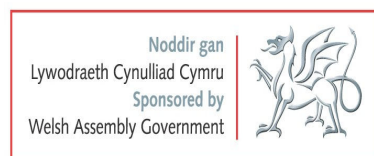




# Welsh Education Scheme

prepared in accordance with the  
requirements of the Welsh Language Act  
1993

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## **1. INTRODUCTION**

1. In March 1997, Carmarthenshire County Council published a Welsh Language Scheme in accordance with the requirements of the Welsh Language Act 1993. It was approved by the Welsh Language Board and states how the County Council, in its dealings with the public, will treat the Welsh and English languages on the basis of equality.

Under section 5 of the Welsh Language Act 1993, the Local Education Authority is required to provide a Welsh Language Scheme dealing specifically with Education. For ease of reference this scheme is called the “Welsh Education Scheme”.

2. The “Welsh Education Scheme” forms part of the Main Language Scheme.
  - a) Carmarthenshire's Welsh Education Scheme was approved by the Welsh Language Board under section 14(1) of the Welsh Language Act 1993, on 18<sup>th</sup> June 1998. Following the Welsh Education Scheme's implementation period, this Scheme becomes its successor.
  - b) The Welsh Education Scheme was approved by the Welsh Language Board under section 14(1) of the Welsh Language Act 1993 on 11 September 2006.
  - c) The commitments and arrangements contained in this Welsh Education Scheme have been approved at the highest level, and the Scheme will be implemented bearing the full authority of Carmarthenshire County Council.
  - d) Should any targets in this Welsh Education Scheme require the implementation of further statutory procedures, these will be fully implemented according to appropriate legislative requirements such as the terms of the School Standards and Framework Act 1998.

Further information regarding the “Welsh Education Scheme” is available from:

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## **2. CARMARTHENSHIRE COUNTY COUNCIL'S SCHOOL ORGANISATION PLAN AND ITS RELATION TO THE WELSH EDUCATION SCHEME**

2.1 The County's School Organisation Plan (SOP) demonstrates a commitment by the LEA to advance its education and training agenda and to continue to raise attainment standards from their commendable current levels. Central to this commitment is the fundamental principle that ensures pupils and students are provided with the educational motivation to promote their language competence to enable them to become fully bilingual in the key skills in Welsh and English to meet the needs of the communities served by our schools.

2.2 The School Organisation Plan states:

- that the LEA believes in the principle of providing education for the local community and, if resources are available, within the local community in the context of lifelong learning.

The vision contained in the SOP clearly exemplifies the LEA's objectives and illustrates the Authority's method of implementation. The Lifelong Learning Department will endeavour to:

- support and challenge the quality of teaching and learning to enhance the performance of pupils and individual schools;
- focus on extending the basic key skills, as well as the thinking skills, of every learner in an attempt to achieve its target of ensuring that all pupils are fully bilingual;
- co-operate with schools to monitor and quantify the effect of the support, guidance and in-service training on the quality of teaching and learning;
- develop formal and informal learning opportunities which are comprehensive and sustainable;
- utilise new technology to ensure access to all who wish to participate in genuine lifelong learning;
- promote personal development, community responsibility, citizenship and international understanding;
- promote a culture of self-appraisal and self-directed change by disseminating good practice, targeting support and continuing to offer appropriate challenges;
- integrate performance management with continuous professional development to the highest possible standard;
- foster the ability to lead and transform at each level in the wider community;
- develop schools as centres of learning for local communities;
- foster co-operation between key partners to ensure continuity and progression of learning opportunities;
- promote the principles and facilitate the practice of inclusion in the context of local learning opportunities and through utilising and disseminating an integrated support service.

The following are identified as priorities and key objectives of the SOP and have particular relevance to the Welsh Education Scheme:-

[Section 6.2 page 12 ; 6.3 page 12 ; 7.1 page 13 ; 8.1 – 8.7 page 15 ; 9.1 page 15 ; 9.2 page 15 ; 10.4 page 18].

The Welsh Education Scheme will include specific cross-references to the School Organisation Plan when appropriate. A copy of the LEA's School Organisation Plan is available on the County Council website.

### **3. GEOGRAPHICAL AND LINGUISTIC BACKGROUND**

3.1 Carmarthenshire County Council is a Unitary Authority established when local government was reorganised in Wales in April 1996. It has 74 elected members. Within the existing boundaries there is a diversity of social, cultural and linguistic traditions, and these often based on the differing types of communities in the County. The Council serves a permanent population of 172,840 according to the 2001 Census in a primarily rural context, although towns such as Llanelli, Carmarthen and Ammanford contribute significantly towards the figure. The south east of the County, where 65% of the population reside, is historically linked with heavy industry, such as coal, tin and steel. With the demise of the traditional industries, this part of the County has diversified towards light industry and new technology and three multi-purpose technological centres have been established. Some 106,440 (64%) inhabitants possess at least one communication skill in Welsh but only slightly over 50% of the population are fully bilingual. The figures in the 2001 Census note that 71.72% of the 5-15 age group, and 66.78% of the 16-19 age group have a facility in at least one skill in Welsh. The percentage of the population with a facility in at least one skill in Welsh decreases to 58.51% in the 20-44 age group. Appendix 1, which refers to the 2001 Census, identifies the numbers and locations of the County's Welsh speakers, based on the Committee Areas of Carmarthenshire County Council.

3.2 In Carmarthenshire, as in many other Unitary Authorities in Wales, there is a significant difference in the percentage of Welsh speakers within the various communities. At either end of the scale only 12.5% of the population of the Pendine area speak Welsh whilst 80.6% speak Welsh in Cwarter Bach, at the upper end of the Aman Valley.

Carmarthenshire County Council is responsible for providing its electors with a range of local government services. These are provided from County Hall by six Directorates: Chief Executive, Resources, Technical Services, Regeneration and Leisure, Social Care & Housing, Education and Children's Services.

The Headquarters of the Education and Children's Services Department is based in Pibwrlwyd on the outskirts of Carmarthen and the service provides school focused education for pupils between the ages of 3 and 18. 27,669 pupils aged 3-18 are educated in the schools, 12,553 in the primary sector and 15,116 in the secondary sector. The number of pupils on roll at each primary school varies from 9 pupils in Cwmgwili and Llansawel to 431 pupils in Ysgol Dewi Sant. The number of pupils on roll in the secondary sector varies between 397 in Ysgol Pantycelyn and 1651 pupils in Amman Valley Comprehensive.

3.3 Some 66% of pupils in the primary sector receive their education primarily through the medium of Welsh in Category A, A streams and Welsh schools (see Section 9.1.). This is significantly higher than the 20% noted in *Iaith Pawb*. In the secondary sector 24% of pupils receive Welsh-medium education at either the three Welsh schools or in other schools where opportunities are given to pursue some

curricular areas through the medium of Welsh. Some 1% of pupils with Statements of Special Educational Needs receive their education bilingually or through the medium of Welsh. Some 3.8% of pupils in Carmarthenshire schools have Statements of Special Educational Needs.

- 3.4 Carmarthenshire County Council is committed to the principle that Welsh and English should be treated equally. This principle is fundamental to the County's Welsh Education Scheme and to the LEA's aim of promoting the successful development of Welsh as a first and second language, alongside English, in its educational establishments.

#### **4. THE STATE OF THE WELSH LANGUAGE SINCE 1990**

- 4.1 There has been an increase of 3.8% or 6,500 inhabitants in the County over the last decade. This reflects the national trend. The main reason for the increase is the substantial in-migration from non-Welsh speaking areas in Wales or from England. Concurrently there has been out-migration of young people to centres of higher and further education and to employment outside Carmarthenshire. The vast majority of young people who leave the area at the end of their schooling do not return. Over the last ten years there has been a reduction of 5.9% in the number of children under 4 years of age in the County and an increase of 23% in the population of those over 80 years of age. Some 106,440 (64%) residents, out of a total population of 167,373 inhabitants over 3 years of age, possessed at least one communication skill in Welsh at the time of the 2001 Census. At the time of the 1991 Census 89,213 (53%) of the population of approximately 170,000 were able to speak Welsh. The method of recording linguistic competence was not identical in both Censuses and it becomes difficult to interpret and compare with certainty some of the statistics. A significant percentage of the inhabitants speak Welsh and take pride in being Welsh and this at a time when in-migration to the County from non-Welsh speaking areas has been substantial. There have been very few changes to the County boundary although a part of the Clunderwen Ward has moved to Pembrokeshire, a Ward where some two thirds of the electorate spoke Welsh.

*Iaith Pawb* notes that "by 2011 the percentage of the Welsh speaking population will have increased by some 5% from the number identified in the 2001 Census". Carmarthenshire County Council commits itself to a proactive role in ensuring that this national objective is met. The Council, like the Assembly, "wants to see a consistent increase in the number and percentage of people able to speak Welsh".

#### **5. MAIN AIMS AND OBJECTIVES OF THE WELSH EDUCATION SCHEME**

- 5.1 To ensure that Welsh-medium or bilingual education is available to all children whose parents/guardians wish them to receive their education through the medium of Welsh or bilingually, and this within a reasonable travelling distance from the children's homes. This means children of pre-school age and above.
- To ensure a developing continuum from Welsh-medium/bilingual primary education through to Welsh-medium/bilingual secondary education. Pupils who have received their primary education through the medium of Welsh will be able to attend a Welsh-medium/bilingual secondary school; to promote a linguistic

continuum from KS4 onwards through to their lifelong learning career for pupils and students within the County.

- To ensure that Welsh is taught as a first and/or as a second language on the timetable of all the County's in accordance with the statutory requirements of the National Curriculum at all key stages to ensure that all pupils are given the opportunity to sit an appropriate externally accredited examination in Welsh by the end of KS4.
- To ensure that children and young people with special educational needs receive linguistic equality of opportunity in terms of Welsh-medium education, during the entire Statementing process, and this in line with the SEN amended Code of Practice in Wales.
- To ensure that all pupils who receive their education primarily through the medium of Welsh in Category A, A Streams and Welsh Schools are able to speak, read and write Welsh fluently by the end of KS2.
- To work in partnership with all schools in order to improve the standard of Welsh as a first and second language. All the County's schools will receive advice and support from the Adviser with the responsibility for Welsh and the school support services. Further support will be provided by the Associate Adviser for literacy and by the team of Athrawon Bro as they visit schools and monitor the linguistic competence of pupils.
- To run and promote the existing INSET programme that supports the development of Welsh as a first and second language, and to provide opportunities for pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos/characteristics of Wales through the Cwricwlwm Cymreig.
- To ensure that new pupils to the County that are non-Welsh speaking in-migrants are able to make full use of the Welsh Language Centres to enable them, following an intensive course in Welsh, to integrate naturally into their school and community. Current practice is to target the support at non-Welsh speaking pupils who arrive in Category A schools (schools where Welsh is the main medium of teaching and learning) and A streams during KS2. On rare occasions non-Welsh speaking in-comers to the County choose to pursue their education in Welsh schools. These pupils are offered a place at the local Language Centre. Many in-comers, following a period in a Centre, continue with their secondary education, partly or wholly, through the medium of Welsh.
- To promote the LEA's development of pupils' Welsh language skills through a range of activities and projects, such as residential courses, theatre-in-education delivered by professional groups, intensive literacy programmes, activities promoted by the Urdd and the Welsh Books Council, writing squads in selected centres and visits to schools by authors/ poets. Specific projects aimed at ensuring effective continuity and progression in language skills when pupils transfer from KS2 to KS3.

## **6. THE HISTORY AND DEVELOPMENT OF THE AUTHORITY'S WELSH LANGUAGE POLICY**

- 6.1 At the time of local government reorganisation in 1974 Dyfed inherited the language policies of Pembrokeshire, Cardiganshire and Carmarthenshire. Following a detailed language review of all Dyfed schools in 1977 a single composite language policy was drawn up in 1979, reflecting the linguistic requirements of the new County.
- 6.2 The policy was based on the principle that Dyfed believed in the educational value of each pupil possessing two languages. Each school, with the exception of south Pembrokeshire schools, was expected to provide a bilingual education, although the linguistic balance between Welsh and English would vary to reflect expectations within schools.
- 6.2.1 The policy's aim was to ensure that all pupils, with the exception of those in South Pembrokeshire schools, should be bilingual by the time they left the primary phase and this to enable them to be in a position to choose the medium of their education at the secondary phase and to be active members in their bilingual communities. The provision within schools should ensure that pupils possessed both the confidence and the necessary linguistic skills to communicate orally and in writing, as well as the ability to read, in both languages. They would also have a clear understanding of the cultural heritage of Dyfed and Wales.

Continuity and progression in content and in standards achieved by pupils were paramount when transferring to the secondary phase and subsequently throughout secondary education. Opportunities had to be offered pupils to study Welsh as a subject and, wherever possible, to use the language as a medium for learning other areas of the curriculum and when partaking in a wide range of extra-curricular activities.

- 6.2.2 The geographical areas where primary schools were located were defined in line with their traditional linguistic background. This provided support and guidance for individual schools as they interpreted, took ownership of and implemented the County policy.

Category A schools were located in rural areas which were the traditional strongholds of the Welsh language. Parallel to these, due to the Anglicisation of the larger towns, Welsh schools were established. In Category A and Welsh schools, Welsh was taught as a first language and was used as the main medium of teaching the rest of the curriculum in both key stages. There was no indication, however, in the policy of the percentage of teaching and learning time to be allocated to Welsh and English nor any guidance as to the medium of teaching any other subject. The aim was to ensure that pupils became fully bilingual but the process of achieving the goal was left to individual schools

Most of the other schools in the County were defined as Category B schools. They were located in the more Anglicised areas. Welsh was taught as a second language but English was the main language of teaching in both key stages. Again no specific allocation of time was noted for the use of English and Welsh. Category B schools were encouraged to raise pupils' awareness of Welsh by ensuring a Welsh

ethos and environment in the schools and through making regular use of Welsh in the daily life and work of the school. The long term aim for these schools was to ensure that the pupils were bilingual by the time they left the primary sector, in line with the County's language policy.

Some schools were linguistically streamed and were known as Category A/B schools. The linguistic expectations of both streams reflected the arrangements in Category A and Category B schools. In the vast majority of instances both streams operated as two separate schools other than when specific activities integrated both groups.

Due to the unique linguistic position of south Pembrokeshire the schools within that area were defined as Category C schools. The aim in these schools was to ensure that pupils had an opportunity to learn Welsh as a second language whenever possible. There have been no Category C schools in Carmarthenshire.

6.2.3 In secondary schools a clear and consistent emphasis was placed on continuing the principles of the primary policy. Welsh as a subject was compulsory for all pupils up to the age of 16, either as a first or second language. The place of Welsh as a medium of teaching and learning other areas of the curriculum varied significantly from school to school and from one key stage to another. No specific allocation of time for Welsh and English was noted in the policy. Consequently, individual school interpretation of the policy was the norm. Pupils were able to follow Welsh as a first language and a number of subjects through the medium of Welsh in schools which had a positive and proactive interpretation of the policy.

6.2.4 With further reorganisation in 1996, Carmarthenshire adopted the relevant sections of Dyfed's language policy. The fundamental principles and aims of the policy reflect the definitions in *Iaith Pawb*:

- to urge individuals to learn and use Welsh;
- to extend access to Welsh-medium teaching;
- to empower individuals to decide on the language/ languages for life;
- to promote the advantages of bilingualism.

A clear declaration was made at the outset in favour of implementing a bilingual policy in both primary and secondary schools. This was based on the concept of a language continuum, where schools and pupils were encouraged to progress along a linguistic continuum, considering at all times the place of Welsh as a subject and the use made of Welsh as a medium of teaching other subjects and when providing pupils with a wide range of other experiences throughout statutory education and subsequently to Y12 and Y13.

#### 6.2.5 **Definition of the continuum**

##### **Welsh as a subject**

A developmental line which encourages pupils to enhance their levels of attainment and achievement in Welsh, as a first or second language. Implicit in the continuum is an opportunity for pupils to transfer from Welsh second language to Welsh first language so that they are taught and assessed in a manner which encourages continuous linguistic progress and reflects their mastery of the language. Transfer from first language to second language is contrary to the concept of the continuum and to the principle of continuity and pupil progress and achievement in Welsh. When this linguistic regression takes place pupils, almost without exception, perform at a linguistic level which is below their ability and as a result they are not extended linguistically, educationally nor intellectually.

### **Welsh as a medium of teaching**

A developmental line, on which every school is positioned, based on the number of subjects/ experiences available to pupils through the medium of Welsh or bilingually. The line also reflects the number of pupils who take advantage of the opportunities provided for them to be taught, wholly or partly, through the medium of Welsh. Schools move along the continuum as they extend the number of subjects/ experiences offered through the medium of Welsh or bilingually in KS3 and/ or KS4. A school can also progress along the continuum by increasing the number of pupils who choose to follow courses through the medium of Welsh or bilingually in KS3 and/or KS4. The targets identified in this Scheme demonstrate that the Authority is committed to preventing linguistic regression, a common phenomenon as pupils study fewer subjects through the medium of Welsh as they move from one key stage to another. The Authority will encourage schools to define and implement policies which will prevent this linguistic regression.

- 6.3 The aim of the existing policy in Category A, A streams and Welsh schools is to ensure that pupils are fully bilingual by the end of KS2. Pupils will be able to talk, read and write in both languages and be able to use both languages, when the need arises, as a medium for learning the rest of the curriculum.

The aim of the policy for Category B schools is to assist pupils in moving positively along the language continuum to enable an increasing number of them to become bilingual and thus be able to transfer from Welsh second language to Welsh first language and be in a position to be taught an enhanced percentage of their learning through the medium of Welsh or bilingually.

## **7. THE GROWTH AND DEVELOPMENT OF WELSH-MEDIUM/ BILINGUAL EDUCATION**

- 7.1 The linguistic balance in the urban areas of Carmarthenshire changed in the middle of the last century and primary education in the larger towns gradually became more anglicised. As a result, from 1947, Welsh primary schools were established in the larger towns to withstand the change, schools where Welsh was the official and natural language of teaching and learning. In 1947 and 1953 respectively, Ysgol Dewi Sant and Ysgol Brynsierfel were established in Llanelli. A Welsh school, the present day Ysgol y Dderwen, was opened in Carmarthen in 1955. Ysgol Teilo Sant was established in Llandeilo in 1958, Ysgol Parc y Tywyn in Burry Port in 1965, Ysgol Gymraeg Rhydaman in Ammanford in 1967 and Ysgol Gwenllian in Kidwelly in 1968 (see Appendix 3).

- 7.1.1 As a result of establishing the Welsh primary schools the need for Welsh secondary schools became apparent to ensure linguistic and educational progression and continuity in pupils' education. Over a short period of time, in line with the reorganisation of secondary education in Dyfed, Ysgol y Strade was established in Llanelli in 1977, Ysgol Bro Myrddin in Carmarthen in 1978 and Ysgol Maes Yr Yrfa in Cefneithin in 1983 (see Appendix 3).
- 7.1.2 In the rural primary schools the educational provision continued to be mainly through the medium of Welsh, despite the increasing in-migration of non-Welsh speaking pupils. The vast majority of schools maintained a positive interpretation of the Authority's policy, resulting in pupils being fully bilingual by the time they transferred to secondary education. The 2001 Census confirms this progress. The Census data shows that the percentage of pupils of school age proficient in at least one of the linguistic skills in Welsh was 71.72%. This is an encouraging statistic in view of the intensive and consistent in-migration of pupils with no experience of Welsh into the traditional Welsh speaking heartland of Carmarthenshire.
- 7.1.3 Changes in the linguistic categories of schools is rare. One school, Furnace Primary School in Llanelli, has changed from Category B to Category A. The remainder have retained their original categorisation. The research noted in *Iaith Pawb* to review the possibility of promoting a linguistic continuum by initiating a single Programme of Study for Welsh, would be particularly valuable in removing the categorisation of schools and in preventing the consistent transfer of pupils from Welsh first language to Welsh second language, particularly at the time of transfer from KS2 to KS3.
- 7.1.4 The Authority monitors carefully all requests for changes in the definition of schools. When an approach is made it is dealt with in a transparent way. The Authority is represented at appropriate consultation meetings and senior officers are available at all times to deal with individual requests. Each pupil, in the primary and secondary sector, now has an opportunity to be educated through the medium of Welsh, although some areas are geographically some considerable distance from the nearest Welsh secondary school. The democracy of the County Council ensures that ample opportunities are available to discuss the suggestions and wishes of the public by involving the Local Members, the governing bodies, where a range of people representing local interests are in the majority, and the opportunities afforded to individuals to directly contact the Department of Education and Children's Services.
- 7.1.5 Three groups of schools have been federated (i.e. the amalgamation of two or more schools under the leadership of one headteacher), Ysgol y Fro on the outskirts of Carmarthen, Ysgol Gynradd Llangadog in the Llandovery area and Ysgol Carreg Hirfaen on the outskirts of Lampeter. The federation arrangements at Ysgol y Fro and Carreg Hirfaen continue. The schools which formed the federation with Ysgol Gynradd Llangadog have since closed, thus negating the arrangements. Schools such as Bethlehem, Myddfai, Gwynfe, Cwmbach, Llangynin, Llanddowror and Trap have closed due to falling rolls and the remaining pupils have been transferred to nearby schools, where they are able to continue with Welsh-medium education if they so wish. When pupils have to change schools due to re-organisation, the

Authority's policy ensures that an opportunity is given to continue with their education through the medium of Welsh.

The Authority has a clear vision in its Modernising Education Plan document. It is a detailed and comprehensive declaration of intent with a clear time-line for implementation to reflect the current educational requirements of pupils. There has been a significant fall in pupil numbers attending primary schools thus creating a high percentage of surplus places. Schools need to be re-designed to reflect the educational needs of the twenty first century and pupils should be educated in a single community school rather than separately in infant and junior schools. It is a long-term strategy and at all phases the linguistic needs and preferences of pupils will be paramount. No pupil who requests Welsh-medium education will be denied the opportunity.

- 7.1.6 An area school, Ysgol Cae'r Felin, has been established in Pencader, following the closure of schools at Alltwalis and Llanfihangel-ar-Arth. There are similar arrangements in Cwmaman where three primary schools, Garnant, Glanamau and Ysgol y Twyn, have closed and been replaced by a new area community school, Ysgol y Bedol. Ysgol Bro Brynach, a new area community school has opened in Llanboidy following the closure of schools in Llanboidy, Henllan Amgoed, Cwmbach and Llangynin. These new arrangements do not affect the linguistic experiences of pupils as the old schools and the new schools are Category A schools.

Arrangements are on-going in Felinfoel, Morfa and Llwynhendy in the Llanelli area to merge infant and junior schools and to create instead all through primary schools. The new schools at Morfa and Llwynhendy will remain Category B schools and the new school at Felinfoel will remain a Category A/B school. This reflects their present definitions.

## **8. THE DEVELOPMENT OF WELSH AS A SECOND LANGUAGE WITHIN THE LEA.**

- 8.1 Welsh as a compulsory subject to all pupils has been a core principle of the Authority's linguistic vision since the declaration of Dyfed's language policy in 1979, although it was not statutorily compulsory until 1999. If any pupil was not pursuing a Welsh first language programme it was compulsory that he/she would follow a Welsh second language programme and this throughout the period of compulsory education.
- 8.2 In the primary sector, Welsh was taught as a second language in all Category B schools. These schools were located, almost without exception, in towns where the vast majority of the inhabitants were not Welsh speakers and where Welsh was not used as the natural language of communication. Most pupils came from homes where no Welsh was spoken but at school they were required to learn Welsh as a second language from the outset and to continue with a developmental programme throughout primary education. The initial proficiency of each pupil in Welsh as a second language was established and their subsequent progress measured against this baseline. Each pupil was placed on the language continuum from the outset. Each pupil's position on the continuum was known to the class teacher and the visiting Athro Bro and the developmental path of each pupil became a team

responsibility. Since the initial Welsh Education Scheme the majority of pupils in Category B schools and the B streams in the A/B schools were expected to follow the Welsh second language programme with the aim of achieving level 4 or higher in line with National Curriculum definitions, before transferring to the secondary sector. A significant level of success has been achieved in arriving at the target although progress has not been consistent across schools. Evidence from Estyn inspections and Athrawon Bro assessments confirm the efforts made by many schools to enhance pupil achievement. Despite the progress made, the declaration in *Iaith Pawb* notes that “further effort is required to raise the standards achieved by pupils in Welsh as a second language”. This remains a challenge for Category B schools and B streams in Category A/B schools in this new Scheme.

8.3 In those areas where the need for support was identified, the Authority provided an extensive and focused training programme for Welsh second language teachers in Category B schools and B streams which concentrated on:

- raising the personal proficiency of teachers in Welsh;
- ensuring that they have a thorough understanding of the requirements of Welsh as a second language in the National Curriculum, the programmes of study and assessment requirements;
- preparing teaching and learning materials based on local and national initiatives.

The Athrawon Bro were of immense value to these teachers and pupils in their classes as their visits were targeted at supporting teachers and in promoting the linguistic skills of pupils.

8.4 In the secondary sector, with rare exceptions, similar expectations were in place. Each pupil who was not following a Welsh first language programme were required to pursue the Welsh second language programme until the end of year 11. The vast majority of pupils sat their GCSE examination, or another suitable external examination, in Welsh at the end of KS4. In 2002 some 74% of those pupils following the Welsh second language programme sat the full GCSE course with the remainder sitting the short course or another assessment more appropriate to their ability. A sufficient number of teachers were available to teach Welsh as a second language. The vast majority had relevant qualifications and experience and this was confirmed by the high standards achieved by pupils in a range of assessments and in comments made in Estyn reports.

In the post-16 period there were opportunities for pupils to study Welsh as a second language to Advanced, and currently to AS levels, in those schools, with the exception of Welsh schools, which provided post-16 education.

8.5 The existing level of provision for Welsh as a second language reflects what was previously delivered. The Authority implements a policy of inclusion. The number of pupils who are disapplied from Welsh is very small and, with very few exceptions, for a specific period only following a Statement of Special Educational Needs. The Statements are reviewed regularly thus ensuring the consistent monitoring of the ability of all pupils and their suitability for following a course in Welsh.

Each secondary school, with the exception of the three Welsh schools, offer Welsh as a second language to GCSE level and, where there are Y12 and 13, to Advanced and AS levels.

Since September 1999 all pupils have been given the opportunity to sit an external examination in Welsh as a second language at the end of KS4 and this policy continues to be implemented in accordance with Welsh legislation on education.

## **9. SCHOOL DEFINITIONS AND LINGUISTIC CATEGORIES**

### **9.1 Primary Schools**

In accordance with the Authority's current language policy the position of Welsh varies from school to school. In rural areas and communities there are, Category A schools where Welsh is taught as a first language and a number of other curriculum subjects taught primarily through the medium of Welsh. In urban areas there are Category B schools where English is the main language of learning. Welsh is taught to all pupils as a second language. In the more Anglicised urban areas Welsh schools have been established where the education is delivered primarily through the medium of Welsh to all pupils. Some Category A/B schools, where two streams exist side by side, have been established in larger villages and smaller towns. With the Authority adopting the concept of language continuum objectives have been set for all primary schools to extend the use of Welsh as a subject, whether as a first or second language, and as a medium for teaching other subjects. This enables pupils to gain increased confidence in Welsh and consequently to be fully bilingual by the end of primary education.

#### **Category A schools and Welsh schools**

There are 68 Category A and 7 Welsh schools in the County. Due to the general nature of the Authority's language policy there is no clearly defined difference between these schools nor an expectation of the percentage of the curriculum to be taught through the medium of Welsh. Welsh is the official language of the schools, they pursue the Welsh first language programme of study and Welsh is the main language of teaching in both key stages. English is generally introduced formally at the beginning of KS2. The schools have a Welsh ethos and environment. The Authority's language policy does not offer guidance on the percentage of teaching and learning time to be allocated to Welsh and English. The Authority is of the opinion, however, that at least 70% of teaching and learning time should be through the medium of Welsh throughout KS2 as the stated aim of the policy is to ensure that pupils are fully bilingual before leaving the primary sector. This is the Authority's interpretation of an immersion programme in Welsh in its primary schools. This is a target for those schools who do not currently deliver 70% of teaching and learning time through the medium of Welsh. It should not be interpreted by those schools who already provide at least 70% of their teaching through the medium of Welsh as an opportunity to reduce the existing allocation of time. The Welsh schools within the Authority provide a good model for the Category A schools to emulate. The Authority will ensure positive support and

guidance for Category A schools and A streams as they move towards the 70% of teaching time through the medium of Welsh, if they do not currently achieve this percentage. Once the language of teaching has been established it is imperative that the language of assessment should reflect this decision during internal and external assessments. There has been significant progress in the majority of schools, since the original Scheme, towards teaching and assessing subjects increasingly through the medium of Welsh. There is an inherent danger, however, to over-emphasise the teaching and assessment of the core subjects and this often at the expense of the foundation subjects. The language of teaching and assessing the foundation subjects contributes significantly to the overall balance between Welsh and English and this throughout each pupil's education. What influences the linguistic balance more than any other factor, however, is the decision on the language used to teach and assess mathematics and science. If these subjects are taught and assessed through the medium of English the percentage of contact time with Welsh falls below 60%, a percentage which would result in the majority of pupils not achieving the aim of being fully bilingual by the end of KS2. Regular monitoring of the linguistic provision of schools will be ensured through careful planning to enable discussion and detailed observation by Advisers during their link visits, through receiving regular reports from the Athrawon Bro, by scrutinising Estyn reports and through random visits to schools by the Adviser with responsibility for Welsh, the Associate Adviser, and the two Senior Athrawesau Bro.

### **Category B Schools**

There are 33 Category B schools in the County. They are mainly located in the larger urban towns. In these schools Welsh is taught as a second language. English is the main medium of teaching and learning across the two key stages. The schools are encouraged to make consistent use of Welsh in informal activities and to take advantage of every opportunity to use the language as a medium for some of the teaching and learning, initially in delivering some of the more practical foundation subjects, such as art, technology, music and physical education. This is substantiated in *Iaith Pawb* where English medium schools are encouraged to offer some selected courses through the medium of Welsh. This is a means of consolidating each learner's grasp of Welsh by increasing contact time with the target language, thus ensuring a firm foundation for pupils as they prepare for secondary education. Schools are encouraged to foster a Welsh ethos and environment in the everyday life of schools and to provide pupils with appropriate extra-curricular experiences in Welsh. There is no defined percentage of time for the use of Welsh but at least 20% of overall contact time should be in Welsh if pupils are to achieve the targets set by the Assembly, Estyn, the Welsh Language Board and the Authority.

### **Category A/B schools**

These schools are a combination of the above. There are 15 Category A/B schools in the County. There is also one Category A/B Nursery School in Ammanford. They are schools that have been linguistically streamed with the A stream following the policy for Category A schools and the B stream following the policy for Category B schools. Schools are encouraged to foster a Welsh ethos and environment by using Welsh consistently around the school, during lessons and in extra-curricular activities when pupils from the two streams are often integrated. A

pattern is slowly emerging in many Category A/B schools whereby pupil numbers in the Welsh streams are exceeding those in the English streams. Welsh is the main medium of teaching and assessment in the A streams whilst English is the main medium in the B streams. In these schools, as in all other schools, the language of teaching becomes the language of assessment.

## 9.2 Secondary Schools

### **Welsh schools**

Welsh is the main medium of life and work in Bro Myrddin, Strade and Maes Yr Yrfa. Welsh is taught as a first language to all pupils and a positive Welsh ethos prevails. English is taught as a subject and is chosen by some pupils as a medium for learning mathematics and science in both key stages in Ysgol y Strade and Bro Myrddin. Mathematics is taught in Maes Yr Yrfa to all pupils until the end of KS4 through using bilingual vocabulary leading to assessments through the medium of Welsh. Welsh or English may be chosen as the medium for the teaching and learning of science in both key stages.

### **Traditional Welsh schools and schools in areas where there are Welsh Schools.**

This is the original definition of all the other secondary schools in the County. At present, due to the Authority's commitment to the language continuum and the progress made by schools along the continuum, it is practical to consider them as one group differentiated by the place of Welsh as a subject and the extent to which it used as a medium of teaching and learning.

The position of each school on the language continuum is dependent on the place given to Welsh as a subject and the use made of Welsh as a medium for teaching other subjects. All schools are encouraged to create a Welsh ethos and environment, to enhance the status of Welsh within the curriculum and to extend the occasional use made of Welsh in the life and work of the school, in the classrooms and in the extended opportunities offered to pupils. The commitment of schools to the Cwricwlwm Cymreig is particularly positive.

There are 11 secondary schools, in addition to the Welsh schools in the County. In seven of them, Dyffryn Aman, Tregib, Pantycleyn, Gwendraeth, Emlyn, QE High and Dyffryn Tâf, Welsh is taught as a first and second language and Welsh is used to a varying degree as a medium for teaching other subjects. The number of subjects taught through the medium of Welsh varies from school to school and from one key stage to the other (see Section 9.2.1).

In the remaining four schools, Coedcae, Bryngwyn, Glan-y-Môr and St. John Lloyd Welsh is taught as a second language. Glan-y-Môr, however, offers part of the curriculum bilingually to pupils in Y7, Y8, and Y9 although the pupils are taught Welsh as a second language. The pupils who follow the course bilingually sit the Welsh second language GCSE examination at the end of Y9 and subsequently have

an opportunity to follow the Welsh second language AS course in Y10 and Y11. This is positive and commendable progress along the continuum.

Schools and pupils are encouraged, in line with the concept of the continuum, to use Welsh as a medium for learning an extended range of subjects in both key stages. Schools, such as Tregib, Dyffryn Aman and Pantcelyn, offer pupils between 10% and 70% of the curriculum through the medium of Welsh in KS3. Gwendraeth, Dyffryn Tâf and Emlyn also offer some subjects through the medium of Welsh, mainly in KS3. Generally, there is a significant reduction in the number of subjects offered to pupils through the medium of Welsh in KS4 and Y12 and Y13. The number of pupils choosing to follow courses through the medium of Welsh varies from school to school, from subject to subject and from one key stage to another. Some 28% of secondary pupils chose to follow at least one subject through the medium of Welsh during the academic year 2003-2004 in KS3 and/or KS4. Individual school prospectuses need to be researched, as well as detailed discussions with headteachers, to fully understand what the current position is within schools. The Authority receives a copy of every school's prospectus and curriculum notation and monitors and discusses the place of Welsh as a subject and as a medium for teaching other subjects. Specific targets have been set for schools to encourage them to offer an increasing number of subjects through the medium of Welsh in KS3 and KS4. To ensure that more pupils take advantage of enhanced opportunities the Welsh-medium courses must be marketed so that pupils and parents realise the educational and commercial value of bilingualism in readiness for the world of work and for living proactively within the bilingual communities of Carmarthenshire.

### 9.2.1 Subjects taught through the medium of Welsh 2004 – 2005

School	Key Stage	Subjects offered in Welsh	Aspects taught through the medium of Welsh
Dyffryn Tâf	KS3	History, Geography, Drama, Religious Education	Personal and Social Education.
	KS4	Religious Education	
Tregib	KS3	History, Geography, Religious Studies, Drama, Mathematics, Music, French, Design and Technology, Physical Education, Games, Business.	Personal and Social Education in KS3 and KS4.
	KS4	History, Geography, Religious Education, Drama, Mathematics, French, Business, D and T.	
	Y12/13	Religious Education, Drama, History, Geography	
QE High School		This is a new school and the level of Welsh-medium provision has not been decided.	
Pantcelyn	KS3	History, Geography, Religious Education, Art, Music, French, Technology, Drama.	Personal and Social Education.
	KS4	Religious Education, History, Geography Music, Drama, D and T, Art, French.	
	Y 12/13	History.	
Gwendraeth	KS3	Religious Education, History, Geography.	
Glan-y-Môr	Y 7, Y8 and Y9	Geography, Information and Communication Technology ( These are taught bilingually).	Personal and Social Education.
Emlyn	KS3	Art, Music, Religious Education, Design and Technology.	
Dyffryn Aman	KS3	Geography, History, Religious Education, Modern Foreign Languages, Music, Design and Technology, Drama, Art, Physical Education and Games, Information Technology.	Personal and Social Education.
	KS4	Geography, History, Religious Education, Music, Drama, Physical Education and Games, Vocational Courses, Health, Careers.	
	Y 12/13	Geography, History, Music, Drama.	

Bro Myrddin		All subjects in KS3 and KS4, other than English, are taught through the medium of Welsh. Pupils, however, may choose the medium for teaching mathematics and science in both key stages.	
Strade		All subjects in KS3 and KS4, other than English, are taught through the medium of Welsh. Pupils, however, may choose the medium of teaching mathematics and science in both key stages.	
Maes-yr-Yrfa		All subjects in KS3 and KS4, with the exception of English, are taught through the medium of Welsh. Pupils, however, may choose the medium of teaching science in both key stages. Mathematics is taught in both key stages through using bilingual vocabulary leading to assessment in Welsh.	
Coedcae Bryngwyn St. John Lloyd	KS3 and KS4	Welsh is taught as a second language. Currently, no subjects are taught through the medium of Welsh.	

9.3 *Iaith Pawb* notes the need “for further research on linguistic continuity to enable pupils to continue developing their skills in Welsh as they move from one educational phase to the other. It would appear that slippage from first language to second language is a national phenomenon as pupils transfer from the primary to the secondary sector. It could well happen that a pupil could sit an examination which is educationally and linguistically inappropriate. The same patterns are clear when pupils who have been taught through the medium of Welsh in KS2 choose not to continue with the practice in KS3”.

This phenomenon is apparent in Carmarthenshire where the position of Welsh as a subject and as a medium of teaching is a cause for concern at the time of transfer from primary to secondary education and again, to a lesser degree, at the end of Y9. The challenge is immense when comparing the number of pupils in Carmarthenshire schools studying Welsh as a first language to the end of Y6 with the same pupils pursuing Welsh as a second language in Y7. The percentage of pupils following the Welsh second language programme throughout secondary education when compared with the percentage following Welsh as a first language is a major cause for concern. The challenge is enormous and the Authority is fully committed to addressing the issue in a positive manner. The position is clearly illustrated in the data contained in the publication “Welsh in School”, Statistical Unit for Education, Training and the Economy. (*Statistical Bulletin- Education and Training*, Welsh Assembly Government, February 2003).

The relevant statistics for Carmarthenshire are seen in two tables:

<b>Welsh in maintained schools in year groups Y7–11 according to the type of course studied – January 2003 (table 14).</b>				
<b>Welsh as a first language</b>		<b>Welsh as a second language</b>		<b>No of pupils</b>
<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	
<b>3,108</b>	<b>28.2</b>	<b>7,759</b>	<b>70.3</b>	<b>11,033</b>

Other statistics for Carmarthenshire, taken from the same publication, are somewhat more pleasing where they show a small increase in the percentage of pupils studying Welsh as a first language in Y7, when compared with percentages in other years of secondary schooling.

<b>Pupils in Years 7-11 studying Welsh as a first language in secondary schools: January 2003 (Table 18)</b>
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Y7		Y8		Y9		Y10		Y11	
No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
653	30.2	587	26.8	564	26.7	662	28.5	642	28.7

If this trend can be reflected in subsequent year cohorts the position of Welsh as a first language will be enhanced significantly. To increase the number of pupils who continue to follow the Welsh first language programme when transferring from KS2 to KS3 and who choose to use Welsh as a medium of learning subjects in the secondary sector remain clear targets in this Scheme.

The above statistics are confirmed by Carmarthenshire's education statistics department. It is well to remember, however, that there are almost 50 Category B schools or B streams in the County and these more often than not are large schools where Welsh as a second language is taught to all pupils. This has a significant bearing on the data as these schools do not teach Welsh as a first language or any subjects through the medium of Welsh. Since September 2003 schools such as Tregib and Pantycelyn insist that pupils who have pursued a Welsh first language programme at the primary sector should continue with that programme at the point of transfer. They have developed strong policies to prevent "language slippage" by pupils. Ysgol y Gwendraeth insists that all pupils who have achieved level 5 or above in Welsh first language assessments at the end of KS2 continue with the Welsh first language programme in Y7. Dyffryn Aman, Dyffryn Taf and Emlyn are also moving positively towards a position where transfer from first language to second language is becoming increasingly difficult. The transfer from first to second language has been a long standing area of concern for the Authority and the schools. To curtail the slippage was a target in the original Language Scheme and the headteachers and governors of many schools have responded positively to the challenge. More detailed information from primary partners on the linguistic ability of pupils at the time of transfer, as well as hard data on pupil attainment, based on common assessments for all schools and pupils, has contributed significantly to ensuring that pupils continue with the Welsh programme best suited to their needs at the point of entry into secondary schools.

- 9.3.1 In 1998, 19% of all 15 year old pupils in the County sat at least one GCSE subject, other than Welsh as a subject, through the medium of Welsh. By 2003 25% of that year's cohort sat at least one GCSE subject through the medium of Welsh. Small but positive progress along the continuum.

All secondary schools offer Welsh, either as a first language or second language, or both, up to GCSE level, with those schools where there are Y12 and Y13 continuing with the provision up to AS and Advanced Level. There has been an increase in the percentage of pupils sitting GCSE Welsh as a first language. In 1998, when the original Welsh Education Scheme was published, 23% of that year's cohort, across all the County's secondary schools, sat the first language examination. By 2003 almost 29% of the cohort for all Carmarthenshire secondary schools sat the Welsh first language examination, a small but pleasing progress which will be further developed. Following initiatives at the lower end of many secondary schools there is a clear target to increase the percentage of pupils sitting the first language examination in all schools from 29% to 43% by 2010. Each

school must decide on their own targets in line with their School Development Plans, as some schools have already achieved the general targets set. These schools need to set more challenging targets to enable them to move further along the continuum.

- 9.3.2 It is noted in *Iaith Pawb* that there are few entry points to Welsh-medium education. In Carmarthenshire an entry point is offered to all pupils when they commence their primary education. The vast majority of pupils have already taken advantage of the opportunities offered by Carmarthenshire Children's Partnership to attend voluntary Welsh-medium nursery classes at the pre-school stage. The opportunity to continue with Welsh education continues throughout primary education.

The Authority provides mid-term immersion programmes in the Language Centres established specifically to support latecomers who enter Category A schools during KS2 from non-Welsh speaking areas. Non-Welsh speaking pupils in Welsh schools and Welsh streams are also given opportunities to attend the Centres. These pupils are given the opportunity to follow an intensive educational and linguistic programme through the medium of Welsh for two days each week for at least one term, but usually for two terms, soon after their arrival at their new school.

At present, the Authority does not have a late immersion strategy for non-Welsh speaking pupils who arrive in the County's schools for the first time in KS3. Some initiatives have been tried in the past but practical issues negated the attempts. It is a priority to be re-visited in the near future and is an initiative noted as a specific target in this Scheme.

- 9.4 The language categories of schools are explained to parents in general terms in a booklet entitled, "Carmarthenshire Schools: Information for Parents". More detailed information is shared in the prospectus of each school (see Section 17). The headteachers have the detailed information on the place of Welsh within their schools and they and the governors are in a position to discuss issues with parents. Parents of prospective pupils should contact the appropriate schools, following the receipt of the general information, to seek detailed clarification on areas requiring further information. There are close links between primary and secondary schools. Exciting developments, including initiatives in Welsh, exist to ensure better curricular and linguistic continuity and progression. The Authority has set this as a priority and, as examples, an exciting language project has been established between Ysgol Bro Myrddin and its feeder schools based on local geographical aspects. A further innovation was developed between Ysgol Tregib and the local primary school based on the concept of linguistic accuracy. Language units have been prepared in Dyffryn Aman and Gwendraeth for pupils to commence in Y6 and to be completed in Y7. Second language programmes have been developed in Coedcae, based on WJEC reading books, and a transfer package initiated to assist in the transfer of pupils from the primary to the secondary sector. Glan-y-Môr and its partner primaries developed a programme to prepare pupils to enable them to pursue part of their education bilingually in Y7, Y8 and Y9. All the projects are proactive and are having a positive effect on pupil progression and continuity and has resulted in a far more effective sharing of linguistic information as pupils transfer from primary to secondary education. These initiatives are funded by the Authority, the Assembly and the Basic Skills Agency.

## 10. CURRENT PROVISION

10.1 This is a summary of the present provision. School names and categories as well as the location of SEN units are seen in Appendix 4 and 5.

Type of School	Category	No. of Unit Schools
Nursery	A/B	1
Infants	B	4
	A/B	3
Juniors	B	3
	A/B	3
Primary	A / Welsh schools	75
	B	26
	A/B	9
Secondary	Welsh schools	3
	Other secondary schools	11
SEN Units Primary	A	1
	B	12
SEN Units Secondary	Bilingual	3
Pupil Referral Units (Primary)		0
Pupil Referral Units (Secondary)		0

### 10.2 Cross County Collaboration

Parents have the right to choose in which school they would wish their children to be educated. If there is space and appropriate resources in the selected school pupils may be accepted from outside the catchment area, but the Authority's transport policy has to be adhered to. On rare occasions, in the primary sector, decisions to attend schools outside the catchment area are made on linguistic grounds. Requests for schooling outside the catchment area are generally made for personal or geographical reasons.

In the secondary sector some pupils from Carmarthenshire are educated in Pembrokeshire, Ceredigion, Neath and Port Talbot and the City and County of Swansea. Pupils from the Newcastle Emlyn area who wish to be educated through the medium of Welsh attend Ysgol Dyffryn Teifi in Ceredigion. Pupils in the Whitland area attend Ysgol y Preseli in Pembrokeshire and pupils at the upper end of the Aman Valley attend Ysgol Gyfun Ystalyfera in Neath and Port Talbot. Pupils living near Lampeter attend the local Comprehensive where a range of subjects are

taught through the medium of Welsh. Some pupils on the eastern side of Llanelli attend Ysgol Gyfun Gwyr.

When cross-county arrangements are made there are formal agreements between the Counties concerned.

## **11. WELSH-MEDIUM AND BILINGUAL NURSERY EDUCATION**

Both the LEA and the Assembly's vision, as defined in *Iaith Pawb*, share a common goal that, "the long term aim for our early years provision is to arrive at a position where a far greater number of children under the age of 5 will have had sufficient contact with both Welsh and English to enable them to continue their education in either Welsh or bilingual schools".

### **11.1 The enrolment policy for Carmarthenshire children depends on the local historical provision:**

primary schools with designated nursery classes – enrolment in the term following their third birthday, mainly part-time. Full-time enrolment occurs after the child's fourth birthday;

primary schools without nursery classes – enrolment, on a full-time basis, at the beginning of the term prior to a child's fourth birthday.

Despite the difference in pupils' ages at enrolment the Authority agrees with the Assembly's principle in *Iaith Pawb* that "long term linguistic benefits depend on the ability to offer as many pre-school aged pupils as practicable to have language experience at the earliest possible opportunity".

### **11.2 Every effort is made to ensure parental choice and equality of opportunity by funding places for children within the provision offered by voluntary and private organisations such as Mudiad Ysgolion Meithrin, Cylch Ti a Fi or WPPA, in line with the guidelines set down by the Carmarthenshire Children's Partnership.**

The Education Authority maintains one nursery school and 31 nursery classes. A maximum of 13 children are allowed in each class.

### **11.3 The Authority ensures that there are sufficient Welsh-medium early education places available through co-operating with Mudiad Ysgolion Meithrin. The 'Mentrau Iaith' provide support, such as after school play clubs, and a range of other language experiences, which extend pupils' contact with Welsh outside normal school time. This support varies from area to area.**

Mudiad Ysgolion Meithrin has been a member of Carmarthenshire Children's Partnership from the outset. They are included in all discussions and decisions in preparing the Authority's Early Years and Child Care Plan (bilingual copies of the strategy may be obtained from Mrs Susan Parry, Early Years Adviser, Griffith Jones Centre, St Clears, Carmarthenshire, SA33 4BT). *Iaith Pawb* notes that "the

areas requiring most attention is to provide practitioners at all levels and to extend the access to early years provision". Efforts are made to implement these principles in Carmarthenshire through including all relevant agencies within the Carmarthenshire Children's Partnership, thus ensuring that as many children as possible can receive a solid foundation in Welsh at the start of their educational journey.

- 11.4 A good relationship has been established between the Authority and the voluntary sector and every effort will be made to ensure that this continues (see Appendix 6 for a record of the nursery provision delivered in Carmarthenshire by Mudiad Ysgolion Meithrin). Discussions are regularly held between the County and the voluntary agencies to ensure better consistency in the educational programmes delivered. The annual conference between the Authority and all the voluntary groups that provide early education is an important event on the calendar, both for the Authority and for the voluntary groups.
- 11.5 As there is a comprehensive network of Category A schools, schools with a Welsh stream and Welsh schools in the County, all pupils have the opportunity to continue with early years Welsh-medium education and this within a reasonable distance to their homes. Lack of space in some schools excludes some pupils of this continuity, thus setting a challenge for the Authority to ensure that the need is met.
- 11.6 An extensive and appropriate programme of Welsh-medium INSET is provided specifically to meet the needs of early years education. Teachers and nursery assistants are targeted and on occasions both groups are trained together.
- 11.7 Courses are offered in the six areas of learning as well as in specific aspects such as special educational needs, planning programmes of learning, assessment and a range of topics dealing with management and teaching methodology.
- 11.8 Two bilingual special needs co-ordinators have been trained to work alongside the nursery groups. Their fees are paid by the Authority as are the salaries of nursery assistants.

The Partnership funds some 350 places in the voluntary sector for 3 year old pupils when there is no suitable provision by the LEA. A detailed audit was conducted by MYM and the WPPA to discover the gaps in provision and the Partnership has acted upon the findings. The provision is supplemented regularly until a point is reached when all the County's children will benefit from the support.

## **12. PRIMARY SCHOOLS AND PRIMARY EDUCATION**

- 12.1 The basic principle of promoting bilingualism is at the core of the County's Language Programme, the Education Strategic Plan and the Welsh Education Scheme. Every effort is made by the Authority to ensure that these objectives are known to all and are implemented. The provision of bilingual primary education, with the specific aim of ensuring fully bilingual pupils, is central to the Authority's philosophy. Each pupil is given the opportunity to be part of such an education and this within a reasonable distance to his home. The vast majority of pupils are educated in the local community school. Some pupils, however, are educated outside their local community in line with parental choice.

- 12.1.1 In Category A schools, A streams and Welsh schools pupils up to the age of 7 are part of an early immersion programme in Welsh. Welsh is the formal language of teaching and learning. Welsh as a first language is taught to all pupils. However, English is used occasionally to respond sensibly and with sensitivity to the needs of individual children. English is usually introduced formally at the time of transfer to KS2. The immersion programme is consolidated in KS2 through ensuring that Welsh is taught as a first language and remains the main medium of learning and interaction within the schools. No specific percentage of time is noted in the language policy for the use of Welsh and English. The Authority is of the opinion, however, that at least 70% of teaching and learning time should be through the medium of Welsh throughout KS2 if pupils are to be fully bilingual on leaving primary education. This is set as a target for those schools who are not currently achieving this percentage of teaching and learning time through the medium of Welsh and should not be interpreted as an opportunity for those schools who are already beyond this minimum target to lower their allocation of time for Welsh-medium teaching. The LEA has clear expectations for the use of Welsh in schools (see Section 9.1). The vast majority of the pupils at these schools have a firm understanding of both Welsh and English before transfer to the secondary sector thus placing them in an advantageous position when choosing the medium of their secondary education. *Iaith Pawb* notes that “choice by pupils and parents should be based on a full understanding of the range of linguistic provision available”. This places a clear mandate for schools to deliver their advisory role. Pupils’ progress in both languages at the end of KS2 is clearly defined in the SAT and teacher assessment results, at the end of KS2 in 2004 where over 70% achieved level 4 or higher in both Welsh and English. Pupils’ grasp of Welsh is enhanced through experiencing a wide range of extra-curricular activities, socially, culturally and in taking part in team games through the medium of Welsh.
- 12.1.2 In Category B schools Welsh is introduced as a second language from the outset and regular incidental use is made of Welsh in a number of schools to ensure an appropriate context for pupils as they develop their competence in Welsh. In KS2 Welsh is consolidated through providing a coordinated and developmental programme. Many pupils achieve a firm grasp of the language before transferring to the secondary sector, where Welsh as a subject is continued and, on occasions, used as a medium for learning some carefully selected subjects. Expectations for Category B schools are seen in Section 9.1.
- 12.2 The vast majority of the County’s schools are primary schools as opposed to separate infant and junior schools. Where there are separate schools a close link exists as they usually share a common site or work closely as part of a cluster. Transfer between phases is systematic and smooth. Joint planning sessions between schools are a common feature and the content of learning programmes and the assessment and recording arrangements are familiar to teachers in both phases.

Continuity between the primary and secondary sectors is high on the agenda of the Assembly, as noted in “*Iaith Pawb*,” the Authority and schools. Close cooperation exists between the Authority, the secondary headteachers and their primary partners. Administrative and pastoral links are sound through well-planned visits, contemporary electronic data and detailed discussions between headteachers. A range of projects and initiatives across the County enhance pupils’ linguistic

progress as they transfer from the primary to the secondary sector. All these initiatives receive proactive support from the Authority (see section 9.3).

Continuity and progression in Welsh-medium education at the secondary phase is delivered in the three Welsh schools and in the traditional Welsh schools. The Welsh schools enable every pupil to pursue a full curriculum, with the exception of English as a subject, in KS3 and KS4 through the medium of Welsh. A range of subjects is also available through the medium of Welsh in Y12 and Y13. The schools known as the traditional Welsh schools also provide a range of subjects through the medium of Welsh in KS3 and KS4 and, in some, pupils can choose to follow between 20% and 70% of their total education through the medium of Welsh in KS3. The availability of Welsh-medium education is not generally as extensive in KS4.

The in-service training programme offers joint courses for primary and secondary teachers as the Authority adopts the principle of education 8-13. This initiative has led to more effective pupil transfer as teachers in both sectors appreciate the need to standardise on a range of issues such as agreeing on National Curriculum levels, thus ensuring better continuity and progression in pupils' education.

- 12.3 The Authority and its primary schools operate an assessment agreement which ensures that all pupils, wherever educated, become part of annual formative assessments of language skills. The assessment procedures were implemented in September 2004 and the data analysed by schools and shared with the Authority. The aim is to clarify emerging patterns. Support will be offered to schools in setting appropriate teaching and learning targets to enhance pupil progress in a range of skills, to include language skills. In Category A schools, A streams and Welsh schools there is assessment in Welsh only at the end of KS1 and in Welsh and English at the end of KS2. In Category B schools and B streams Welsh as a second language, as well as English, is assessed in KS1 and KS2. The process is initiated by establishing a Baseline assessment, where pupils are assessed in line with the defined language policy of the school, and from then on continuous teacher assessment, annual whole-county assessment and any statutory or voluntary external assessments are recorded and analysed.
- 12.4 At the end of KS2 each pupil in Category A schools, A streams and Welsh schools is assessed in Welsh as a subject. The language medium of all other subject assessments reflect the language of teaching and learning and, as a result, some subjects are assessed in Welsh, others in English or, on occasions, bilingually. The chosen language for teaching subjects throughout KS2 has a significant effect on the balance between the use of Welsh and English, which language is used in assessments and the bilingual competence of pupils. Category A schools and schools with A streams are encouraged to teach mathematics and science increasingly through the medium of Welsh or at the very least bilingually. This extends pupils' linguistic skills and vocabulary in Welsh and ensures a better balance in the use made of the time apportioned to both languages and makes it possible for over 70% of the teaching and learning time to be through the medium of Welsh. At present the language used to teach mathematics and science in Category A schools and A streams varies significantly from one school to another, and as a result much of the assessment for these subjects is through the medium of English.

A specific target is set in this Scheme for Category A and A streams to ensure that they move along the continuum by increasing the use of Welsh as a medium for teaching mathematics and science. Current evidence shows that only a small minority of pupils from these schools sit their statutory assessments in these subjects through the medium of Welsh at the end of KS2.

- 12.5 Pupils arriving at the County's Category A schools during KS2 with no prior knowledge of Welsh present significant difficulties. To counter this in-migration a network of Language Centres was established to enable latecomers to receive an intensive mid-term immersion programme so that they could integrate quickly into their local community school. A small minority of these latecomers choose to attend Welsh schools and Welsh streams and they also have an opportunity to attend the Centres (see section 16).
- 12.6 The Authority has not encountered significant difficulties in providing Welsh-medium primary education. There has been an increase in the number of pupils attending Welsh schools but this has not led to establishing additional schools since 1968. The non-availability of bilingual supply teachers has, on occasions, created difficulties, particularly with short-term absences.

## PROVIDING SCHOOL PLACES

## PUPIL NUMBER – PROJECTIONS ON 2004 DATA – PRIMARY AND SECONDARY SCHOOLS

LEA No 669 LEA Name Carmarthenshire		PRIMARY SCHOOLS						
(1) School Number	(2) School Name / Category	(3) Type of School i.e. Foundation F = Voluntary V = Community C =	(4) Age Range	(5) NOR (as at September 2003)	(6) MOE	(7) Surplus Capacity	(8) SN	(9) Number of places in designated nursery classes.
2000	Cefneithin	A	4-11	62	136	72	18	0
2001	Drefach	A	4-11	62	95	28	14	0
2002	Maes-y-bont	A	4-11	20	50	30	6	0
2003	Llech-yfedach	A	4-11	117	104	-9	16	0
2004	Mynyddcerrig	A	4-11	17	54	35	7	0
2005	Cwmgwili	A	4-11	23	60	32	10	0
2006	Tumble	A	4-11	142	255	113	34	0
2007	Gorslas	A	4-11	97	109	12	16	0
2008	Cross Hands	A	3-11	99	172	73	22	28
2009	Llangain	A	3-11	14	63	49	7	24
2014	Peniel	A	4-11	102	99	-3	15	0
2018	Banffosfelen	A	4-11	60	193	133	30	0
2019	Gwynfryn	A	4-11	94	128	34	17	0
2020	Carwe	A	4-11	76	234	158	30	0
2023	Pont-iets	A	4-11	47	73	26	12	0
2024	Pont-henri	A	4-11	54	128	74	17	0
2034	Bancyfelin	A	4-11	57	70	13	7	0
2037	Meidrim	A	4-11	50	50	0	7	0
2038	Ammanford Junior A/B	A/B	7-11	237	288	51	78	0
2039	Ammanford Infants A/B	A/B	4-7	144	175	31	63	0
2042	Saron	A	4-11	190	280	90	30	0
2043	Betws	A	4-11	106	164	58	20	0

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
School Number	School Name / Category	Type of School i.e. F = Foundation V = Voluntary C = Community	Age Range	NOR (as at September 2003)	MOE	Surplus Capacity	SN	Number of places in designated nursery classes.
2044	Tycores	C	4-11	155	168	13	28	0
2047	Glanaman	C	4-11	157	166	9	28	0
2049	Cefnbynbrain	C	4-11	32	50	18	6	0
2050	Parc-yr-hun	A/B	4-11	122	235	113	30	0
2052	Blaenau	C	4-11	94	124	30	20	0
2053	Garnant	C	4-11	126	236	110	40	0
2055	Ystradowen	C	3-11	20	79	59	13	23
2056	Nant-y-groes	C	4-11	33	63	30	12	0
2057	Llanedi	C	4-11	33	28	-5	6	0
2060	Cwmifor	C	4-11	22	50	28	8	0
2061	Ffairfach	C	4-11	72	103	31	13	0
2065	Talley	C	4-11	53	49	-4	6	0
2067	Cwrt-henri	C	4-11	55	57	2	9	0
2069	Brechfa	C	4-11	35	57	22	8	0
2071	Llansawel	C	4-11	14	60	46	9	0
2077	Caio	C	4-11	24	48	24	7	0
2080	Llangadog	C	4-11	85	107	22	13	0
2082	Llansadwm	C	4-11	14	55	41	7	0
2084	Rhys Prichard	A/B	4-11	194	254	60	30	0
2087	Llanwrda	C	4-11	39	59	20	12	0
2092	Rhydymerau	C	4-11	19	52	33	7	0
2096	Llanboidy	C	4-11	36	58	22	10	0

(1) School Number	(2) School Name / Category	(3) Type of School i.e. F = Foundation V = Voluntary C = Community	(4) Age Range	(5) NOR (as at September 2003)	(6) MOE	(7) Surplus Capacity	(8) SN	(9) Number of places in designated nursery classes.
2098	Hendy-gwyn	A/B	4 - 11	148	233	85	35	0
2102	Capel Iwan	A	4 - 11	23	26	3	5	0
2104	Brynsaron	A	4 - 11	117	118	1	16	0
2106	New Inn	A	4 - 11	44	53	9	4	0
2109	Llanpumsaint	A	4 - 11	58	59	1	6	0
2112	Mynyddygarreg	A	4 - 11	21	74	53	10	0
2114	Johnstown	B	3 - 11	330	377	47	40	22
2116	Y Dderwen	Welsh	3 - 11	284	306	22	33	42
2119	Llanmiloe	B	4 - 11	45	104	59	14	0
2120	Bryn	B	4 - 11	192	251	59	27	0
2121	Bynea	B	4 - 11	122	143	21	20	0
2123	Dafen	B	3 - 11	158	194	36	29	22
2124	Felinfoel Junior	A/B	7 - 11	98	161	63	41	0
2125	Y Babanod, Felinfoel	A/B	4 - 7	69	144	75	38	0
2126	Llwynhendy Junior	B	7 - 11	75	242	167	62	0
2128	Five Roads	A	4 - 11	85	78	-7	10	0
2129	Llangennech Infant	A/B	4 - 7	132	182	50	50	0
2130	Llangennech Junior	A/B	7 - 11	157	268	111	65	0
2131	Hendy	A/B	4 - 11	141	239	98	31	0
2135	Furnace	A	4 - 11	89	117	28	15	0
2136	Yr Ynys	B	3 - 7	65	118	53	32	49
2152	Copperworks Infant	B	3 - 7	111	131	20	36	46

School Number	(2) School Name / Category	(3) Type of School i.e. F = Foundation V = Voluntary C = Community	(4) Age Range	(5) NOR (as at September 2003)	(6) MOE	(7) Surplus Capacity	(8) SN	(9) Number of places in designated nursery classes.
2156	Morfa Junior	C	7 - 11	100	227	127	60	0
2158	Morfa Infants	C	3 - 7	77	125	48	35	64
2159	Old Road	C	4 - 11	188	238	50	35	0
2165	Lakefield	C	4 - 11	268	323	55	54	0
2166	Llansteffan	C	4 - 11	59	59	0	9	0
2167	Llan-non	C	4 - 11	71	83	12	9	0
2168	Gymraeg Brynsterfel	Welsh	3 - 11	149	194	45	26	23
2169	Brynman	C	3 - 11	206	236	30	30	35
2170	Abernant	C	4 - 11	32	73	41	10	0
2171	Myrddin	C	3 - 11	64	130	66	18	25
2172	Llanarthne	C	4 - 11	30	42	12	10	26
2173	Llangunnor	C	3 - 11	202	339	137	32	48
2175	Trimsaran	C	3 - 11	173	310	137	35	53
2176	Swiss Valley	C	4 - 11	248	238	-10	30	0
2177	Parc y Tywyn	Welsh	4 - 11	140	180	40	20	0
2178	Pembrey	C	4 - 11	190	200	10	30	0
2179	Gymraeg Rhydaman	Welsh	4 - 11	149	199	50	18	0
2180	Beca	C	4 - 11	73	92	19	13	0
2181	Llandybie	C	3 - 11	210	276	66	36	26
2182	Hafodwenog	C	4 - 11	76	114	38	16	0
2183	Teilo Sant	Welsh	3 - 11	179	185	6	17	34
2184	Llanybydder	C	4 - 11	59	160	101	21	0
2185	Llandeilo	C	3 - 11	205	229	24	29	17
2187	Cynwyl Elfed	C	4 - 11	51	103	52	15	0
2188	Halfway	C	3 - 11	189	296	107	27	33

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
School Number	School Name / Category	Type of School i.e. F = Foundation V = Voluntary C = Community	Age Range	NOR (as at September 2003)	MOE	Surplus Capacity	SN	Number of places in designated nursery classes.
2189	Pwll	C	4 - 11	94	156	62	25	0
2190	Pen-y-gaer	C	3 - 11	178	178	0	26	20
2192	Y Castell	C	3 - 11	187	282	95	37	32
2193	Penygroes	C	4 - 11	196	215	19	20	0
2194	Nantgaredig	C	3 - 11	164	173	9	26	22
2370	Gwenllian	C	3 - 11	93	120	27	10	23
2371	Dewi Sant	C	3 - 11	394	396	2	45	50
2373	Pontyberem	C	4 - 11	175	243	68	32	0
2374	Bigyn	C	3 - 11	226	199	-27	32	55
2375	Stebonheath	C	3 - 11	263	274	11	38	70
2377	Burry Port Junior	C	7 - 11	159	335	176	61	0
2379	Y Ddwylan	C	4 - 11	269	354	85	23	0
2380	Richmond Park	C	3 - 11	231	273	42	43	72
2381	Burry Port Infant	C	4 - 7	106	249	143	66	0
2384	Griffith Jones	C	3 - 11	211	239	28	27	62
2385	Y Fro	C	4 - 11	52	141	89	6	0
2386	Carreg Hirfaen	C	4 - 11	105	132	27	9	0
2387	Cae'r Felin	C	3 - 11	81	156	75	20	0
3000	Abergwili	V	4 - 11	44	74	30	10	0
3002	Tremoilet	V	4 - 11	54	86	32	7	0
3003	Laugharne	V	4 - 11	64	139	75	20	0
3004	Llanddarog	V	4 - 11	66	81	15	10	0
3008	Capel Cynfab	V	4 - 11	23	50	27	6	0
3013	Ferryside	V	4 - 11	62	88	26	15	0
3025	John Vaughan	V	4 - 11	27	61	34	7	0

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
School Number	School Name / Category	Type of School i.e. F = Foundation V = Voluntary C = Community	Age Range	NOR (as at September 2003)	MOE	Surplus Capacity	Projected NOR as at Summer Term 2004 (inc Spring Term)	Projected Surplus/ Deficit Capacity as at Summer Term 2004	SN	Number of places in designated nursery classes.
3026	Llanllwni	V	4 - 11	53	59	6	63	-4	5	0
3032	Cil-y-cwm	V	4 - 11	29	51	22	34	17	8	0
3300	St Mary's Llanelli	V	3 - 11	201	182	-19	205	-23	28	41
3301	St Mary's C'then	V	3 - 11	87	135	48	93	42	26	23
3302	Llanfynydd	V	4 - 11	25	44	19	26	18	6	0
3307	Penboyr	V	4 - 11	85	139	54	95	44	15	0
3321	Pentip	V	4 - 11	214	205	-9	234	-29	27	0
3322	Model	V	3 - 11	239	259	20	258	-1	25	33
<b>TOTAL</b>				<b>13,765</b>	<b>19,280</b>	<b>5515</b>	<b>14,998</b>	<b>4282</b>		<b>1164</b>

## Secondary Schools

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
School Number	School Name	Type of School i.e. F = Foundation V = Voluntary C = Community	Age Range	NOR (as at September 2003)	MOE	Surplus Capacity Col 7 = Col 6 - Col 5	SN	No of 6th form places
4024	Pantycelyn	C	11 - 18	423	488	65	92	80
4028	Tregib	C	11 - 18	941	1018	77	160	160
4029	Amman Valley	C	11 - 18	1722	1789	67	274	250
4050	Coedcae	C	11 - 16	1033	1023	-10	220	Nil
4052	Strade	C	11 - 18	885	880	-5	107	150
4053	Glanymor	C	11 - 16	776	711	-65	160	Nil
4054	Bryngwyn	C	11 - 16	1060	1139	79	240	Nil
4056	Bro Myrddin	C	11 - 18	858	907	49	130	150
4057	*QE Cambria	C	11 - 18	869	1015	46	156	160
4058	*QE Maridunum	C	11 - 18	611	855	244	123	150
4060	Emllyn	C	11 - 18	704	703	-71	90	120
4061	Maes yr Yrfa	C	11 - 18	656	677	121	107	120
4062	Gwendraeth	C	11 - 18	564	695	131	120	100
4512	Dyffryn Taf	V	11 - 18	1060	1164	104	135	200
4600	St John Lloyd	V	11 - 16	393	447	54	90	Nil
<b>TOTAL</b>				<b>12,555</b>	<b>13,511</b>	<b>956</b>		<b>1640</b>

NOR - Number on Roll

MOE - More open enrolment

SN - Standard Number

\* - The two schools are now amalgamated

- 12.8 The Authority has a comprehensive building programme as part of the Modernising Education Provision Strategy which includes the replacement of existing buildings or significant extensions to meet the demand for additional space or to ensure that the buildings reflect the educational needs of the twenty first century. Every Welsh school is included in the programme.
- 12.9 When the need arises there is close co-operation between Carmarthenshire and neighbouring Authorities. In the primary sector there is little cross-border movement as individual counties provide in line with the needs of pupils and their parents. Where there is cross-border movement it is largely due to geographical convenience or personal reasons rather than any deficiency in the linguistic provision of local schools

### **13. SECONDARY SCHOOLS AND SECONDARY EDUCATION INCLUDING THE CAREERS SERVICE AND YOUTH SERVICE**

- 13.1 In adopting the concept of a language continuum, the Authority's aim is to encourage every secondary school to progress positively along the continuum through offering more experiences and learning time for an increasing number of pupils to be taught through the medium of Welsh or bilingually in KS3, KS4 and post-16 education.

- 13.1.1 In the three Welsh schools Welsh is taught as a first language to all pupils.

In Bro Myrddin every subject is taught through the medium of Welsh, other than English as a subject, in KS3 and KS4. Pupils can, however, choose to be taught mathematics and science through the medium of Welsh or English in both key stages.

In Maes Yr Yrfa every subject is taught through the medium of Welsh, other than English as a subject, in both KS3 and KS4. Pupils can, however, choose the medium for learning science in both key stages. Mathematics is taught to all pupils to the end of KS4 through using bilingual vocabulary with all assessments through the medium of Welsh.

In Ysgol y Strade every subject is taught through the medium of Welsh, other than English as a subject, in KS3 and KS4. Pupils can choose, however, to be taught mathematics and science through the medium of Welsh or English in both key stages.

The target for the three schools, is to teach all subjects, with the exception of English, through the medium of Welsh only in KS3 and KS4.

The three schools have a clear policy on the use of Welsh and English when teaching subjects in Y12 and Y13.

- 13.1.2 In seven of the other secondary schools, which have progressed positively along the continuum, Welsh is taught as a first and second language. Opportunities are also available to choose the main medium of teaching a range of subjects (see Section 9.2.1).

- 13.1.3 In the four remaining schools, Welsh as a second language is taught in line with statutory requirements but, at present, no other subject is offered through the medium of Welsh. Ysgol Glan-y-Môr, however, offers some subjects bilingually in Y7, Y8 and Y9. All pupils at the four schools have an opportunity to sit an appropriate external examination in Welsh as a second language. To progress along the continuum these schools need to respond in line with the suggested research in *Iaith Pawb* “of offering some carefully selected subjects through the medium of Welsh or bilingually following a detailed feasibility study and discussions with the governors, staff, parents and head teachers of feeder primary schools. The School Development Plan will identify a strategy, time table and costing of any agreed development”.

Information on the position of Welsh in individual schools is explained in detail, and amended annually, in the prospectus of each school, a proactive document which encourages detailed discussions between schools and parents and prospective parents.

- 13.1.4 The Cwricwlwm Cymreig is introduced to all pupils. Subjects such as history, geography, art, religious education and music lend themselves particularly well to the provision of the Cwricwlwm Cymreig and have specific and relevant content in their National Curriculum programmes of study. A range of extra-curricular experiences support pupils’ perception of the Cwricwlwm Cymreig. The ethos and Welsh ambience of the majority of schools and the occasional use of Welsh around the school and throughout the day contributes to pupils’ awareness of issues which are unique to Wales.
- 13.2 The concept of effective transfer between the primary and secondary sectors is re-affirmed in the LEA’s INSET programme, where joint courses are provided for teachers of pupils between 8 and 13 years of age. Primary and secondary teachers often attend Welsh and Welsh-medium courses together.

It is expected that every pupil who has followed a Welsh first language programme in the primary sector should continue with this programme on entry to secondary education. A significant percentage of pupils over the years, however, have transferred from Welsh first language to Welsh second language at the beginning of Y7. The Authority is firmly opposed to this practice as the fundamental principles of continuity, progression and progress in language is negated, thus leading to language regression as the majority of the pupils who transfer programmes pursue a course which does not accurately reflect their experiences and linguistic ability. This leads to linguistic regression rather than linguistic progress. To ensure that pupils continue with the appropriate language programme when moving from Y6 to Y7 is a target in *Iaith Pawb* and in this Welsh Language Scheme and quantitative targets have been set which will, if achieved, prevent this negative transfer.

- 13.3 No significant difficulties have been encountered in providing places for pupils at the Welsh schools. They have wide catchment areas and consequently there is an opportunity for every pupil who wishes to be educated at these schools to be accommodated, although many pupils live some distance from the schools. The schools are housed in suitable buildings and Section 12.7 tabulates the number of pupils on roll, the size of the school, any spare capacity and the standard admissions numbers at the schools. Some pupils living on the borders of the County attend Welsh or bilingual schools, due to geographical convenience, in adjoining counties.

- 13.4 The secondary schools have agreed an assessment partnership with the Authority whereby pupils are assessed annually, using tests common to all schools. Each pupil's progress is assessed formatively and a learning programme devised in line with pupil needs. The results of previous assessments illustrate the performances of each pupil against his innate ability and his progress over a period of time giving a clear picture of the value added progress of each pupil. Challenging but achievable targets are set for pupils, based on the outcomes of the formative assessments. At present, the data for achievement in Welsh at the end of KS2 is transferred to the secondary schools. Reading tests are administered in KS2 and KS3 making it possible to track the progress of individual pupils in both Welsh and English to the end of compulsory education. It is the responsibility of each individual school to assess pupils' bilingual competence across the curriculum and share the outcomes with the LEA.
- 13.5 Some schools, such as Tregib, Pantycelyn and Aman Valley, have substantially increased their Welsh-medium provision, particularly in KS3. Other schools, such as Glan-y-Môr, offer subjects through the medium of Welsh or bilingually for the first time. Such schools have progressed along the continuum and this is one of the main successes of the original Welsh Education Scheme in the secondary sector. Schools have also progressed positively along the continuum by increasing the number of pupils who follow the Welsh first language programme and at the same time increasing the number of subjects offered through the medium of Welsh. The next challenge is to consolidate and then increase subject choices and encourage more pupils to follow subjects through the medium of Welsh in KS3 and continue with Welsh-medium choices in KS4. Each school that has increased its Welsh-medium provision has received additional funding from the Authority to assist with the initiative. The funding is based on a formula which is directly linked to the level of provision (see Section 24).
- 13.6 The Authority, at present, does not provide any additional support to enable secondary schools to offer late immersion programmes for pupils who arrive in schools with no previous experience of Welsh during KS3 and KS4. Although Language Centres, with one exception, are located within secondary schools little use is made of them by the secondary schools. To develop the concept of late immersion and better utilisation of the Language Centres by schools and the community is a specific target in this Scheme.
- 13.7 Some 28% of secondary pupils are educated, fully or partly, through the medium of Welsh, either in the three Welsh schools or schools which offer opportunities to pursue some subjects through the medium of Welsh. The Authority has extended the catchment areas of the Welsh schools so that all secondary aged pupils in the County can pursue their secondary education in these three schools or in similar schools in neighbouring counties.
- 13.8 The Authority has adopted the concept of seamless language transition as pupils move from one key stage to another. Some areas are developing the concept of families of schools where the secondary school and its feeder primaries cooperate to ensure the effective tracking of individual pupils at the time of transfer. Many families of schools have agreed on programmes which commence in Y6 and are completed in Y7. This is an exciting initiative, fully supported by the Authority in enabling cross-phase INSET to be a key feature. As the concept is high on the

Assembly's agenda, as seen in *Iaith Pawb*, the Authority commits itself to ensuring that seamless transfer from school to school, at the same time emphasising the need for language continuity and progression, becomes a fundamental right for all pupils.

- 13.9 Pupil numbers in two of the Welsh schools have increased and in the third numbers have remained constant. The Authority has invested heavily in the schools with a new school at Bro Myrddin and renovations and extensions at Maes Yr Yrfa and Strade.
- 13.10 Careers advice for individual pupils is discussed and negotiated with Careers Wales West. Each school delivers career guidance. Careers advisors in Bro Myrddin, Strade and Maes Yr Yrfa are bilingual and make every effort to respond in line with the linguistic needs of individuals. Many of the career guidance advisors in the traditional Welsh schools are bilingual. Bilingual careers conferences are organised and one is arranged annually exclusively through the medium of Welsh.

The Education Business Department of the Careers Company offer a range of programmes to coordinate initiatives in schools, colleges and businesses across West Wales. There is positive consideration to the place of Welsh. Included are issues such as staff development, contact with employers, work experience and other practical issues in the world of work. *Iaith Pawb* notes that "a language which is exclusive to the education sector is not a living language". Carmarthenshire attempts to implement this principle through its internal provision and its links with outside agencies.

- 13.11 There is close co-operation between Carmarthenshire and the neighbouring counties and definitive arrangements are made for some pupils living on the boundary of Carmarthenshire to be educated in neighbouring secondary schools. This is often to enable pupils to receive Welsh-medium education in a school within a reasonable distance to their homes (see Section 10.2).
- 13.12 The youth service provides a range of opportunities which reflect the bilingual needs of the young people within their communities. It strives to ensure that sufficient numbers of bilingual full-time and part-time youth workers are available in line with linguistic needs. The vast majority of clubs and youth projects have members of staff who are appropriately bilingual to enable them to encourage and promote the use of Welsh. The service works closely with external agencies such as Urdd Gobaith Cymru and the Mentrau Iaith to support the bilingual needs of the communities within Carmarthenshire.

#### **14. SPECIAL EDUCATIONAL NEEDS (SEN)**

- 14.1 Carmarthenshire is committed to the principle of including pupils with disabilities and special needs within the local mainstream school and accept that only on rare occasions will this not be possible. The County, in line with the Assembly, as noted in *Iaith Pawb*, "considers that Welsh-medium or bilingual SEN provision is a matter of equality". *Iaith Pawb* and the LEA recognise the right of pupils with SEN to access provision in their favoured language in line with the amended SEN Code of Practice for Wales.

- 14.2 In most instances pupils with SEN would receive appropriate educational experiences in line with the language of the school and where practicable through the medium of Welsh. In other instances SEN pupils receive appropriate educational experiences in line with the language of the school and where practicable through the medium of Welsh. Every effort is made to conform to the amended SEN Code of Practice. The Authority supports the right of every pupil to gain experiences in Welsh, unless a Statement of Education Needs decrees otherwise.
- 14.3 The Authority has some units where for children with acute difficulties are educated and, because of existing specialisms, it is not always possible to ensure a totally bilingual education in all units. It is not the Authority's intention to develop new units, but to gradually move to a position where it is able to provide a bilingual education for pupils within existing units. The provision will be consolidated by establishing new centres attached to specific schools to ensure that the Authority is able to provide specialist bilingual support where this was not possible previously. These initiatives are developed in the Authority's "Inclusion Handbook", where the concept of equal opportunity for all pupils is central. The Authority's responsibility for delivering bilingual education to relevant pupils, wherever they are taught, is emphasised.
- 14.4 INSET provision for learning support assistants include:
- a range of courses provided for each SENCO and the learning support assistants in English, Welsh or bilingually;
  - officers with responsibility for the provision are bilingual;
  - the POPAT programme has been translated and adapted to the needs of the Welsh language and a number of schools have adopted the programme, as well as the "Dyfal Donc" programme, and pupil standards are seen to be progressing.
- 14.5 There are exceptional cases where specialist care is sought from outside the County. There is an acute shortage of establishments that can provide Welsh language or bilingual support. The LEA is, therefore, striving to improve and expand the internal bilingual provision so that it is not so dependent on outside agencies which provide support only through the medium of English.
- 14.6 In the case of the specialist services, the Authority is already able to provide bilingual advisory and educational psychology service, as well as the requirements of the sensory impaired. Discussions are being held with the Health Department to increase the provision of speech and language therapy in Welsh. It is fair to say that at present there is a chronic shortage of specialists who possess the necessary skills to provide such support.
- 14.7 The LEA's strategy for preparing Statements of SEN notes clearly that "the whole process of compiling a Statement of Educational Needs is offered to parents/guardians, to include documentation, in Welsh, in English or bilingually from the start of statutory assessment". Despite being a declaration of intent some difficulties are experienced with documentation. Many emanate from specialist outside agencies, who are not answerable to the Authority. The Authority's policy is made clear to the relevant agencies to ensure that they are aware of our intention.

14.8 The provision for post-14 pupils reflects the support available in KS3 and every care is taken to ensure that appropriate information is transferred to the Careers Service.

## **15. THE ATHRAWON BRO SERVICE AND THE ADVISORY SERVICE**

15.1 The Authority has a network of Athrawon Bro. The service aims to support schools, in partnership with head teachers and class teachers, in raising the standards of achievement and proficiency of pupils in Welsh as a first and second language. The team includes 12 full-time and 6 part-time teachers. The six teachers in charge of the Language Centres supplement the team for one day each per week. An annual grant is received from the Welsh Language Board to support the initiative. The funding is retained centrally to contribute to the overall costs of the service.

The strength of the provision is its in-built flexibility which enables the Athrawon Bro to respond to the specific needs of individual schools. The basic principles of the support are that the Athrawon Bro, in line with the vision of *Iaith Pawb*, are in a position to:

- work alongside class teachers and not take their place in implementing the Authority's language policy;
- organise jointly with school staff whole school language programmes which reflect the statutory requirements of the National Curriculum;
- work with schools to ensure continuity in the teaching of Welsh as a subject and in the use made of Welsh as a medium for teaching other subjects;
- be part of the school's assessment procedures to consolidate pupils' standards and progress across the age and ability range.

As part of their responsibilities, they conform to the expectations of *Iaith Pawb* through training and supporting:

- teachers who have a limited knowledge of Welsh, or who lack confidence when using Welsh;
- newly qualified teachers in their first year of teaching or teachers new to the requirements of the Welsh curriculum;
- clusters or groups of schools by offering consultations on closure days or after school hours;
- schools and teachers to evaluate the suitability of published teaching and learning resources;
- the concept of continuity and progression through being a part of the transfer arrangements from KS1 to KS2 and from KS2 to KS3.

Athrawon Bro are teaching or providing training in schools for 180 days a year. On the remaining days they are being trained to implement contemporary linguistic and educational initiatives. They have regular opportunities to work as a team in preparing a range of appropriate teaching and learning resources to support their daily contributions.

To ensure that the best use is made of the Athrawon Bro the Adviser with responsibility for Welsh, link advisers, and the two Senior Athrawesau Bro review performance in a range of contexts and arrange monitoring visits in line with agreed criteria.

The underlining principle is that all schools have a right to receive support and guidance from the Athrawon Bro but the priorities identified and time spent in individual schools vary, often to reflect the competence of staff in their use of Welsh, the linguistic mix of pupils and the location and size of schools. Over a two-year cycle, however, the aim is for every school to receive intensive support from an Athro Bro. The Language Adviser with responsibility for Welsh and the two senior Athrawesau Bro who have the day to day responsibility for delegating and monitoring the contribution of the Athrawon Bro.

- 15.2 In addition to the support provided by the Athrawon Bro the Authority has a team of advisers, associate advisers and advisory teachers who provide leadership and support for Welsh-medium teaching. The vast majority of the Authority's senior officers are bilingual. The Authority has a range of Welsh-medium specialists who provide INSET courses through the medium of Welsh in subjects such as technology, art, information technology, humanities, physical education, music, science, mathematics, English and religious education, as well as in educational phases such early years, primary education, secondary education and youth and community services. The educational psychology service and the Special Educational Needs Department are able to provide bilingual support, although there are significant difficulties in some specialisms, a concern which is national as well as local.
- 15.3 The LEA provides a wide range of Welsh-medium INSET courses. These include subject courses, teaching and learning for children under the age of 5, classroom organisation and management, teaching methods, assessment, language in the early years, the child and the home, play using large toys and aspects of health and safety. Cross-curricular courses are offered through the medium of Welsh to reflect the needs of the new Foundation Stage. Generic courses are provided for teachers of pupils aged 8 to 13 years concentrating on key aspects such as teaching and learning. A key focus on these courses is the language development of pupils and in supporting the concept that language is the basis of all teaching and learning. There is close co-operation with Cwmni Theatr Arad Goch, based on the principle that they make regular visits to schools, to enhance pupils' experiences and communication skills in an exciting context. The Authority maintains a Residential Centre at Pendine where pupils are given opportunities to utilise linguistic experiences outside school and home with proactive support and guidance from Athrawon Bro and other language specialists. Regular visits are also made to the Urdd Camp at Llangrannog.
- 15.4 To appoint suitable teachers for teaching through the medium of Welsh in the secondary sector can be difficult at times. The Authority provides specific courses

for teachers who transfer from teaching through the medium of English to teaching through the medium of Welsh. The shortage of Welsh speaking supply teachers in both sectors makes it difficult at times to release teachers to attend courses. The LEA encourages schools to work together in a cluster or family of schools, to include primary and secondary schools, to share expertise and teaching and learning resources and to give primary pupils an opportunity to visit neighbouring primary and secondary schools. This presents an opportunity to further the social and curricular experiences of pupils.

## **16. LANGUAGE CENTRES**

- 16.1 The Authority maintains six Language Centres and their definition and role reflect what is addressed in *Iaith Pawb*. They support pupils who have moved to live in the bilingual communities of Carmarthenshire. They are located in Llandovery, Llandeilo, Aman Valley, Gwendraeth, Carmarthen and Whitland. In addition, two Language Centres in Ceredigion, at Llandysul and Lampeter, deliver specialist support for some primary pupils from Carmarthenshire. The Language Centres in both counties, with one exception, are located in secondary schools.
- 16.2 The first Centres were established in 1978 with shared funding between the Authority and the Welsh Office. Currently, the Authority has sole responsibility for the funding. There is one teacher in each Centre. The Centres were initially established to cater for the needs of non-Welsh speaking pupils who arrived at the County's Category A primary schools during KS2. Currently, opportunities are given to pupils who arrive in the Welsh schools and schools with Welsh streams during KS2 to attend the Centres. These late-comers created considerable difficulties to the ethos and medium of teaching within classrooms and schools and this in areas considered to be strongholds of Welsh language and culture. The basic principle adopted for the Centres from the outset was that the support offered was voluntary and pupils could not attend the local Centre without the consent of parents and the full cooperation of the primary headteachers.
- 16.3 The Centre programmes were devised to ensure that latecomers, a maximum of twelve at any time, could attend for two days per week for at least one term. In the majority of cases a high percentage of pupils attended the Centres for two terms, two days a week throughout the first term and one day a week during the second term although some pupils, on the basis of need, attended the Centre for two days during the second term. This arrangement continues. The linguistic, educational and social integration was shared between the Centres and the pupils' local community school as the pupils attended these schools on three days each week. There was close co-operation with schools as the Centre teachers visited the schools in a well-structured after-care programme and class teachers in turn were given the opportunity to visit the Centres. The Athrawon Bro had a key role to play as they consolidated the work of the Centres in schools through co-operating closely with class teachers and pupils. Since establishing the Centres over 8000 pupils of primary school age have taken advantage of the opportunity to attend, some 6500 of them being late-comers with the remainder being Welsh language learners at different levels or Welsh speakers who needed additional contact time with the language.
- 16.4 Four requests have been received over the last three years to transfer pupils from English medium to Welsh-medium education. The four attended a Language Centre

where their progress was carefully monitored. The transfer from one medium of teaching to the other was not completed as the pupils were already in Y6 and attended Category B schools. There was insufficient continuity and progression in the Welsh language programmes at the respective schools and the support given by the Centres, with the transfer of pupils to KS3 imminent, was not sufficient without intensive support required from the schools and homes.

- 16.5 The basic aim of the Centres was to offer an intensive course in Welsh to assist pupils to master the language to enable them to benefit from bilingual education in the primary sector and provide them with the necessary skills to enable them to be in a better position to choose the medium of their secondary education. The principle reflects the philosophy of *Iaith Pawb*. A significant number of pupils who attended the Centres, despite being latecomers, chose to continue with their secondary education in Welsh schools or studied some subjects through the medium of Welsh in other secondary schools. Pupils' innate ability, their age when they first attended the Centre, their aptitude for language and the support from the local community school and parents contributed significantly to pupil progress in Welsh and their understanding of the linguistic context of their adopted communities.

The housing market has varied considerably over the period since establishing the Centres and at times, when in-migration was low, the Centres have been used to promote the proficiency of learners at various levels and this at times from Category B schools and B streams. On other occasions the Centres were used to enhance the language skills of Welsh first language pupils, generally during Year 6 prior to their transfer to the secondary sector. Since local government re-organisation in 1996 over 2500 latecomers have benefited from the support provided at the Language Centres. Some 800 Welsh learners at different levels of linguistic competence have attended the Centres and some 600 Welsh first language pupils.

- 16.6 Some difficulties have affected the Centres since they were established and these primarily due to lack of sufficient funding. On occasions, the Language Centre teachers, at times of severe financial constraints, have been used as supply teachers. Insufficient space in some Centres has resulted in having to move location within a school and in one instance in having to change school. When in-migration was at its peak waiting lists were a common feature. At present, through concentrating exclusively on latecomers, places become available within a short period of pupils arriving at their new school.

## **17. INFORMATION TO PARENTS ABOUT WELSH-MEDIUM AND BILINGUAL EDUCATION**

- 17.1 A bilingual booklet "Carmarthenshire Schools: Information for Parents" is published annually. Copies are distributed to schools, County Council offices and Libraries. The booklet contains the Authority's language policy, how to apply for a place at a school and a list of all the County's schools, including the language category of each primary school.

Each school prepares a prospectus which notes clearly the school's interpretation of the County's language policy, including the place of Welsh as a subject and, if applicable, the use made of Welsh as a medium of teaching and learning within the school.

There are definitive arrangements for primary pupils to visit secondary schools. There are positive moves currently for pupils to visit the secondary schools during Y5, and sometimes in Y4, to enable choices to be made based on sound evidence and direct experiences.

Headteachers of both primary and secondary schools are the best source of detailed information about arrangements within individual schools.

Information leaflets distributed by the Welsh Language Board and Mudiad Ysgolion Meithrin succinctly explain the advantages of bilingualism and bilingual education, noting the agencies that can provide advice, explanation and further support.

In December, to facilitate choice for the following September, a transfer pack is sent to all Y6 pupils, presenting them with information about their local secondary school and the nearest Welsh school. The pack contains a bilingual transfer form and parents are asked to complete and return the form to the central office by the end of January. The form lists the name of the catchment area school as well as the nearest Welsh school and copies of the prospectuses of the relevant schools. A place at the local catchment school is ensured for every child. It notes that parents may express a wish for their child to attend any school of their choice. If parents wish their child to attend a school outside the catchment area permission will be granted provided there is sufficient space and resources at the chosen school. The Authority's transport policy must be adhered to in all instances.

- 17.2 A bilingual service is available in the enrolment and pupil support section of the Department to answer queries from parents and to be part of the process of arbitration, if necessary.

## **18. STAFFING AND RECRUITMENT**

- 18.1 All posts must conform to the policies and strategies of the County Council and the Education and Children's Services Department. In the primary sector it is essential that all teachers and pupil support staff in Category A, A streams and Welsh schools are fluent in both Welsh and English. In Category B schools proficiency in Welsh is at least desirable. Extended intensive courses are offered to any teachers who are non-Welsh speakers, teachers with a limited capacity in Welsh or teachers who lack confidence in using Welsh.

In secondary schools the status of Welsh is dependent on the school's definition, the subjects offered through the medium of Welsh and the general ethos and organisation of the school. Specific courses are available for those teachers who wish to change their medium of teaching, fully or partly, from English to Welsh.

Welsh is essential for the vast majority of senior posts advertised within the Authority. Welsh is desirable for the remainder.

- 18.2 There are some difficulties in appointing appropriate bilingual staff. Some specialist posts, particularly posts which support pupils with specific needs or disabilities, are extremely difficult to fill and often end in no appointment being made.
- 18.3 Non-Welsh speaking members of the workforce, at the time of their appointment, are expected to commit themselves to learn the language within an agreed period to

enable them to communicate bilingually with colleagues and with those who receive the service. Arrangements are in place to release staff during working time to enable them to learn Welsh. A very high percentage of the Department's staff is already bilingual and as a result a fully bilingual service can be provided in most instances for schools and the community. By continuing with the practice of centrally interviewing students from college the Authority is able to ensure a supply of young bilingual teachers to be recommended to the governors of schools where there are teaching vacancies.

- 18.4 The Authority has a well-defined policy for advertising posts. It reflects the place of Welsh as a subject and as a medium of teaching within schools.

## **19 COMMUNITY EDUCATION AND BASIC SKILLS**

- 19.1 Welsh in the Workplace is not funded through the usual funding channels. Courses for the workplace, therefore, are dependent on market forces and this, usually, through competitive tendering.

The Adult Education Service is located within the Education and Children's Services Department and is a core element within the Department's Education Strategic Plan. The service includes a broad unaccredited programme, funded by the Local Authority, as well as service provided through a franchise agreement.

- 19.2 The Adult Education Service is responsible for providing an extensive programme of Welsh for Adults courses through a franchise agreement with Coleg Sir Gâr. Weekly Welsh for Adults courses are provided throughout Carmarthenshire, ranging from courses for complete beginners to courses for those who have reached the Use of Welsh standard. In addition, three Saturday Sessions ('Sadyrnau Siarad') and one block course, 'The Ferry Course' ('Cwrs y Fferi') are offered. These initiatives conform to Dyfed Consortium's Welsh for Adults Strategic Plan. The Welsh for Adults Organiser is a member of the Consortium and represents the Consortium on ELWa's Resources Committee. In addition to the above, there are a number of agreements to provide Welsh in the Workplace courses for members of the Authority's staff and public sector companies within the County.

- 19.3 The Authority is in partnership with the Basic Skills Agency to promote family literacy and numeracy. Basic courses in ICT are organised for young parents in areas of deprivation as well as courses in family literacy and numeracy for both parents and children during school time. Bilingual workshops are also held during school holidays. The Authority is an agent for the Basic Skills Agency in administering the Strategic Intervention Grants. The Agency has made a firm commitment to fund current initiatives in the near future and the Authority is committed to extend the support further when external funding ceases.

## **20. TRAINING AND SUPPORT FOR SCHOOL GOVERNORS**

- 20.1 All correspondence and documents sent to school governors by the central office on behalf of the Department are bilingual.

The LEA must provide appropriate and free training for governors. The termly programme of training provides sessions in Welsh and English, held separately in the vast majority of cases. Occasionally, difficulties arise in providing Welsh

sessions on matters dealing with specialist topics as suitable bilingual providers are not available. Every effort is made on these occasions to ensure the availability of instantaneous translation facilities.

The training is extensive to include national statutory requirements and important issues of a more local nature which are essential for effective leadership and management within schools.

It is the responsibility of individual governing bodies to arrange clerical support at their meetings.

## **21. POST-16 PROVISION**

21.1 Post-16 education is currently provided by 10 of the 14 secondary schools maintained by the LEA. A range of A Level, AS Level, GCSE and some vocational courses are offered. The courses encompass the usual range of post-16 subjects and aspects (see Appendix 8). The schools vary in size from about 440 pupils to 1700; the majority are in the range of 700 and 900 pupils. The schools with Y12 and Y13 pupils offer Welsh as a first and/or second language. Numbers choosing to study Welsh as a subject are low, particularly Welsh as a second language, but the commitment of headteachers to retain the provision is sound.

The number of students in Y12 and Y13 varies from 50 to 260; the majority of schools have 6th forms of between 140 and 170 students. The average percentage of students that return to Y12 is 65% of the number registered for compulsory education up to 16 years of age. Additional funding is given, in line with an agreed formula, to the schools which provide bilingual courses in Y12 and Y13. The formula is that schools which teach bilingually, with Y12 and Y13 addressed separately, are funded for an additional .1 of a teacher for each subject taught.

21.2 Three of the ten secondary schools in Carmarthenshire which provide post-16 education are Welsh schools where students are given an opportunity, including students with SEN, to study a range of subjects through the medium of Welsh, both academic subjects and vocational courses. In the remaining 7 schools Welsh-medium provision varies. Academic subjects and, to a lesser degree, some vocational subjects are offered in some schools and with the impending Learning Pathways the provision could be extended through working alongside one or more of the partners providing post-16 education.

21.3 As part of current discussions there is a clear need to extend vocational experiences which will prepare students to take their place in the bilingual communities which are a feature of Carmarthenshire.

21.4 Following the re-organisation of tertiary education in Llanelli at the beginning of the 90s, when four schools educating pupils aged 11-16 years were established, it was agreed that post-16 education would be provided by Coleg Sir Gar, primarily through the medium of English, whilst Ysgol y Strade would cater for students who wished to study post-16 through the medium of Welsh.

21.4.1 The LEA's current provision for post-16 students ensures that there are opportunities for them to study through the medium of Welsh, usually in the three Welsh schools. The other main providers of post-16 education, the traditional

Welsh schools, offer students increasing opportunities to be educated fully or partly through the medium of Welsh.

- 21.5 The priorities detailed in the plans of the Carmarthenshire Community Consortium for Education and Training (CCET) 2004–05 outlines the imaginative and flexible developments for Welsh/English medium education and bilingual learning. In implementing these plans the aim is to promote the County’s current e-learning strategy. The intention is to utilise the Authority’s e-learning processes and Information and Communication Technology (ICT) to overcome the County’s social and rural difficulties and this by adopting and providing new methods of introducing Welsh or bilingual courses.

The current CCET 14-19 development group is researching into more far-reaching methods of providing learning opportunities within the County’s bilingual environment.

Current developments include challenging projects to promote partnerships that will ensure provision for all, although ELWa funding has yet to be realised. Despite this, arrangements made between schools and other providers is extending what is available and augmenting the provision, particularly with minority subjects.

## **22. LINKS WITH OTHER AUTHORITIES AND ORGANISATIONS**

- 22.1 The Assembly Government’s vision emphasises the need to give young people varied and challenging experiences. It is noted in *Iaith Pawb*, “if Welsh is to flourish, young people in particular need to acquire a sense of ownership of their language and to see it as their language and not one used exclusively in school and during cultural activities.” This is why there is a need for, “as many opportunities as possible for young people and those in their teens to use the language in their everyday leisure and social activities”. This is the huge challenge for Carmarthenshire and for the partners who will be delivering education and life experiences for our young people.

The Authority’s fundamental principle of promoting bilingual skills and experiences pre-supposes close links with other agencies to consolidate the vision and intention, as cooperating with specialist partners outside education is essential to ensure the delivery of some aspects of the total experience for students.

- 22.2 Working closely with adjoining Authorities, particularly with Ceredigion, has always been a key strategy, where aspects such as INSET and the sharing of specialist staff is seen as a fundamental principle. Contemporary initiatives, such as Performance Management, Threshold agreements and Re-modelling of the workforce are based on close cooperation between the Authorities. There is a strong link between Wales’ Welsh Advisers, where ideas and resources are regularly exchanged. The Athrawon Bro service across Wales also work to share expertise as well as teaching and learning resources.

- 22.2.1 Extensive use is made of the Urdd facilities, both at Llangrannog and Glan-llyn, as well as the range of published magazines. Aspects such as competitions, eisteddfodau and a variety of extra-curricular activities organised by the Urdd are supported by the Authority and they contribute substantially to further the Authority’s aim of ensuring that pupils are fully bilingual. The Urdd Camps are

used extensively by schools, during term time and at weekends. Advantage is taken of what the Urdd has to offer as noted in *Iaith Pawb*, “to draw people across Wales to partake in a range of cultural, social and recreational activities and this through the medium of Welsh.”

- 22.2.2 The Carmarthenshire Children’s Partnership includes the Authority, Mudiad Ysgolion Meithrin and Cylchoedd Ti a Fi and there is close co-operation between members. A large number of MYM’s classes are located within primary schools and such arrangements are supported by the Authority to ensure the seamless transfer of pupils from the voluntary sector to formal education.
- 22.2.3 There is close co-operation between the Authority and the Basic Skills Agency. A number of projects funded by the Agency are active within the Authority’s schools and these foster linguistic experiences and promote the development of pupil literacy in Welsh and English. Substantial grants have been received to develop initiatives such as family literacy and numeracy, particularly in deprived areas. The importance and popularity of writing squads and visits to schools by poets and authors offer additional opportunities, as the Authority, the Agency and the Welsh Arts Council extend significantly the experiences and linguistic skills of pupils of all ages, both in Welsh and English.
- 22.2.4 The contribution afforded by the local Mentrau Iaith has now become a natural part of the school day where initiatives such as breakfast clubs and after-school clubs funded by the Mentrau have become a part of the educational and linguistic experiences of a high percentage of pupils.
- 22.2.5 A Service Level Agreement exists between the Authority and the Welsh Joint Education Committee (WJEC). As a result, a range of modern and stimulating publications arrive in schools at no extra cost and INSET providers of the highest calibre give sound guidance to the County’s teachers in primary and secondary phases in Welsh and subjects taught through the medium of Welsh.
- 22.2.6 There has been a firm and long-standing link between the Authority and the Welsh Books Council. A range of activities, such as the visits made by the library van and the annual quiz offer a stimulating dimension for pupils, particularly in the small rural schools where funding does not always allow the purchase of a wide range of books. Initiatives such as Children’s Poet, Poets and Authors in School also enable pupils to extend their linguistic horizons.
- 22.2.7 The Authority works alongside Parents for Welsh-medium Education to enhance the mutual agenda of the place of Welsh within our schools. Every effort is made to attend local meetings and national conferences.
- 22.2.8 In a rural County the link with theatre-in-education companies, particularly Cwmni Theatr Arad Goch, provides pupils with invaluable experiences. The concept of presenting and sharing ideas and experiences through drama presents a powerful linguistic dimension for pupils. At least four artistic themes are presented annually in Welsh and English through performances and the sharing of resources with schools to enhance pupils’ experiences after the visits and performances. To see professional actors perform is a means of presenting drama as a cultural activity to pupils and extended language experiences which will remain with pupils are delivered in a stimulating context.

22.2.9 The Education Business Partnership and the Community Consortium for Education and Training (CCET) is very supportive of secondary schools, especially within the context of careers, work experience and the developmental aspects of ICT. The Authority's investment in the Partnership extends pupils' experiences and opportunities.

## **23. THE TRANSPORT POLICY**

23.1 The County's transport policy cannot be separated from the admissions policy. Every pupil has the opportunity to receive bilingual education and with some exceptions within a reasonable distance from his/her home. This is true of pupils of all ages.

23.1.1 For most pupils primary education is delivered in Category A schools where a strong emphasis on Welsh is fundamental. If the local school is not a Category A school a similar school, a Welsh school or a linguistically streamed school, is within reasonable distance of each pupil's home.

23.1.2 At secondary education, including post-16 education, the catchment areas of the Welsh schools have been extended to enable all pupils within the County to take advantage of this provision. There are close links, however, with neighbouring counties, such as Ceredigion, Pembrokeshire, Neath and Port Talbot and the City and County of Swansea to ensure that pupils living near the County boundaries have easy access to bilingual education. The transport policy reflects this provision.

23.1.3 The Authority's transport policy is clearly defined. Those pupils whose homes are further than two miles from the local school, in the case of pupils up to the age of eight, and three miles in the case of older pupils, receive free transport. It is understood that the local school for those pupils who wish to receive Welsh-medium secondary education is the nearest Welsh school or a school of similar definition over the border in another county.

23.1.4 The journey to school, on average in the secondary sector, is no longer than half an hour and is no longer than the journey to attend a school that is not designated as a Welsh school. However, there are exceptional circumstances where the journey is almost an hour. In the case of primary aged pupils, there is no journey further than half an hour from the local school. There are exceptions when parents exercise their wish to educate their child at a school of their choice and this at some distance from their home. Parents are responsible for transport to a school other than the agreed catchment area school.

## **24. THE FUNDING POLICY FOR WELSH-MEDIUM EDUCATION**

24.1 In the primary sector Category A/B schools receive additional funding in their budget based on a formula that acknowledges that the streams are not always equal in pupil numbers. The total number of pupils enrolled at a school is taken and the County's pupil: teacher formula is used to calculate the number of staff that should be allocated to the school. Then pupils in the two streams are counted separately and the agreed staffing formula used. The additional staff to be allocated is calculated by applying the unit value to the difference between the two totals.

- 24.2 In the secondary sector there is additional funding, based on a set formula, for bilingual education. In KS3 and KS4 an addition of 0.2 teachers is allocated per set of 3 subjects taught bilingually during each school year. In the Sixth Form, an additional 0.1 teacher is allocated per individual subject taught bilingually with Y12 and Y13 considered separately.

## **25. SCHOOL CATCHMENT AREAS**

25.1.1 The County's primary schools were originally categorised according to the language of the local community. Currently, they are categorised in line with the main language of teaching. Welsh is deemed to be the main language in all rural community schools and the pupils receive their education primarily through the medium of Welsh. In the larger urban areas Welsh schools have been established where education was provided through the medium of Welsh (see Section 9.1). Each pupil has the right from the outset to receive education through the medium of Welsh if they so wish. The catchment areas are clearly defined for the community schools in rural areas and for every school in urban areas, to include the Welsh schools.

25.1.2 In the secondary sector the principle that pupils are entitled to receive their education through the medium of Welsh is continued. The catchment areas of the three Welsh secondary schools ensures that every child has access to a school of this definition. Some primary schools, because of their geographical position, continue to transfer pupils to secondary schools in adjoining counties. The catchment areas of every other secondary school are clearly defined, although parental choice sometimes affects arrangements.

## **26. FUTURE DEVELOPMENTS**

26.1 The Authority holds steadfastly to the concept of the language continuum, and is prepared to face the challenge of ensuring that all schools in the County progress positively along the continuum. This means that each school needs to evaluate consistently the status of Welsh as a subject, the use made of Welsh as a medium for teaching other subjects and the position of Welsh as a context for the school's activities and organisation.

Of the targets set in the first Welsh Education Scheme some targets in both the primary and secondary sectors still need to be addressed and consequently they are carried through to this Scheme.

### **Primary**

- in line with the bilingual aim of the Authority's language policy extensive use needs to be made of Welsh throughout KS2 in Category A schools and A streams to enable pupils to be fully bilingual before transferring to the secondary sector. This requires that at least 70% of teaching and learning time to be through the medium of Welsh in these schools in KS2 unless the percentage of time already exceeds the target. Some schools already exceed this target and a reduction in contact time is not acceptable;
- raise the standards achieved by pupils in Welsh as a second language at the end of KS2 in Category B schools and B streams.

### **Bridging**

- a reduction of 8% annually in the percentage of pupils transferring from Welsh first language to Welsh second language when progressing from Y6 to Y7;
- that 62% of the pupils who have received their primary education through the medium of Welsh should continue to receive part of their secondary education, from Y7 onwards, through the medium of Welsh.

### **Secondary**

- Welsh schools to progress along the continuum by offering every subject, other than English, through the medium of Welsh only for all pupils in KS3 and KS4, in line with the agreed timetable of each governing body and the content of the School Development Plan;
- every other school to progress along the continuum, in line with the time table agreed by the governing body and the content of the School Development Plan.

26.2 The County's vision is clearly illustrated in the Education Strategic Plan. "The Education Strategic Plan is committed to providing an educational service that secures equal access to educational opportunities of a high standard for every child, youth and adult, to enable them to achieve their full potential within the bilingual context and nature of the County."

The Authority's fundamental aim is to increase the percentage of pupils who continue with Welsh as a first language as they transfer from Y6 to Y7 and choose to study subjects through the medium of Welsh throughout secondary education. To ensure that this becomes a reality secondary schools must be encouraged to provide appropriate opportunities in KS3 and KS4 and to extend this provision gradually to Y12 and Y13.

Category B and A/B primary schools are encouraged to transfer to be Category A schools in line with a clearly defined School Development Plan for individual schools and an unambiguous Action Plan for individual schools by the Authority. This is a slow process and is dependent on many factors. Category B schools are encouraged initially to expand the place of Welsh as the medium of teaching and learning some carefully selected subjects and to provide a stimulating Welsh ethos and environment in the schools and to use Welsh during every-day and extra-curricular activities.

Each Category A school is encouraged to extend their Welsh-medium provision to ensure that at least 70% of teaching time is through the medium of Welsh to enable pupils to be fully bilingual before transfer to the secondary sector. If the percentage time already exceeds 70% it should not be reduced. By progressing along this continuum the language of assessment and recording at the end of KS2 will be Welsh or bilingual.

Secondary schools are encouraged to progress along the continuum by offering an extended range of subjects through the medium of Welsh. If the Welsh schools are to reach the upper end of the continuum they must teach all subjects, other than English, through the medium of Welsh only to all pupils throughout KS3 and KS4. This is the natural evolution for these schools. In other secondary schools progress along the continuum will require the consolidation of Welsh as a first language and an increase in the number of subjects taught through the medium of Welsh throughout school. An increasing number of pupils need to be encouraged to choose to be taught, at least partly, through the medium of Welsh. This is a developmental area in many schools, with some already offering up to 70% of teaching and learning time through the medium of Welsh in KS3, a percentage which is higher than the target set in the original Scheme. There is a significant decrease in the opportunities offered in KS4. There needs to be an increase in opportunities to study subjects through the medium of Welsh in KS4 and to encourage an increasing number of pupils to follow courses through the medium of Welsh in both key stages.

The principle of inclusion is fundamental, with pupils with Special Educational Needs gaining access to the whole curriculum and this, as far as possible, in the local school. They are supported at all times to take advantage of the opportunities presented to them to receive an increasing proportion of their education through the medium of Welsh or bilingually.

In youth and adult education every effort is made to ensure that what is offered reflects the bilingual communities. These communities in turn should be encouraged to progress further along the bilingual path to use schools as additional proactive community centres.

The provision for Welsh as a second language in the County is sound. Welsh as a subject is compulsory for all pupils, other than those disapplied by a Statement of Special Educational Needs, to the end of Yr 11. With the re-modelling of 14-19 education, it is essential that the position of Welsh remains strong as the proposed changes become operational. Bilingual Learning Pathways, whoever the provider might be, is the new vision. This could result in meaningful cooperation between the partners to ensure that our young people have a firm basis to prepare them to meet the needs of the world of work and of the bilingual communities of which they are a part, and possibly become its future leaders.

- 26.3 The Authority's policies on the future of education come together and find expression within the Education Strategic Plan, the School Organisation Plan, Early Years Development Plan, the Modernising Educational Provision Plan and the Welsh Education Scheme. The County Council's vision for the development of Welsh is not an isolated and emotive issue but rather a reflection of purposeful and comprehensive forward planning as defined in these documents. These publications state clearly the Authority's intention to move forward the Welsh agenda over the next five years based on the core concept of moving every type of school along the language continuum. Each school to progress along the same pathway, although every school will not progress at the same pace nor arrive at the same point. The challenge of providing education within communities to ensure that Carmarthenshire is a community where bilingualism is a natural and thriving part of everyday life must be addressed.

## **27. MONITORING**

27.1 The implementation of the Scheme at Authority level will be monitored by the Director of Education and Children's Services. The Welsh Education Scheme forms a part of a comprehensive series of policies and plans that will be the foundation for the work of the Authority and its schools.

Monitoring the implementation and quality at school level will form part of the general process for monitoring services. These include:

- planning bilingual and Welsh-medium education for the future;
- monitoring the presentation and implementation of the Curriculum;
- organising and providing bilingual and Welsh-medium support services to schools;
- monitoring the implementation of the Scheme's timetable;
- consulting with schools, the public and with other parties interested in Welsh education;
- monitoring the frequency and nature of complaints emanating from the Scheme.

The Scheme will be monitored regularly using a structure already existing within the Authority. Suggestions for improvement will be welcomed

The proactive monitoring of the Scheme will be the responsibility of the Adviser with responsibility for Welsh

The Athrawon Bro, as specialist teachers, will have a key role in the monitoring process.

An user-friendly monitoring pro-forma will be available as a catalyst for discussion between those monitoring and the headteacher of each school. Good practice will be noted and agreement arrived on any issues which might require further attention to ensure that targets set for individual schools are met.

The pro-forma will be a link between the Authority, who have set the targets, and schools who implement the targets and will be used as part of the discussion agenda during visits by the link advisers.

The monitoring of the Scheme in secondary schools and post-16 education will be the remit of the Adviser with responsibility for Welsh. A pro-forma will be available to be used as an agenda for discussion and a record of decisions arrived at.

The monitoring of the Scheme outside schools will be the remit of the officer responsible for youth and adult education.

The initial monitoring process in the primary sector will concentrate on the percentage of time allocated to Welsh-medium teaching in Category A schools, A streams and Welsh schools, in particular the arrangements throughout KS2.

After arriving at the minimum allocation of time the monitoring will concentrate on how schools and streams progress further along the continuum to arrive at the upper end to ensure that pupils are fully bilingual before leaving the primary sector.

During the initial two years the levels of achievement of pupils in Welsh as a subject will be closely monitored to ensure that the targets set for the end of KS1 and KS2 are met.

In Category B schools and B streams the monitoring over the first twelve months will concentrate on pupil achievement in Welsh as a second language in the context of the targets set and on any developments towards teaching and learning carefully selected subjects through the medium of Welsh or bilingually. The allocation of time given to Welsh, as a subject or medium, within each school and class will also be closely monitored.

Subsequently the monitoring will concentrate on how schools are addressing the more challenging targets.

During the first two years of the scheme the progress of the three Category B schools to transfer to being Category A schools will be closely monitored.

In the secondary sector the monitoring over the first twelve months will concentrate on the progress made by the Welsh schools to deliver the whole curriculum, other than English as a subject, to all pupils in KS3 and KS4 through the medium of Welsh only.

There will be careful monitoring in 2006 and 2007 of any transfer of pupils from Welsh first language to Welsh second language as they progress from Y6 to Y7 with detailed discussions in the relevant schools if such transfers persist.

Monitoring will also concentrate on the development of secondary schools along the language continuum as they extend their Welsh-medium provision in KS3 and KS4 to include the pupil numbers who take advantage of the opportunity offered them. School prospectuses and curriculum notations will be closely monitored.

The profile of Welsh at the Foundation Phase and in education 14-19 will be closely monitored.

The Director of Education and Children's Services will be responsible for monitoring complaints in regard to the Authority's Welsh Education Scheme, and these will be responded to in accordance with the Authority's Complaints Procedure.

The LEA will provide the Welsh Language Board with an annual report in a format approved by the Board. The report will describe progress in terms of implementing the Scheme's measures against the approved timetable and will analyse the nature of any complaints, suggestions and amendments put forward by the public.

The Director of Education and Children's Services will arrange that specific annual reports to evaluate how the Scheme has improved performance, and will also prepare a report on the Directorate's performance in relation to fulfilling its commitments. This report will be submitted to the County Council and will also be available to the public.

The LEA will welcome and note any suggestions made by the public on improvements to its services. Any member of the public who wishes to propose improvements should contact the following or write to:

Vernon Morgan  
Director of Education and Children's Services  
County Hall  
Carmarthen  
Carmarthenshire  
Tel: (01267) 224843  
Fax: (01267) 221692  
E-mail: [VMorgan@carmarthenshire.gov.uk](mailto:VMorgan@carmarthenshire.gov.uk)

## **28. TARGETS AND IMPLEMENTATION TIMETABLE**

- 28.1 The Welsh Education Scheme 2006 – 2011 reflects the strategic approach adopted by the Authority and the targets of the Welsh Education Scheme corroborate the targets and policies outlined in the Authority's Education Strategic Plan, Schools Organisation Plan and the Early Years Development Plan

The Scheme's implementation will be regularly measured against the target dates. A five year period has been set between 2006-2011.

The LEA will consider the financial implications of any measure where additional funds are needed and will forward plan financially and strategically to meet the Scheme's targets. The timetable will be reviewed and assessed annually, in discussion with the Welsh Language Board following the submission of an annual report on the performance of the Scheme to the Board.

If any additions or amendments are proposed to the timetable or targets they will be discussed with the Board prior to their implementation.

## TARGETS AND IMPLEMENTATION TIME SCALE

Target	Timescale and implementation and planning methods	Date for achieving the target
<b>1. Early Years</b>		
i. That every child has the opportunity to receive his/her early education through the medium of Welsh, either in a school or by a member of the Carmarthenshire Children's Partnership.	To be included in Schools' Organisation Plan and Carmarthenshire Children's Partnership Strategy. Provide appropriate Centres where necessary. Regular monitoring of provision and extending opportunities for children in line with specific needs.	2006-2010
ii. To ensure that Carmarthenshire Children's Partnership provides language experiences in Welsh in the communities outside school time.	Regular meetings to support the focus and momentum of the Partnership. Cooperate with the Partnership. Disseminate information packs to parents. Prepare community programme in Welsh for pupils outside school time. Monitor and adapt the strategy.	2006 onwards
iii. Produce a Welsh learning pack to be used by all members of the Partnership.	Work alongside Partnership (in moving towards the Foundation Phase). Preparing the agreed learning packs. Marketing and dissemination of the pack. Monitor effectiveness of pack in line with pupils' progress in Welsh.	2007
iv. To increase opportunities for Welsh-medium education in deprived areas and areas where there are a number of Category B schools as part of the equal opportunity strategy of the Carmarthenshire Children's Partnership. This will ensure that early years education in Welsh is available to all pupils wherever they live thus improving standards of Welsh when children start in school.	Discussion with Partnership. Discuss and target key areas. Establish classes as required. Enhanced standards in Welsh on entry into school. Build on positive start in Category B schools. Regular assessment of pupil progress and implement adaptations.	2007
<b>2. Transition between Early Years and the Primary School</b>		
i. That all pupils who receive Welsh-medium education in the Early Years should continue with similar provision at transfer to primary education, and this within a reasonable distance to their home.	Monitor continuity and progression of Early Years education. Visits by link advisers, associate advisers and Athrawon Bro. Implement any adaptations.	2006 onwards
ii. That the expectations of the Foundation Phase ensures sufficient opportunities for children to transfer from English to Welsh-medium education.	Prepare teaching programmes for Foundation Phase. Adapt for the under 5's. Extend to the needs of 5-7 year olds. Ensure central place for Welsh. Assess pupil progress.	2008
iii. Retain standards of achievement of all pupils in Welsh when transferring from Early Years to primary education.	Gather achievement data in Welsh. Place targets for improvement. Assessments and monitoring to measure progress. Adapt learning programme as required.	2008
<b>3. Primary Education</b>		
i. That 77% of pupils who have been taught through the medium of Welsh until the end of the KS1 will achieve level 2 or higher in Welsh as a first language, on the basis of continuous assessment by teachers.	Set targets at end of Y1. Teacher continuous assessment at end of KS1. Support of Athrawon Bro. Adapt learning programme whenever necessary. Each pupil performs in line with his/her innate ability.	2007 and 2008

<p>ii. That 70% of pupils who have followed the Welsh second language programme until the end of KS1 will have achieved level 2 or higher on the basis of continuous teacher assessment.</p>	<p>Teacher assessment at end of KS1. Athrawon Bro support. Adapt learning programme when necessary. Raise expected standards of individual pupils. Everyone performing in line with ability.</p>	<p>June 2006 and 2007</p>
<p>iii. That there is continuity and progression in Welsh, in content, organisation and teaching methods as pupils transfer from KS1 to KS2.</p>	<p>Provide common INSET programme for Early Years and Y3/4 teachers. Appropriate INSET for class support assistants.</p>	<p>2006 onwards</p>
<p>iv. That in every Category A, A streams and Welsh school at least 70% of learning time throughout KS2 is through the medium of Welsh ensuring that all schools who currently exceed this percentage of time do not lower their allocation of time.</p>	<p>Continue KS1 provision. Audit of current provision – self evaluation of schools and LEA monitoring. Agree on strategy and programme for change. Monitoring through careful planning by headteachers and random visits by the Authority to encourage schools to make necessary adaptations. That at least 70% of teaching and learning throughout KS2 is through the medium of Welsh.</p>	<p>2006 to establish % at each school 2007-2010 monitor the increase in percentages</p>
<p>v. That 77% of pupils in Category A, A streams and Welsh schools achieve level 4 or higher in Welsh first language by the end of KS2 by 2007.</p>	<p>Continuous teacher assessment at end of KS2. Set challenging targets for pupils during Y5. Necessary adaptations to learning programme to maintain pupil standards.</p>	<p>June 2007 and 2008</p>
<p>vi. That all pupils in Category A, A streams and Welsh schools are fully bilingual by the end of KS2, in line with the Authority's language policy, and the requirements of the National Curriculum.</p>	<p>Careful planning of the learning programme to ensure a good balance between the use of Welsh and English. Continuous teacher assessment. Monitoring the implementation of the policy. Unannounced visits to schools. Adapt Athrawon Bro support. Monitor, assess and adapt support.</p>	<p>2008 onwards</p>
<p>vii. That 70% of pupils in Category B schools and B streams achieve level 4 or higher in Welsh as a second language by the end of KS2.</p>	<p>Analyse continuous teacher assessment at the end of KS2. Ensure Athrawon Bro support. Adapt learning programme in line with needs. Monitor progress, making necessary adaptations to the teaching and learning. Devise and implement a formative assessment programme. Raise standards consistently throughout KS2. Achieve target by end of KS2.</p>	<p>2007</p>
<p>viii. That 10 Category B schools or B streams extend their use of Welsh through teaching some selected subjects, such as art, music, drama, design and technology and physical education, through the medium of Welsh or bilingually. The long-term target is that all Category B schools and B streams should teach the subjects.</p>	<p>Discussion with headteacher/governors/parents. Deliver appropriate INSET. Focus Athrawon Bro support. Adapt learning programme to ensure continuity and progression between classes. Report on progress to governors and parents. Monitor carefully the progress of each pupil and make any necessary adaptations.</p>	<p>2007 onwards</p>
<p>ix. Encourage three Category B or A/B schools to become Category A to enable them to progress along the continuum. (Llanedi, Tycores, Rhys Prichard).</p>	<p>Discussion with headteachers/governors/parents. Support of advisory teachers/Athrawon Bro. Statutory consultations. Initiate change at the lower end of the schools..</p>	<p>2006-2007</p>
<p>x. Raise the standards of all pupils, wherever they are taught and their awareness of the Cwricwlwm Cymreig by improving their knowledge and</p>	<p>Teachers aware of the opportunities within a range of subjects to enhance pupil awareness of the Cwricwlwm Cymreig in line with</p>	<p>2006</p>

<p>understanding of cultural, economic, environmental, historical and linguistic characteristics of Wales.</p>	<p>Estyn's Inspection Framework. Implement appropriate programmes of study of National Curriculum. Evaluate and assess pupils' awareness of Welsh issues.</p>	
<p><b>4. Primary – Secondary Transition</b></p> <p>i. To ensure formal agreement and understanding between primary and secondary schools on the relevant levels of achievement in Welsh as a first and second language to ensure linguistic continuity and progression of all pupils when transferring from Y6 to Y7 and thus establishing a firm foundation for progress throughout KS3 and KS4.</p> <p>ii. Improve continuity and progression in Welsh as a first language at transfer from KS2 to KS3 by ensuring an annual reduction of 8% in the percentage of pupils transferring from Welsh first language to Welsh second language based on 2004 statistics, when 24% of the year cohort transferred to Welsh second language.</p> <p>iii. Set a target that 62% of pupils who followed primary education through the medium of Welsh continue to receive part of their secondary education through the medium of Welsh. An increase of 3% in 2005-2006; a further 4% in 2006-2007; another 6% in 2007-2008 and a further 6% in 2008-2009.</p> <p>iv. That 10% of pupils who had attended Category B schools or B streams follow some subjects fully or partly through the medium of Welsh or bilingually in KS3 in 2007, commencing with practical subjects such as art, design and technology, drama and physical education, then increasing the percentage to 18% in 2009.</p>	<p>Arrange working groups to look at pupils' work. Standardise work, and agree on levels. Continuous assessment of pupils in Y6 and Y7 and make necessary amendments. Establish agreed standards understood by all.</p> <p>Analysis of KS2 data. Review pupil standards at transfer and leading up to transfer Monitoring curriculum notation of secondary schools. KS3 data – comparison. Detailed discussions between secondary school and feeder primaries. Marketing with parents - emphasising the futility of language regression.</p> <p>Analysis of KS2 data.(Welsh-medium provision). Discuss with primary headteachers and parents – the way forward. Analyse Y7 data – level of continuity and progression. Discussions with secondary headteachers. Agree on needs and action programme. Adapt medium of teaching in secondary schools in line with SDP and the agreed timetable of the governing body. Continuity and progression in teaching strategies. Analyse relevant data to identify progress.</p> <p>Identify pupils. Discussions with primary headteachers, pupils and parents. Discussions with secondary headteachers. Select appropriate subjects. Market the principle with parents. Train teachers (if necessary). Share the success of the programme and increase the number of pupils benefiting from the initiative.</p>	<p>2006 onwards</p> <p>Sept 2006-2007</p> <p>2006-2010</p> <p>2010</p>
<p><b>5. Secondary Education</b></p> <p>i. To raise standards by ensuring that at least 71% of pupils who follow the Welsh first language programme achieve level 5 or higher on the basis of continuous teacher assessment at the end of KS3.</p> <p>ii. Raise standards by ensuring that at least 72% of Y9 pupils who follow the Welsh second language programme achieve level 5 or higher based on continuous teacher assessment at the end of KS3.</p> <p>iii. To increase the percentage of pupils sitting the Welsh first language GCSE examination from 29%</p>	<p>Teacher assessment and SATs. Analyse Y9 data. Set appropriate targets in Y8. Adapt learning programme as necessary. Monitor pupil progress in Y7, Y8, Y9.</p> <p>Teacher assessment at end of KS3. Non-statutory assessments at end of Y9. Targets set in Y8. Adjust learning programme if required.</p> <p>Analyse relevant data to establish current position.</p>	<p>2007</p> <p>2007</p> <p>2010</p>

<p>of the year cohort in 2003 to 43% by 2010. An increase of 2% in 2005-2006; 3% in 2006-2007; 3% in 2007-2008; 3% in 2008-2009; 3% in 2009-10.</p>	<p>Assess areas for improvement. Establish an action plan. Discussions with individual schools. Schools agreeing on strategies for progress. Implementation of programme. Monitor and implement necessary adaptations.</p>	<p>2009</p>
<p>iv. That at least 79% of Welsh first language pupils achieve A* - C in the GCSE examination by 2007, then increasing the percentage to 81% by 2009.</p>	<p>GCSE data from WJEC. LEA's internal data. School based data. Implement the necessary changes and adaptations.</p>	<p>2009</p>
<p>v. That at least 72% of Welsh second language pupils achieve A* - C in the GCSE examination in 2007, then increasing the percentage to 75% in 2009.</p>	<p>GCSE data from WJEC. LEA's internal data. Data from school. Implement necessary adaptations.</p>	<p>2006 onwards</p>
<p>vi. That every secondary pupil demonstrates knowledge and understanding of the Cwricwlwm Cymreig by appreciating the cultural, economic, environmental, historical and linguistic characteristics of Wales.</p>	<p>Monitor appropriate learning programmes, with short term and long term planning. Ensure departments are aware of what they can contribute to Cwricwlwm Cymreig. Implement whole school strategy.</p>	<p>2009</p>
<p>vii. To raise the percentage of pupils sitting at least one GCSE subject, other than Welsh as a subject, through the medium of Welsh from 25% in 2003 to 33% of the year cohort by 2008. An increase of 2% in 2005-2006; a further 2% in 2006-2007; an additional 2% in 2007-2008 and a further 2% in 2008-2009.</p>	<p>Analyse WJEC data. Establish current position with schools. Review areas where increase is feasible. Discuss with schools/pupils and parents. Establish programme within schools. Implement with identified pupils. Monitor and adapt the arrangements to identify progress.</p>	<p>2010</p>
<p>viii. That the seven schools, other than the Welsh schools, which already provide some subjects through the medium of Welsh or bilingually should progress along the continuum by offering additional subjects through the medium of Welsh in KS3 and extending to KS4 in line with School Development Plans and governing body timetables (Schools and what is currently provided are noted in Section 9.2.1).</p>	<p>Audit of existing provision. Discussions with headteachers/governors. Agree on areas where progress is possible. Market the courses. Include in SDP and governor's timetable. Monitor the developments. Give support where and when necessary.</p>	<p>2009</p>
<p>ix. That an additional total of 9% of pupils from each of the seven schools over an extended period to follow at least three subjects through the medium of Welsh or bilingually in KS3 and KS4 with a view to reaching the target in 2009 through discussion with parents and marketing the educational value of bilingualism within communities and the world of work.</p>	<p>Audit of present numbers. Possible increase in number. Marketing of courses. Preparing developmental programme. Discussions with parents/pupils. Support for additional pupils and staff if necessary.</p>	<p>2007 onwards</p>
<p>x. That the three schools providing Welsh second language only confirm present provision and progress along the continuum by offering selected subjects through the medium of Welsh or bilingually from 2007 onwards and foster a Welsh ethos in the schools by extending the occasional use of Welsh and raising the status of Welsh in the daily life of the school.</p>	<p>Detailed discussions with the schools as individual schools and as a group. Discuss with governors. Discuss with parents/pupils. Identify courses/subjects to be developed. Design and implement a developmental programme for identified courses (to be included in SDP). Monitor effectiveness and efficiency of the initiatives. Instigate further adaptations with a view to moving further along the continuum.</p>	<p>2006 onwards</p>
<p>xi. That the school which offers selected subjects bilingually in KS3 should extend the provision to KS4 and increase the number of subjects offered bilingually.</p>	<p>Evaluate existing arrangements. Analyse outcomes. Discussions with parents. Agree on areas for development and include in SDP.</p>	<p>2006 onwards</p>

<p><b>Welsh schools</b></p> <p>xii. To progress along the continuum by delivering all subjects, other than English, through the medium of Welsh only to all pupils in KS3 and KS4 in line with the Authority's aim, the timetable of each Governing Body and the content of the School Development Plan.</p>	<p>Regular monitoring of provision.</p> <p>Discussions with governors. Statutory consultations. Sharing information with parents/pupils. Marketing changes. Adjusting information in Prospectuses. Implement changes.</p>	<p>2006 onwards</p>
<p><b>6. Special Educational Needs</b></p> <p>i. That Welsh or bilingual education be available for all pupils in the specific units where pupils with severe difficulties are taught.</p> <p>ii. That new centres are established, linked to selected schools to ensure specialist bilingual support for pupils.</p> <p>iii. That in-County bilingual provision is available for pupils with specific needs to curtail out of County support.</p> <p>iv. That each pupil requiring support to overcome speech deficiencies can receive this in Welsh within the County through working closely with the Health Department and other speech experts.</p> <p>v. That the process of statutory assessments and preparing Statements be available through the medium of Welsh or bilingually to all pupils from the start of the process.</p> <p>vi. That there is equal opportunity for each pupil to receive education and support in his chosen language, whatever the need.</p>	<p>Adjust resources, teaching and learning strategies. Work alongside a range of agencies. Introduce appropriate resources such as POPAT. Monitor pupil progress.</p> <p>Build into School Organisation Plan. Implement required processes. Manage the centres.</p> <p>Train providers in the required bilingual skills to respond to the specialist needs of pupils. Implement arrangements. Monitor provision, pupil progress.</p> <p>Train appropriate specialists to reflect the bilingual nature of the County.</p> <p>Train appropriate specialists to reflect the bilingual nature of the County.</p> <p>Take ownership of the inclusion principle. Implement the necessary adaptations. Share information with parents. Train teachers as necessary.</p>	<p>2008</p> <p>2006-2010</p> <p>2008 onwards</p> <p>2009</p> <p>2008</p> <p>2006 onwards</p>
<p><b>7. Athrawon Bro</b></p> <p>i. That every school, on the basis of need, will receive intensive support from an Athro Bro within a cycle of two years.</p> <p>ii. Each Athro Bro to work with selected pupils in Y6 and with the same pupils for agreed periods in Y7 to assist with continuity and linguistic progress when transferring from KS2 to KS3.</p> <p>iii. That each Athro Bro will be part of an annual residential course to help the linguistic development of pupils in Welsh.</p> <p>iv. That each Athro Bro has a key role in monitoring the implementation of the Welsh Education Scheme.</p>	<p>Adjust the timetable commitments of the Athrawon Bro. Target schools on the basis of need.</p> <p>Discussions with secondary headteachers who will benefit from the support and the headteachers from the feeder primaries. Identify target group. Arrange practical timetable.</p> <p>Arrange courses. Identify schools/pupils. Prepare resources. Attend course.</p> <p>Prepare monitoring pro-forma. Discussions with headteachers. Agree on way forward and record outcomes. Monitor in context of agreed guidelines. Discussions with the Authority.</p>	<p>2007</p> <p>July and September 2007 onwards</p> <p>2006 onwards</p> <p>2006 onwards</p>

<p><b>8. Services for latecomers to the Welsh language</b></p> <p>i. That 100% of latecomers with no prior knowledge of Welsh who arrive in Category A schools, Welsh schools, or A streams during KS2 will receive a period of intensive mid-immersion programme of at least two days every week for two terms in a Language Centre and this within one term of their arrival at their new school.</p> <p>ii. A detailed programme of after-care for all pupils who have attended a Centre.</p> <p>iii. That a late-immersion programme in Welsh at the Centres will be available for latecomers who arrive at secondary schools during KS3 with no prior experience of Welsh.</p> <p>iv. To extend the community use of the Centres to enhance opportunities for young people and adults outside school hours.</p> <p>v. Establish a Centre at Llanelli.</p>	<p>Prepare programme. Agree on location. Target pupils. Implement programme. Analyse latecomers' data. Prepare practical programme. Agree on timetable of attendance at a Centre. Clarify responsibility of local school.</p> <p>Prepare programme of visits. Prepare and deliver continuation programme in local school. Adapt programme at the Centre.</p> <p>Analyse data for latecomers in KS3. Discuss with schools and agree on a strategy for support. Target relevant groups who would benefit from support. Arrange convenient timetable for visits to the Centre. Monitor pupil progress.</p> <p>Link Centre with community education programme.</p> <p>Ensure funding to establish and run the Centre.</p>	<p>2006 onwards</p> <p>2006 onwards</p> <p>2006 onwards</p> <p>2006 onwards</p> <p>2006 onwards</p>
<p><b>9. Co-operation with other Organisations and counties</b></p> <p>i. To ensure proactive cooperation with neighbouring counties to enable all pupils, if they so wish, to receive Welsh-medium primary and secondary education within a reasonable distance to their homes.</p> <p>ii. That there is proactive cooperation with agencies such as the Urdd, Mentrau Iaith and the Basic Skills Agency to enable pupils to receive a range of opportunities and extended linguistic experiences outside school hours and often away from school premises.</p> <p>iii. To ensure close cooperation between the schools that offer education through the medium of Welsh to enable them to share experiences and teaching resources as part of the partnership for post-16 education.</p>	<p>Audit of pupil requirements and availability of space. Agree with neighbouring counties the pupils who should cross borders to receive Welsh-medium education.</p> <p>Analyse the available programmes offered by the agencies. Share information with schools. Select schools/pupils to benefit from support. Monitor content and delivery of the extended experiences.</p> <p>Arrange links as part of post-16 partnership. Agree on responsibilities. Review what is available. Share resources with partners. Monitor provision.</p>	<p>2006 onwards</p> <p>2006 onwards</p> <p>2006 onwards</p>
<p><b>10. Services and training for school governors.</b></p> <p>i. That every governor training programme will continue to be delivered separately through the medium of Welsh and English to reflect the needs of the audience.</p> <p>ii. That all training and support materials for governors is available bilingually from the outset.</p>	<p>Analyse training programme. Ensure bilingual providers. Offer and deliver training in Welsh and English.</p> <p>Analyse needs of the training. Ensure bilingual materials for trainers and</p>	<p>2006 onwards</p> <p>2006 onwards</p>

<p>iii. That the governor training programme is integrated with current educational issues, such as bilingualism, teaching through the medium of Welsh, the concept of the language continuum, dual skills and implementing the essential messages of <i>Iaith Pawb</i>.</p>	<p>governors.</p> <p>Careful targeting of training agendas. Choosing issues which are directly relevant to schools. Agree on timetable for implementation. Share information and guidance on issues such as the language continuum and <i>Iaith Pawb</i>.</p>	<p>2006</p>
<p><b>11. Post – 16 education</b></p> <p>i. That each student has an opportunity to sit an appropriate examination in Welsh as first or second language in preparation for higher education or the needs of the local community.</p> <p>ii. That all post-16 provision is available bilingually across the County by 2007 in schools or by one of the local Partnerships in line with the agreed Learning Pathways.</p> <p>iii. That a range of vocational courses should be available through the medium of Welsh and delivered in schools or by one of the Post-16 Partners.</p> <p>iv. Ensure an increasing number of Partnerships within local communities.</p> <p>v. “14-19 Action Plan” – preparation of a comprehensive bilingual booklet to encompass the total post-16 provision within the County.</p>	<p>Provision in school or one of the Partners which will provide the Learning Pathways.</p> <p>Assess post-16 curriculum and establish strategy for working together. Working with other agencies – see what is available and where the gaps are. Monitor and adapt the provision.</p> <p>Review existing provision. What are requirements? Agree on who is to deliver and where (What kind of courses) and agree on strategy for implementation. Implement agreed strategy and monitor effectiveness.</p> <p>Analyse what can be provided. Analyse needs and requirements. Increase members of Partnerships to deliver what is required.</p> <p>Working alongside Partners/providers of post-16 education. Agree on what is to be delivered. Cooperate with 14-19 development group. Agree on who can deliver what and where. Incorporate findings in the booklet.</p>	<p>2006 onwards</p> <p>2007</p> <p>2006 onwards</p> <p>2007</p> <p>2007 onwards</p>
<p><b>12. Community Education including Welsh for Adults and Basic Skills</b></p> <p>i. An increase of 8% in accredited courses in Welsh for young people and adults on the basis of the 2003 statistics.</p> <p>ii. An increase of 10% in courses delivered by the Authority or its post-16 Partners through the medium of Welsh and this for adults and young people in the communities, to include courses leading to vocational qualifications.</p> <p>iii. That parents of pupils taught through the medium of Welsh are supported by giving them the required literacy and numeracy skills to enable them to assist their children’s development through providing a range of appropriate courses during school time, in the evenings, at weekends and during school holidays.</p>	<p>Analyse present courses. Identify areas for expansion. Agree on whole-county strategy. Arrange courses and accreditation.</p> <p>Audit of existing courses. See where gaps exist. Plan a comprehensive programme and arrange locations and providers. Deliver programmes.</p> <p>Gather appropriate information. Target schools and possible participants. Prepare courses and decide when to deliver and where they should be held. Agree on most appropriate times. Monitoring and extending locations.</p>	<p>2006 onwards</p> <p>2006 onwards</p> <p>2006</p>

<p>iv. That sufficient programmes for oral Welsh (Conversational Welsh) should be held within communities for the young people who remain in the local communities.</p> <p>v. That sufficient courses are available to extend the use of Welsh in the community and the work-place through extending the opportunities to develop Welsh language skills in preparation for the world of work.</p> <p>vi. Provide Welsh/bilingual courses alongside the Mentrau Iaith aimed specifically at the prospective leaders of the Welsh/bilingual communities.</p> <p>vii. Establish a Welsh-medium/bilingual Integrated Early Years Centres, mainly in deprived areas.</p> <p>viii. Ensure that young parents have an opportunity to continue to learn basic skills, particularly in areas such as ICT, literacy and numeracy, through the medium of Welsh/bilingually within the local communities.</p>	<p>Build into the programme. Target appropriate people. Adapt the course to reflect the needs of the communities and its inhabitants.</p> <p>Analyse present position. Target areas which need to be developed. Plan and deliver courses.</p> <p>Present position selecting communities. Targeting areas for piloting courses. Deliver programme.</p> <p>Audit of need. Decide on location and develop centres. Appoint and train staff. Disseminate good practice. Cooperating with Early Years Partnership.</p> <p>Ensure sufficient funding to support young parents who remain in their communities.</p>	<p>2006 onwards</p> <p>2006 onwards</p> <p>2007</p> <p>2007</p> <p>2006</p>
<p><b>13. Monitoring the Scheme</b></p> <p>i. To ensure that the Welsh Language Scheme is incorporated into the County Council's Corporate Plan, the Education Strategic Plan of the Lifelong Learning and Leisure Department, the Modernising Educational Provision Plan and the School Organisation Plan 2003-2009.</p> <p>ii. Ensure that the Scheme is part of the Authority's monitoring strategy.</p> <p>iii. That relevant targets are monitored during Athrawon Bro visits to schools, using a simple monitoring pro-forma which will identify the current position and suggest areas for development.</p> <p>iv. That the Scheme is monitored regularly in secondary schools and during post-16 education by the Adviser with responsibility for Welsh.</p> <p>v. Monitoring of pupil progress in Welsh as a first language in Category A schools and A streams (i.e. that 33% of pupils achieve Level 2 or higher at the end of KS1 and Level 4 at the end of KS2).</p> <p>vi. Monitor pupil progress in Welsh as a second language in Category B schools and B streams (i.e. that 70% of pupils achieve Level 2 or higher at the end of KS1 and Level 4 or higher at the end of KS2).</p> <p>vii. Monitor percentage of time allocated to Welsh-medium teaching in Category A and A streams throughout KS2 (i.e. that at least 70% of teaching</p>	<p>Monitoring the Welsh Language Scheme in tandem with other key Schemes within the Authority. Prepare reports in line with the overall strategy of the County Council.</p> <p>Monitor the Scheme in line with the larger agenda of the Council and the Education Learning and Children's Services.</p> <p>Discuss issues with Athrawon Bro and headteachers. Preparation of written reports.</p> <p>Preparation of monitoring pro-forma. Discussions with headteachers and agree on a Development Plan. Monitor progress and discuss issues in need of further development.</p> <p>Establish present levels within schools. Agree on a developmental strategy (if necessary). Review position and progress throughout the year.</p> <p>Establish present levels within schools. Agree on a developmental strategy (if necessary). Review position and progress throughout the year. Establish success levels at the end of the year.</p> <p>Establish existing allocation of time. Agree on strategy for progressing (if necessary). Review position throughout the year. Evaluate position at the end of the year.</p>	<p>2006 onwards</p> <p>2006 onwards</p> <p>2006 - 2008</p> <p>2006 onwards</p> <p>2006-2008</p> <p>2006-2008</p> <p>2006-2008</p>

and learning time should be through the medium of Welsh.		
viii. Monitor the progress of the three Category B schools in changing to Category A. iv. That the provision outside school is monitored by the officer with responsibility for youth and adult learning.	Establish current position. Detailed discussions with headteachers/governors/parents. Agree on a strategy and a timeline. Implement the agreed strategy.	2006-2008
ix. Monitor pupil progress in Welsh as a first language in the secondary sector (i.e. at least 71% to achieve Level 5 or higher at the end of KS3 and at least 79% to achieve Grade A*-C at GCSE).	Establish current position. Detailed discussions and agreement on the way forward. Agreement on a strategy to be shared with staff. Monitoring throughout the year. Establish progress at the end of each year.	2006-2008
x. Monitor pupil progress in Welsh as a second language in the secondary sector (i.e. at least 72% of pupils to achieve Level 5 or higher at the end of KS3 and at least 72% to achieve Grade A*-C at GCSE).	Establish current position. Detailed discussion and agreement on way forward. Agreement on a strategy to be shared with staff. Monitoring throughout the year. Establish progress at the end of each year.	2006-2008
xi. Monitoring the transfer of pupils from Welsh first Language to Welsh second language when transferring from KS2 to KS3.	Explore current data. Discussions with schools and agree on strategy. Monitoring throughout the year. Revisit data at the end of each year.	2006-2008
xii. Monitoring the progress of the secondary Welsh schools towards delivering the whole curriculum in KS3 and KS4 through the medium of Welsh only.	Discussions with schools. Proactive role in Governing Body meetings. Implementing statutory requirements. Target achieved.	2006-2008
xiii. Monitoring secondary schools as they progress along the language continuum through offering additional subjects through the medium of Welsh in KS3 and KS4.	Establish current position. Discussions to agree on way forward. Implement agreed strategy. Schools progressing along continuum.	2006 - 2008
xiv. That the provision outside school is monitored by the officer with responsibility for youth and adult learning.	Preparing a monitoring pro-forma. Discussions with the various agencies. Agree on strategies and progress. Monitor delivery and progress.	2006 onwards
xv. Annual reports to the County Council and the Welsh Language Board.	Gather evidence from many sources. Preparing annual reports.	2007 onwards annually



## **APPENDIX 2**

### **SAMPLE OF INSET COURSES TO SUPPORT THE DEVELOPMENT OF WELSH IN SCHOOLS (1999 – 2004)**

(These courses are delivered in Partnership with Ceredigion).

Early Years - 106 courses in Welsh and Welsh-medium courses.

Welsh in the primary sector - 72 courses

Welsh in the secondary sector - 48 courses in Welsh first and second language.

In addition 78 courses were held to support literacy in Welsh for KS1 and KS2.

Intensive courses for teachers who are non-Welsh speakers or who have limited knowledge of Welsh. Since 1999 a total of 15 separate courses of 20 days' duration with 15 teachers for each course have been delivered.

#### **Specific Courses**

Thinking skills

Developing Oracy

Developing reading skills

Developing writing skills

POPAT

Dyfal Donc

CASE

CAME

Preparation of teaching/learning material (Welsh first and second language)

Raise standards of underachieving pupils.

Drama in the classroom

Interactive White Boards

IT to promote language

Joint courses for primary and secondary teachers

Examination courses – GCSE, AS Level, A Level (Welsh first and second language)

A large number of consultations have been held after school time or during closure days the focus of these depends on the requirements of individual schools.

### APPENDIX 3

#### **GROWTH OF WELSH EDUCATION – SHOWING NUMBERS IN PRIMARY WELSH SCHOOLS AND SECONDARY WELSH SCHOOLS.**

	<u>Opened</u>	<u>No. of pupils on roll when the school opened</u>	<u>No. on roll 2003</u>
<i>Dewi Sant</i>	1947	34	447
<i>Brynsierfel</i>	1953	141	199
<i>Parc y Tywyn</i>	1965	49	140
<i>Gwenllian</i>	1968	8	112
<i>Ysgol Gymraeg Rhydaman</i>	1967	5	155
<i>Teilo Sant</i>	1958	20	188
<i>Carmarthen Welsh School</i>	1955	10	329
<i>Maes yr Yrfa</i>	1983	196	663
<i>Bro Myrddin</i>	1978	213	862
<i>Strade</i>	1977	116	875

#### **THE NUMBER OF CHILDREN THAT ATTENDED THE SCHOOLS**

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
<i>Dewi Sant</i>	380	404	416	429	427	446	448
<i>Brynsierfel</i>	-	196	207	202	203	205	202
<i>Parc y Tywyn</i>	117	109	111	108	121	136	126
<i>Gwenllian</i>	132	132	122	111	124	121	118
<i>Ysgol Gymraeg Rhydaman</i>	120	110	116	138	140	135	157
<i>Teilo Sant</i>	160	167	170	159	162	171	181
<i>Ysgol y Dderwen</i>	321	322	330	320	328	332	336
<i>Maes yr Yrfa</i>	662	673	654	665	685	685	687
<i>Bro Myrddin</i>	715	772	815	869	907	916	870
<i>Strade</i>	728	775	805	808	835	843	840

**APPENDIX 4**

**PROJECTIONS FOR PUPIL NUMBERS IN PRIMARY AND SECONDARY SCHOOLS IN THE NEXT 5 YEARS.**

<b>PRIMARY SCHOOLS</b>										
SCH.NO	SCHOOL NAME/Category	Actual Pupil Total (FTE) September 2003	Projected Pupil Total (FTE) September 2004	Projected Pupil Total (FTE) September 2005	Projected Pupil Total (FTE) September 2006	Projected Pupil Total (FTE) September 2007	Projected Pupil Total (FTE) September 2008	Projected Pupil Total (FTE) September 2009		
2000	CEFNEITHIN	64	54	48	46	47	50	49		
2001	DREFACH	67	56	66	63	62	63	66		
2002	MAESYBONT	20	15	18	18	17	17	18		
2003	LLECHYFEDACH	113	118	118	118	118	123	119		
2004	MYNYDDCERRIG	19	27	21	22	20	23	22		
2005	CWIMGWILI	28	25	24	24	25	23	23		
2006	TUMBLE	142	143	146	145	143	141	146		
2007	GORSLAS	97	90	86	82	83	81	85		
2008	CROSS HANDS	111.5	108	107.5	108.5	104.5	104.5	106.5		
2009	LLANGAIN	14.5	19.5	14.5	14.5	15.5	16.5	15.5		
2014	PENIEL	102	100	103	104	102	103	105		
2018	BANCFOSFELEN	60	63	59	55	55	57	58		
2019	GWYNFRYN	94	95	91	93	93	94	91		
2020	CARWAY	76	76	77	71	74	75	78		
2023	PONTYATES	47	49	41	41	42	46	42		
2024	PONTHENRI	54	64	56	55	55	57	56		
2034	BANCYFELIN	57	58	60	58	58	57	61		
2037	MEIDRIM	50	40	36	36	37	35	37		
2038	AMMANFORD (J) (ex.Units) A/B	225	160	229	222	224	224	224		
2039	AMMANFORD (I) A/B	144	144	99	121	121	121	121		
2042	SARON	190	186	186	191	190	185	188		

SCH.NO.	SCHOOL NAME/Category	Pupil Total (FTE) September 2003	Projected Pupil Total (FTE) September 2004	Projected Pupil Total (FTE) September 2005	Projected Pupil Total (FTE) September 2006	Projected Pupil Total (FTE) September 2007	Projected Pupil Total (FTE) September 2008	Projected Pupil Total (FTE) September 2009
2043	BETWS A	106	104	103	101	100	99	102
2044	TYCROES B	155	145	153	155	151	152	152
2047	GLANAMMAN A	157	145	133	132	131	134	135
2049	CEFNBRYNBRAIN A	32	32	29	25	26	27	29
2050	PARCYRHUN A/B	122	119	115	116	118	116	116
2052	BLAENAU A	94	97	102	103	102	102	103
2053	GARNANT A	126	124	127	133	128	125	129
2055	YSTRADOWEN A	22	21	21	20	20	22	23
2056	NANTYGROES A	33	32	28	29	27	27	28
2057	LLANEDI B	28	29	33	34	32	33	33
2060	CWMIFOR A	22	22	22	22	22	22	21
2061	FFAIRFACH A	72	70	66	69	67	69	68
2065	TALLEY A	53	55	51	55	53	51	50
2067	CWRT HENRY A	55	53	61	59	54	57	60
2069	BRECHFA A	35	35	29	28	31	28	30
2071	LLANSAWEL A	14	12	9	11	11	9	10
2077	CAIO A	24	23	20	20	18	18	19
2080	LLANGADOG A	85	85	80	86	85	87	81
2082	LLANSADWRN A	14	14	16	18	14	17	17
2084	YSGOLRHY'S PRICHARD A/B	194	196	194	198	194	194	194
2087	LLANWRDA A	39	44	36	38	37	37	36
2092	RHYDCYMERAU A	19	22	24	24	22	24	23
2096	LLANBOIDY A	36	72	66	66	66	66	66
2098	HENDY GWYN A/B	148	136	140	138	138	133	140

SCH.NO.	SCHOOL NAME/Category	Actual Pupil Total (FTE) September 2003	Projected Pupil Total (FTE) September 2004	Projected Pupil Total (FTE) September 2005	Projected Pupil Total (FTE) September 2006	Projected Pupil Total (FTE) September 2007	Projected Pupil Total (FTE) September 2008	Projected Pupil Total (FTE) September 2009
2102	CAPEL IWAN	A	23	26	25	27	24	26
2104	BRYNSARON	A	117	108	109	107	110	108
2106	NEW INN	A	44	41	41	40	42	43
2109	LLANPUMSAIN	A	58	64	59	62	60	66
2112	MYNYDDYGARREG	A	21	24	19	18	17	18
2114	JOHNSTOWN	B	351	360	343	339	339	343
2116	Y Y DDERWEN	WELSH	305	299.5	305	301	302	304
2119	LLANMILOE	B	45	43	42	42	45	44
2120	BRYN	B	192	193	170	173	169	169
2121	BYNEA	B	122	133	114	110	109	113
2123	DAFEN	B	191	178.5	184	187	185	185
2124	FELINFOEL (J)	A/B	98	97	95	101	100	100
2125	Y Y BABANOD FFOEL	A/B	69	66	73	71	71	71
2126	LLWYNHENDY (J)	B	75	89	82	87	76	76
2128	FIVE ROADS	A	85	86	85	84	86	86
2129	LLANGENNECH (I)	A/B	132	123	132	136	136	136
2130	LLANGENNECH (J)	A/B	157	173	161	123	156	156
2131	HENDY	A/B	141	143	146	152	149	148
2135	FURNACE	A	89	107	108	112	107	110
2136	YSGOL YR YNYS	B	84	83	85	85	85	85
2152	COPPERWORKS (I)	B	127.5	142	139.5	133.5	133.5	133.5
2156	MORFA (J)	B	100	106	98	99	100	100
2158	MORFA (I)	B	89	89	89	89	89	89
2159	OLD ROAD	B	188	174	183	182	183	182
2165	LAKEFIELD	B	268	272	220	189	204	220

SCH. NO.	SCHOOL NAME/Category	Actual Pupil Total (FTE) September 2003	Projected Pupil Total (FTE) September 2004	Projected Pupil Total (FTE) September 2005	Projected Pupil Total (FTE) September 2006	Projected Pupil Total (FTE) September 2007	Projected Pupil Total (FTE) September 2008	Projected Pupil Total (FTE) September 2009
2166	LLANSTEFFAN A	59	59	57	56	58	62	59
2167	LLANNON A	71	73	78	74	74	70	78
2168	Y G BRYNSIERFEL WELSH	166	182	159	160	163	155	160
2169	BRYNAMMAN A	221	221.5	208	210	213	208	210
2170	ABERNANT A	32	43	31	32	33	26	30
2171	MYRDDIN (ex. Units) B	84.5	76	83.5	86.5	84.5	80.5	84.5
2172	LLANARTHNE A	30	31	26	24	26	27	26
2173	LLANGUNNOR A/B	251.5	227.5	237.5	239.5	239.5	241.5	239.5
2175	TRIMSARAN A/B	203	190	185	186	183	189	187
2176	SWISS VALLEY B	248	246	236	239	241	239	237
2177	PARC Y TYWYN WELSH	140	144.5	168	176	174	169	167
2178	PEMBREY B	174.5	180.5	203.5	203.5	209.5	207.5	202.5
2179	Y G RHYDAMAN WELSH	149	165	156	161	157	161	157
2180	YSGOL BECA A	73	71	72	77	78	77	74
2181	LLANDYBIE A/B	234	225	223	232	227	230	224
2182	HAFODWENOG A	76	64	63	59	61	64	64
2183	YSGOL TEILO SANT WELSH	179	182	185	188	194	189	187
2184	LLANYBYDDER A	59	60.5	58	60	59	60	59
2185	LLANDEILO B	216.5	217.5	200.5	192.5	188.5	191.5	202.5
2187	CYNWYL ELFED A	45.5	48.5	40.5	38.5	38.5	38.5	40.5
2188	HALFWAY B	203.5	208	192.5	191.5	195.5	192.5	191.5
2189	PWLL B	94	94	87	92	92	87	86
2190	PENYGAER B	195	210	192	188	190	192	194
2192	Y Y CASTELL B	202.5	202.5	200.5	203.5	201.5	201.5	199.5
2193	PENYGROES A	196	189	203	203	202	203	204
2194	NANTGAREDIG A	182.5	180	166.5	162.5	160.5	166.5	167.5
2370	Y GWENLLIAN WELSH	99.5	92	95.5	95.5	94.5	94.5	95.5
2371	Y G DEWI SANT WELSH	445	445	452	451	447	446	454

SCH.NO.	SCHOOL NAME/Category	Actual Pupil Total (FTE) September 2003	Projected Pupil Total (FTE) September 2004	Projected Pupil Total (FTE) September 2005	Projected Pupil Total (FTE) September 2006	Projected Pupil Total (FTE) September 2007	Projected Pupil Total (FTE) September 2008	Projected Pupil Total (FTE) September 2009
2373	PONTYBEREM A	174	182	173	172	170	169	173
2374	BIGYN B	250	248	253	250	248	244	254
2375	STEBONHEATH B	283	283	296	305	299	293	297
2377	BURRY PORT (J) B	159	145	146	154	160	160	160
2379	Y Y DDWYLAN A/B	268	266	240	234	244	243	241
2380	RICHMOND PARK B	247	247	237	230	231	236	239
2381	BURRY PORT (I) B	106	96	96	101	101	101	101
2384	Y GRIFFITH JONES A/B	221.5	203.5	218.5	219.5	218.5	220.5	220.5
2385	YSGOL Y FRO A	52	55	50	51	46	46	49
2386	YSGOL CARREG HIRFAEN A	105	105	98.5	97.5	97.5	93.5	97.5
2387	CAE'R FELIN A	81	72	84	86	92	86	85
3000	ABERGWILI VCP A	44	38	37	38	40	35	37
3002	TREMOILET VCP B	53	49	48	50	44	47	50
3003	LAUGHARNE VCP B	64	64	60	60	63	60	61
3004	LLANDDAROG VCP A	66	66	61	63	65	63	62
3008	CAPEL CYNEFAB VCP A	23	25	24	22	21	23	25
3013	FERRYSIDE VCP A	62	56	60	58	53	56	59
3025	LLANGYNOG VCP A	27	19.5	22	20	20	22	23
3026	LLANLLWNI VCP A	45.5	54.5	45.5	47.5	48.5	50.5	47.5
3032	CILYCWYM VCP A	29	26	19	18	18	19	19
3300	ST. MARY'S RCP LL'ELLI B	224	229	223	217	213	221	224
3301	ST. MARY'S RCP CARM B	85	74	76	80	81	80	77
3302	LLANFYNYDD VAP A	25	26	31	32	31	32	33
3307	PENBOYR VAP A	85	81	70	70	73	71	69
3321	PENTIP VAP B	214	216	213	213	212	213	214
3322	MODEL VAP B	263.5	254	277.5	278.5	282.5	287.5	278.5
	TOTALS	14,261	14,140	13,912	13,920	13,907	13,897	14,003

<b>SECONDARY SCHOOLS</b>								
<b>SCHOOL</b>	<b>September 2003 (Actual)</b>	<b>September 2003 (Projected)</b>	<b>September 2004 (Projected)</b>	<b>September 2005 (Projected)</b>	<b>September 2006 (Projected)</b>	<b>September 2007 (Projected)</b>	<b>September 2008 (Projected)</b>	<b>September 2009 (Projected)</b>
Amman Valley	1772	1668	1657	1622	1593	1592	1613	1626
Bro Myrddin	858	862	866	849	857	866	874	869
Bryngwyn	1060	1074	1004	1022	976	983	994	963
Coedcae	1033	1010	991	1000	1014	998	1024	1013
Dyffryn Taf	1060	1026	1005	973	960	895	857	809
Emlyn	704	708	679	659	622	579	542	534
Glan y Mor	776	754	746	714	638	599	590	554
Gwendraeth	564	560	542	554	561	519	518	508
Maes yr Yrfâ	656	674	659	660	651	669	647	649
Pantycelyn	423	407	412	388	361	356	327	314
*QE Cambria	869	831	864	861	863	850	841	855
*QE Maridunum	611	634	599	563	527	493	473	461
Strade	885	894	880	905	925	969	999	1002
Tregib	941	931	946	946	926	944	930	889
St. John Lloyd	393	396	366	361	356	360	359	353
	12555	12429	12216	12077	11830	11672	11588	11399

\* - These schools have be amalgamated as QE High School

## APPENDIX 5

### INDEPENDENT AND ATTACHED SEN UNITS

<b>A. Independent Units</b>	<b>Category of Need</b>
Aalton House	Emotional and Behavioural Needs
Llwynhendy	Emotional and Behavioural Needs
Cross Hands	Challenging Behaviour
<b>B. Attached Units</b>	
Ammanford Infants	Assessment Unit
Richmond Park	Assessment Unit
Ysgol y Babanod, Felinfoel	Assessment Unit
Ammanford Infants	Speech and Language Unit
Ysgol y Babanod, Felinfoel	Speech and Language Unit
Nantgaredig C.P.	Speech and Language Unit (Infants)
Nantgaredig C.P.	Speech and Language Unit (Juniors)
Llwynhendy Juniors	Speech and Language Unit (Juniors)
Pwll	Autistic Unit (Primary)
Ammanford Junior	Autistic Unit (Primary)
Myrddin	Autistic Unit (Primary)
Gwendraeth (Garreg Lwyd)	Autistic Unit (Secondary)
Ammanford Junior	Severe, profound and multiple learning difficulties
Myrddin	Severe, profound and multiple learning difficulties
Felinwen/Whitemill	Severe, profound and multiple difficulties
Parcyrhun	Hearing difficulties
Old Road	Emotional and Behavioural Needs
Emlyn Comprehensive	Dyslexia (Secondary)
Queen Elizabeth Maridunum	Dyslexia (Secondary)

**APPENDIX 6****LIST OF VOLUNTARY NURSERY CLASSES WITHIN THE COUNTY  
INCLUDING THEIR LOCATIONS IN OCTOBER 2005.**

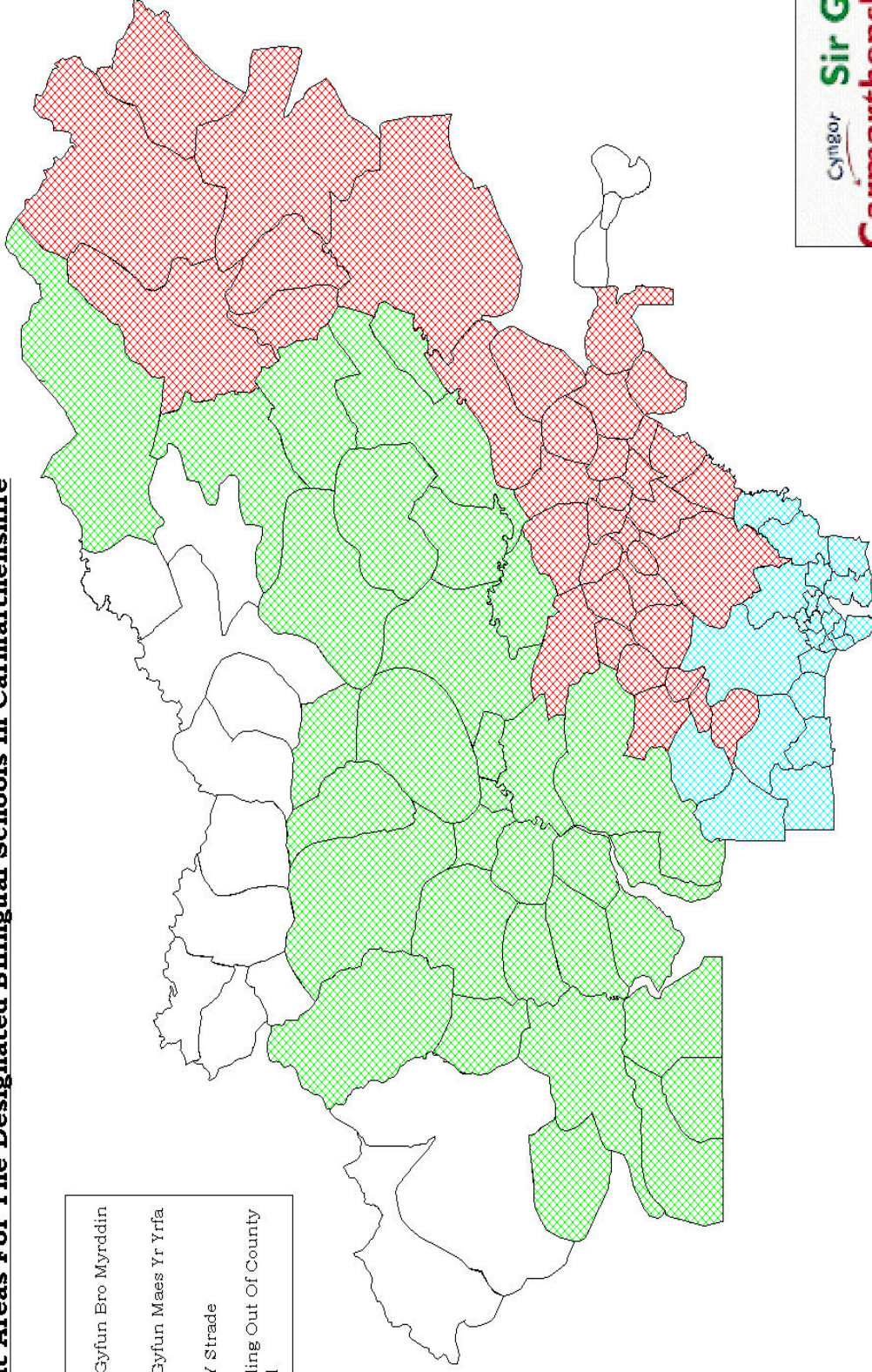
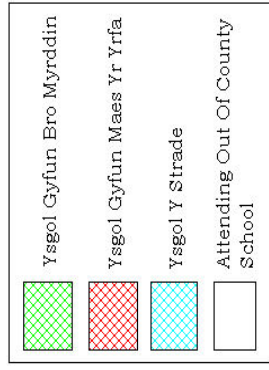
<b><i>NURSERY GROUP</i></b>	<b><i>LOCATION</i></b>	<b><i>CYLCH TI A FI</i></b>
Abergwili	Ysgol Abergwili	x
Bancffosfelen	Ysgol Gynradd	
Bancyfelin	Neuadd y Pentref	✓
Betws	Capel Newydd	✓
Blaenau	Ysgol Gynradd	
Bro Elfed	Neuadd y Pentref	✓
Bronwydd	Neuadd y Pentref	✓
Bryn/Llwynhendy	Canolfan Addysg Bellach	✓
Brynaman	Sinema Brynaman	✓
Bynea	Neuadd Saron	✓
Caerfyrddin	Festri Capel Caerfyrddin	✓
Carwe	Ysgol Gynradd	
Cefneithin	Caban y Parc	
Cilycwm	Ysgoldy'r Eglwys	✓
Coedmor, Cwmann	Ysgol Cwmann	✓
Coleg y Drindod	Bwthyn Coleg y Drindod	x
Crosshands	Caban Crosshands	✓
Cwmifor	Ysgol Cwmifor	✓
Cwrt Henri	Neuadd yr Eglwys	✓
Cydweli	Capel y Morfa	✓
Drefach Felindre	Neuadd y Ddraig Goch	x
Drefach Llanelli	Capel Hebron	✓
Felinfoel	Canolfan Addysg Bellach	✓
Ffairfach	Ysgol Ffairfach	
Ffwrnes	Ysgol Gynradd	✓
Ffynnon Wen	Yr Hen Ysgol Ffynnon Wen	
Garnant	Neuadd yr Eglwys	✓
Geler	Neuadd yr Eglwys	✓
Glanaman	Canolfan Addysg Bellach	✓
Glangwili	Ysbyty Glangwili	✓
Glanyfferi	Ysgol Gynradd	✓
Hendy	Aelwyd yr Urdd	✓
Heol Walter (Rhyd)	Heol Walter	✓
Hywel Dda Hendygywyn	Ysgol Hywel Dda	✓
Idole	Ysgol Idole	✓
Llanddarog	Neuadd y Pentref	✓

<b><i>NURSERY GROUP</i></b>	<b><i>LOCATION</i></b>	<b><i>CYLCH TI A FI</i></b>
Llandeilo	Addysg Gymunedol	✓
Llandybie	Neuadd yr Eglwys	✓
Llanerch	Neuadd y Gymuned	✓
Llanfihangel-ar-Arth		✓
Llanfynydd	Ysgol Llanfynydd	✓
Llangadog	Neuadd y Pentref	✓
Llangennech	Ysgol Iau	✓
Llangyndeyrn	Neuadd yr Eglwys	✓
Llangynnwr	Ysgol Llangynnwr	✓
Llangynog	Ysgol Gynradd	✓
Llanllwni	Ysgol Llanllwni	✓
Llannon	Ysgol Gynradd	✓
Llansaint	Ysgol Gynradd	✓
Llansawel	Ysgol Llansawel	x
Llansteffan	Ysgol Llansteffan	✓
Llanwrda	Caban Enfys, Neuadd y Pentref	✓
Llanybydder	Ysgol Llanybydder	x
Llanycrwys	Ysgol Llanycrwys	x
Llechyfedach	Caban y Parc	✓
Meidrim		✓
Meinciau	Canolfan Chwaraeon	✓
Morfa Llanelli		✓
Mynydd-y-Garreg	Ysgol Gynradd	✓
Nantgaredig a'r Fro	Ysgol Felingwm	✓
Parcyrhun	Ysgol Gynradd	✓
Penbre	Canolfan Cymdeithasol	✓
Pencader	Neuadd y Pentref	✓
Pentywyn	Ysgol Llanmiloe	✓
Penygroes	Neuadd St. Ioan	✓
Philas Tots	Heol Dewis Sant	✓
Ponthenri	Neuadd y Pentref	✓
Pontiets	Neuadd y Pentref	✓
Pontyberem	Neuadd y Pentref	
Porth Tywyn	Neuadd Goffa	
Pump Heol	Neuadd y Pentref	
San Clêr	Ganolfan Hamdden	✓
Saron	Capel Saron	✓
Tre Ficer	Ysgol Llanymddyfri	x
Trelech	Hen Ysgol Trelech	✓
Ty Ni, Caerfyrddin		✓
Tycroes	Neuadd y Sgowts	✓
Y Mês	Login Caerfyrddin	x
Ystradowen	Ysgol Gynradd	✓

# APPENDIX 7

## Dalgylohoedd Ysgolion Uwchradd Penodedig Dwyieithog Sir Gaerfyrddin

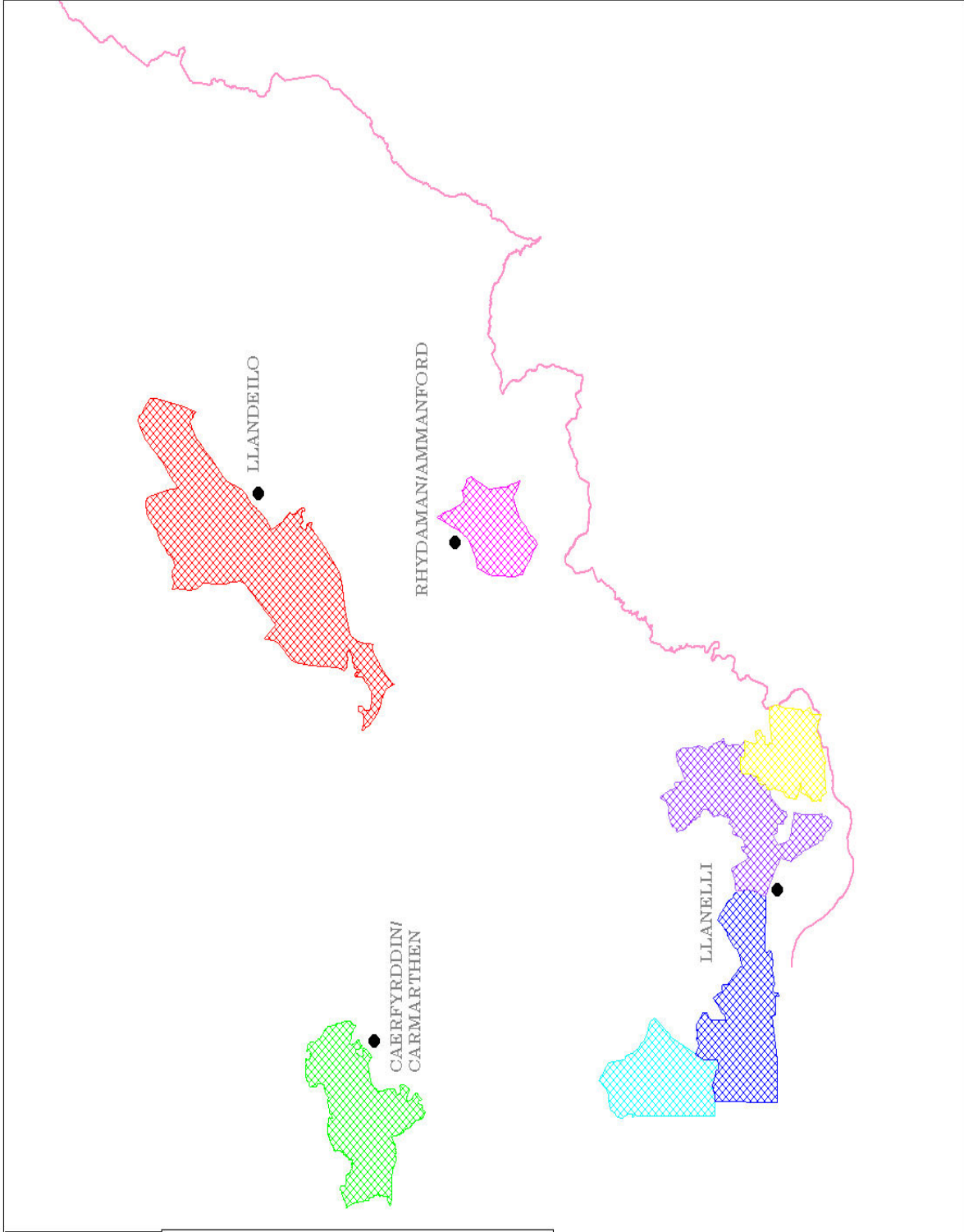
### Catchment Areas For The Designated Bilingual Schools in Carmarthenshire



# LOCATION AND CATCHMENT AREAS OF PRIMARY WELSH SCHOOLS IN CARMARTHENSHIRE



	Ysgol Y Dderwen
	Ysgol Teilo Sant
	Ysgol Gymraeg Rhydaman
	Ysgol Gwenllïan
	Ysgol Parc Y Tywyn
	Ysgol Dewi Sant
	Ysgol Brynsierfel
	Ffin Sir Gâr/ Carmarthenshire Boundary



## **APPENDIX 8**

### **WELSH-MEDIUM COURSES POST-16 LIST OF SUBJECTS AND STUDENT NUMBERS IN THE COUNTY'S SECONDARY SCHOOLS (2004-05)**

History	114
Art	67
Geography	56
Sociology	55
Music	39
Design and Technology	40
French	39
Drama	54
The Law	10
The Law (Video conferencing)	3
Religious Education	10
General Studies	45
Chemistry	8
Politics	12
Leisure	13
Food Technology	6
Statistics	10
Health and Care	39
Biology	17
Business	12
Computing	16
Physical Education	20
Economics	10
Mechanics	1
Mathematics	14
Key Skills	
Communication	12
I.C.T.	7
Applying Number	9
Spanish	5