for a number of Ely families.
- Opportunities to act on this need to be identified in formulating the list of priorities for the next wave of 21st Century Schools Programme funding.
- **Capital funding:** again there is a considerable amount of preamble about past investments but this Plan's purpose is to detail the upcoming investments of the next funding period, and to co-ordinate that with the growth targets for Outcome 1 and 2.

- It would be good to have detailed information on housing schemes that are included in the Local Development Plan. We therefore expect this WESP to set out how the Authority will provide Welsh-medium education for the children of these new housing estates. It should be ensured that WM education comes within reach of more areas, rather than increasing the size of existing schools.
- **Plasdŵr:** In our response to the original consultation on the Plasdŵr development proposals, RhAG stated that we were keen to safeguard the principle that the development could offer Welsh-medium provision locally, without pupils being required to travel out of that community. Our vision is that the stream would be able to evolve into a two-stream WM school on that site, or on an adjacent site, as the demand for Welsh-medium education increases and as the Plasdŵr development grows.
- The current scheme provides a Welsh stream in a Two Stream School. **We want to emphasise again that the independence of the Welsh stream must be safeguarded to provide immersion education conditions.**
- Further to that, the Plan sets out the intention to 'prioritise the development of our new dual language model to ensure that it is successfully implemented [...] if we are to establish this as a template for other schools in future.' (p.9)
- We strongly believe that the linguistic model in question requires much greater clarity..
- What is the extent of the model? What is the rationale for the experimental stream? How does it fit in terms of the Government's new categories framework? What is the County's vision with regards to contributing to the growth targets?
- It is obvious that robust structures would be required, adequate and competent staffing and adequate funding for its successful implementation..
- We suggest that a specific research / paper is needed to grapple with the above questions and to set a sound basis for the policy.
- Movement of English-medium schools along the linguistic continuum is one thing but the establishment of WM schools is a separate matter. We must be honest and transparent about this.
- There is a lack of detail here in relation to the scheme. E.g. we know it is now intended that the construction of the school will be completed by August 2023, the school will receive its first pupils in September 2023, and the applications process opens in October 2022. The Council has said that existing primary schools in the area will have adequate capacity for children living in the development for the 2021/22 and 2022/23 academic years. Arrangements in place to establish a temporary governing body and appoint a head teacher. What work has been done to calculate the number of children living in the new dwellings? What work has been done to promote the options to families living there? The Plan should be updated to set out these details.

Outcome 3:

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

- Keeping and retaining pupils within the WM sector is particularly important and one of the cornerstones of the Government targets.
- Opportunities need to be provided for families to choose Welsh-medium provision as early as possible and for that provision to be convenient to ensure robust and seamless progression through all educational phases.
- It is good to see that transfer rates between Key Stage 2 and 3 have historically been strong, although there has been a decline recently that should sound alarm bells.
- To get a better picture of the county-wide situation, it would be good to have exact figures and percentages of each of the primary schools feeding into the secondary sector, identifying the transition systems and patterns of the school clusters
- The situation in individual schools needs to be known, as individual schools can have a significant influence on the county's percentages and numbers. By identifying the position of each individual school, these schools will then have a specific role to achieve the Strategic Plan's targets.
- A system needs to be established to monitor the situation – other authorities have established a Focus Group to look at the situation of Pupil Numbers to realise Outcome 3 – does that offer a way forward for Cardiff?
- No data is included for progression rates from the Cylchoedd Meithrin to the schools. It would be good to note this based on the annual data provided by Mudiad Meithrin centrally.
- **Latecomers:** it is good to see that the Immersion Unit, located at Ysgol Glan Ceubal, is succeeding.
- It would be useful to state take-up of the service at present.
- The late immersion method is an effective way of offering additional access points for learners to Welsh-medium.
- Although Welsh Immersion through resettlement programmes is already an option available to all families – does Cardiff Council have a formal policy? This should be addressed and a new policy formulated so that children resettling in Cardiff have every opportunity to become fluent in Welsh.
- There was a recent announcement by the Welsh Government of a grant of £22m to support latecomers, and we trust that the Council has submitted an application for this funding and that an update will be included in the final version of the Plan.
- What is the current strategy to promote immersion opportunities for latecomers? Parents need to be informed that another option is available to them and for that

to be shared widely. This is particularly true of families who want to register a younger child in a Welsh-medium school but with an older sibling attending an English-medium school.

- In looking at ways of stimulating future growth it will be essential to look at how this provision is promoted, and naturally it will be necessary to look at ways of expanding and increasing the provision in due course.
- What will the Plan do to ensure that those pupils lost to Welsh-medium education, be that as a result of non-transfer between Key Stages or due leaving the primary or secondary sector, continue to maintain their fluency in Welsh?
- **Dual language model:** the 'experimental' stream - has the County consider the implications of this model on secondary capacity? What are the expectations with regards to progression? The ideal would be that pupils would continue in the Welsh-medium sector. But is it the reality that they will be lost to EM schools in Year 7? Extensive investment to support latecomers, capacity, staffing, funding etc, would be required. The Scheme does not currently offer us any solutions in this regard.
- **Increasing secondary provision:** a geographic analysis of the County's secondary provisions would be useful here to see where the primary numbers currently feed. Identifying any gaps would then assist with further planning for the duration of this Plan.
- The Plan talks of 'using at least one of the LDP sites to increase secondary places.' But it appears that nothing will be done until the end of the Plan period. Leaving this until the end of the Plan is a mistake.
- In the secondary sector, the three WM secondary schools have grown significantly, and steps taken over the years to extend and add to their capacity.
- **Preparation needs to begin urgently to formulate a clear plan for the secondary sector.** We fear that capacity will be very tight from 2022/3 onwards and impossible by 2024. This means planning has to start immediately so that the new provision will be ready by the mid-point of the Plan, at the latest. Past experience has shown that delay is bound to occur, so if the provision is not ready by 2024/25 at the latest, that could mean the authority failing to comply with its statutory requirements.
- **RhAG favours the establishment of a 4th school,** to ensure fairer geographical distribution of secondary school places across the city and therefore for the provision to be more accessible for families. **This needs to be included in a growth plan that includes the establishment of more WM primary schools**
- We would encourage consideration of the 3-18 model which would also be an easy way to increase capacity in the primary sector and possibly to expand provision for latecomers. This is a model that has been used successfully in many areas across Wales and therefore proves its success. Consideration of this model would be an innovative and exciting development for the Welsh-medium sector in Cardiff.

- We suggest that there is room for discussions with neighbouring counties in terms of potential opportunities for collaboration.

Outcome 4:

More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh.

- There is generally a lack of data in this section to obtain a clear overview of numbers, future projections and the relationship between this and the growth targets for Outcome 1,2 and 3. That should also include the numbers of subjects offered, the numbers of pupils studying and facing examinations. The inclusion of relevant data tables would be useful.
- The challenges need to be identified and placed as robust targets in this strategy. There is not enough specific detail currently to be able to set a baseline.
- There is no analysis of the range of subjects nor the post-a6 education element. Who leads on the range of provision? Which systems are in place to secure the provision? What is the extent of the cross-school working element? What is the role of the education consortium in this?
- There is talk that Cardiff and Vale College has seen an increase in the number of young people studying bilingually and through the medium of Welsh, which is to be welcomed. What plans are there to expand and further develop the curriculum at Cardiff and Vale College Vale?
- Due to a lack of data, it is difficult to elaborate but we would encourage the continued development of greater collaboration between the County's secondary schools and the local College to enable them to offer the widest range of Welsh-medium courses – including vocational courses. There needs to be a particular emphasis on health and care, childcare etc
- There is also a need to develop opportunities to work with the Coleg Cymraeg Cenedlaethol to promote study pathways in the Higher Education sector.
- We also believe that there is a need to support pupils who do not continue in the Sixth Form and working with Cardiff and Vale College to identify opportunities to develop Welsh-medium provision - possibly in conjunction with the schools - is a necessary field in desperate need of attention
- The Council needs to lead on this work, as the area's leading employer, and take a proactive role in promoting opportunities to join the workforce across the whole range of LA services.
- Is it possible to engage with local employers, to identify skills needs and gaps in key areas? Planning is required on this basis and details further set out in the Scheme.

Outcome 5:

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

- The vision of this section is to be commended together with the targets being proposed to achieve the aim. It is clear that the concept of partnership working is deeply rooted here and an understanding of the contribution of key stakeholders in moving the language beyond the school gates, by creating and offering opportunities to use the language, and thereby to normalise it as a community language.
- The significance and importance of this outcome must be realised as the strategy is implemented. The outcome must also be considered in its community context as well while stating clearly the role of community partners with the work involved with this outcome.
- The establishment of the Bilingual Cardiff Working Group was a positive development: it would be good to note its inter-relationship with the Welsh in Education Forum, and how both groups will work together (without duplicating work) to contribute to realising the relevant outcomes.
- We note that work has been undertaken to collate a directory of work experience and volunteering opportunities that require Welsh language skills. It would be good to elaborate more about how this valuable resource could contribute to the outcome in question.
- It is good to see that the Language Charter is in place and is widely implemented across the County.
- It is good to see that there is an intention to actively map current provision, which recognises the opportunities available to school aged children to use Welsh outside the classroom. It would be useful to include a copy of the map in this Plan, or a summary of the main headings and that its annual review is done as part of the implementation and monitoring of the Plan and its relationship with the achievement of this outcome.
- The outcome lacks quantitative targets although a number of laudable specific actions have been identified. Details on how and when the actions will be implemented would be useful.
- We will wish to see a baseline and targets from the local Menter Iaith and the Urdd as Welsh language partners but also from other key agencies and services such as the County's youth service, Young Farmers Clubs to enrich the outcome.
- It is also in this outcome that we would expect to see analysis of the relationship with the 5 year Promotion Plan.

Outcome 6:

Increase in the provision of Welsh-medium education for pupils with Additional Learning Needs

- We are aware of the excellent work of the ALN department at Cardiff Council over the years and it is good to see that the County is fully aware of its responsibility as the new act comes into force.
- We note that investment has been made to develop specialist provision in primary and secondary over the last few years.
- The growth in demand is evident – and it is laudable to see the Council responding to that.
- What is currently missing is detailed data and information to provide an overview of current provision, by specific fields, and the numbers currently using the service.
- It would be good to identify any gaps in expertise in specific fields, and for the county to offer a language training programme for practitioners, releasing workers from their work for a significant period with the co-operation of the Centre for Learning Welsh which organises such courses.
- It is important that the Plan sets out how the County will aim to provide equality of Welsh language provision and a truly bilingual service for Cardiff pupils.
- There are a series of general commitments - to increase specialist places in the primary and secondary sector - but these have not been presented in the form of quantitative targets, with a timetable, and a trajectory showing how they will contribute to meeting the requirements of this outcome. It is for this Plan to provide this detail.
- There is no reference to Early Years in this section. It would be good to detail the level of provision and support available in terms of rising three learners in the nursery classes as well as children in non-maintained provisions.
- It would be beneficial to set out a timetable to conduct an audit of the existing provision as well as the skills of staff and teachers. It would be good to include further details on such an evaluation, setting out the main conclusions / recommendations, identified gaps and how they will underpin the planning of targets for this outcome.
- On the back of that it would then be beneficial to identify more quantitative targets as a means of informing progress and ensuring that the vision of true equality is realised. e.g. Reference is made to a recent survey of autism needs, which highlighted that 21 pupils would need a place at an autism centre either at KS2 or at transition to secondary. Is there sufficient capacity in the sector to meet this demand? If there is no adequate capacity, what is the timetable and what are the actions to respond to this situation?

- There should be a clear long-term plan in place to meet the anticipated demand, taking account of the proposed population increase and the growing demand for Welsh-medium education.
- There is a need to continue to work closely with parents and schools in order to get a full picture of the county situation and to respond proactively to the families who ask for support.
- We see that this is possible by working across the consortium. There is a need to continue to work closely with parents and schools to get a full picture of the county situation and to respond appropriately to those needs.
- It is clear that Cardiff Council has capacity in many fields that neighbouring counties do not have. We would encourage the County to share good practice and expertise at an inter-county level where possible.

Outcome 7:

An increase in the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.

- Guidance from the Welsh Government is needed to increase capacity but all LAs have a contribution to make to achieve the goal.
- Here, there is little analysis of the current workforce within the Welsh language sector to set a baseline. We suggest that there's an opportunity in this outcome to identify "who the teaching staff are".
- At first glance perhaps identifying those working as teachers and headteachers would be enough, but as an organisation, we are convinced that local Authorities must consider the whole range of workforce that supports education – including the administrative staff within the schools, support officers within the local authority and the education consortium as well as the assistants. We know only too well the importance of securing the whole range of workforce to support a scheme of such importance as this Scheme.
- We therefore expect a detailed analysis of the Welsh language skills of the county's education workforce as they are all, in one way or the other responsible for the Welsh language within their work.
- We would have expected to see a table to show language skills data of all County staff to set a baseline in this outcome. Such an exercise would be of assistance in devising ways to facilitate and support the upskilling of the workforce. To see this in the revised scheme would benefit the County in planning for future growth.
- This Plan must aim to do more than monitor the situation on an annual basis. WM training courses need to be developed for teachers, and intensive refresher courses offered to teachers willing to convert to Welsh-medium education, again through work release plans and through the development of the Sabbatical Scheme.

- It would also be important to identify how many additional staff will be needed during the lifetime of this Plan and how the County will promote these posts and support the professional development of the education workforce.
- There is reference to exploring the possibilities to develop a local promotion and recruiting campaign – we would encourage taking action on this, and for it to be an important element of this Plan's Action Plan.
- The Plan will need to identify specific targets to extend linguistic skills across all key stages as well as subject language skills training in the secondary sector and the post-16 sector in particular.
- The childcare sector and Early Years are an important priority and detailed attention needs to be given and appropriate support to grow that key workforce.
- It is good to see that the County indicates that you are sending teachers on the sabbatical course. Further WM training courses need to be developed for teachers, and intensive refresher courses offered to teachers willing to convert to Welsh-medium education, again through release from work schemes and through the development of the Sabbatical Scheme.
- Ensuring a supply of headteachers for the future is an important priority. Plans must be put in place in good time to ensure that the reins are transferred to the next generation of leaders in the field.
- More emphasis is required here on equality. Steps to be taken should be noted in order to attract more groups without adequate representation such as males to teach in primary schools and people from BAME and mixed race backgrounds into both the Primary and Secondary sectors. Does the Council monitor this at a county level? We suggest that this needs to be acted upon.
- There is also a need to promote opportunities for learning through the medium of Welsh among pupils choosing careers.
- Is it possible to develop discussions between the schools, the Teaching Unions and consortia to explore the possibilities on a local level I wonder?
- It needs to be recognised that the local Authority cannot be responsible for the whole content of this target either and that responding to recruitment gaps and challenges are also the responsibility of Welsh Government as well as local government. It should be ensured that there exists a formal mechanism to collate information on these challenges and a systematic way to communicate them effectively and quickly back to Welsh Government's Education Department so that it can feed the national workforce strategy.
- We suggest adding a key data section for this outcome that sets out the above information on language skills of all the County's education staff and definite quantitative targets to be reached after 5 and 10 years.

In general, we note that it would be an idea to identify 5-year and 10-year targets in order to have more specific milestones. The Welsh Government's template suggests

doing so and it is a means of focusing the targets and making them more measurable. Currently the targets are too vague. Having a promotional Strategy to accompany this scheme, identifying aspects to be implemented annually for the outcome, would be a means of keeping track of what needs to be done in terms of encouraging and stimulating growth. A scheme could be used in the form of a traffic light record (RAG Rating) as meetings and activities proceed across the year and as the WEF forum meets to discuss progress. The promotional sub-group would be able to address this aspect and invite partners to contribute and take actions according to the Plan's priorities.

We would welcome the opportunity to meet officials to expand on our comments.