



**Welsh in Education Strategic Plan for Flintshire  
2012-2015**

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## Section 1: Flintshire's Vision and Aim for Welsh-medium Education

Flintshire County Council endeavours to **increase** the number of fluent Welsh speakers within its boundaries, with the aim of creating an increasingly bilingual county and country.

Flintshire County Council is committed to supporting, expanding and promoting Welsh-medium education within the whole community, increasing the number and percentage of pupils receiving Welsh-medium education in compliance with the Welsh Government's Welsh-Medium Education Strategy of developing learners who are fully bilingual (i.e. fluent in both English and Welsh).

[Flintshire County Council understands and accepts the definition in the Welsh-Medium Education strategy document page 8 2.12, 2.13 and 2.14-2.18, please refer to appendix 1]

Flintshire County Council, working in partnership with schools, stakeholders and other providers will: -

- provide parents with full information and understanding of the advantages of Welsh-medium education and the opportunities which exist within Flintshire; explaining clearly that
  - (a) there is no need for parents to be Welsh speakers for their children to take advantage of this opportunity
  - (b) only by receiving education in a designated Welsh-medium school will pupils become fully bilingual.
  - (c) there are intellectual advantages to being equally fluent in two languages
- work with stakeholders to increase significantly the number of pupils who receive their education through the medium of Welsh in the current designated Welsh-medium schools in the County (5 primary and 1 secondary in 2011) and enhancing this through: -
  - (a) increasing the provision i.e. Welsh-medium schools from Nursery to post-14, post-16 education.
  - (b) developing a more effective immersion system
    - increasing numbers in Y7 by 100% by 2013;
    - increasing numbers in Y2-Y6 by establishing an immersion unit for primary pupils.
- work with schools to develop the CPD programme among the education workforce which will increase the number of potential practitioners within the Welsh-medium sector. This will also ensure:
  - equal opportunity within INSET for practitioners within the Welsh-medium sector
  - a wealth of expertise in curriculum and managerial areas to support the development of Welsh-medium education

- work with schools to raise standards, as required by the National Literacy Programme and the School Effectiveness Framework
  - in the Welsh-medium sector (Welsh First Language and subjects taught through the medium of Welsh across the curriculum)
  - in the English-medium sector (where Welsh is taught and promoted as a second language)
- renew the schools/LA partnership agreement setting priorities for Welsh-Medium education and the roles that all stakeholders can fulfil in developing provision
- ensure elected Members, officers, headteachers and governors (Welsh-medium and English-medium) have full knowledge and understanding of the nature of Welsh-medium education – and that this message permeates through all aspects of the council's work.
- safeguard and increase the current provision, ensuring that any developments in the School Modernisation Programme benefit the Welsh language and Welsh-medium education.

## Section 2: The Action Plan

<b>Outcome 1: More seven-year-old children being taught through the medium of Welsh</b> <i>(Please refer to Appendix 2)</i>			
A. Objective	B. Current performance (Questions to be answered)	C. Timetable of future plans	D. Progress report
1.1 Increase the number of seven-year-old children taught through the medium of Welsh	<p>5.7% of seven-year-old children in Flintshire are currently taught through the medium of Welsh.</p> <p><i>It is recognised that the percentage of children taught through the medium of Welsh is too low and action is required to increase this level through partnership working with various agencies. Greater encouragement is required for parents to engage early with providers of Welsh-medium pre-school provision, in order to double the % by 2015.</i></p> <p><i>It is also recognised that school place provision needs to be accessible, with additional places provided where no provision exists.</i></p> <p><i>Furthermore, it is acknowledged that there is a need 'to raise an awareness of Welsh-medium education' through: -</i></p> <ul style="list-style-type: none"> <li><i>• promotional materials.</i></li> <li><i>• ensuring that essential information is made available to Elected Members to make informed decisions relating to Welsh-medium education.</i></li> <li><i>• Partnership working with the Menter Iaith to produce a multi-agency pamphlet to convey the advantages of a Welsh-medium education to parents in the wider community, and that their</i></li> </ul>	<p><i>To organise a workshop for elected members to share information on:-</i></p> <ul style="list-style-type: none"> <li><i>a) Welsh-medium education</i></li> <li><i>b) Welsh in Education Strategic</i></li> </ul>	

	<p><i>ability to speak Welsh is not a requirement for choosing a Welsh-medium education for their children.</i></p> <p><i>There is no current marketing strategy targeting pre-school age children. (Please see actions under Objective 1.7)</i></p>	<p><i>Plan (January 2012)</i></p> <p><i>To inform Members annually of the progress of the Welsh in Education Strategic Plan.</i></p> <p><i>To involve Members in decisions relating to enhanced Welsh-medium education in Flintshire.</i></p>	
<p><b>1.2</b> Adopt systematic processes for measuring the demand for Welsh-medium childcare and Welsh-medium statutory educational provision. Act promptly on the findings of parental surveys.</p>	<p><i>The majority of Welsh-medium childcare is provided by Meithrin or Meithrin Mwy. At the present time there are 7 'cylch Meithrin' providing sessional care for 2.5 hours. Of these there are 5 providers of early entitlement and 2 provide Dechrau'n Deg. 6 of the 'cylch' provide more extensive provision referred to as Meithrin Mwy. Mudiad provides the care for the remaining hours. There are currently 5 registered Welsh-Medium settings providing the funded places for three year olds in Flintshire – Cylch Meithrin Terrig, Cylch Meithrin Y Fflint, Cylch Meithrin Yr Wyddgrug, Cylch Chwarae Treffynnon &amp; Cylch Meithrin Mornant.</i></p> <p><i>To date, all requests for a funded place in a Welsh-Medium setting have been met.</i></p>	<p><i>Based on the outcome of the most recent Welsh Medium childcare provision survey, any deficiency in future places would need to be met by negotiating with the Welsh medium groups to increase capacity. This may involve reviewing premises, staffing levels and CSSIW registration. It may also include setting</i></p>	

	<p><i>The most recent survey of demand by ORS was in April, 2009. This was a survey of parents with children aged 2 or younger.</i></p> <p><i>22% of the respondents would be likely to send their children to an existing Welsh-medium provision whilst 33% would be likely to access it if within 2 miles of the home.</i></p> <p><i>Main areas of positive response was in those areas where there is existing provision, but some respondents are in areas not well served by a provision e.g. Shotton area. This would suggest the need for extra provision in that area, which would match the changes which will be brought about by the Flintshire School modernisation Strategy.</i></p>	<p><i>up completely new provision in another geographical location.</i></p> <p><i>To plan and develop nursery and statutory Welsh-medium education in the Shotton, Deeside area. (September 2014)</i></p> <p><i>To undertake further research for 'the demand for Welsh-medium education' in conjunction, where possible, with any Welsh Government initiative in this area. (2012 / 2013)</i></p> <p><i>To seek opportunities for the enhanced provision of Welsh-medium education based on research findings above. (Possible Buckley</i></p>	
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		area) (2013 onwards)	
<p>1.3 Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.</p>	<p><i>The 21st Century Schools Programme is based on the reduction of surplus places and increase in efficiency of provision. Provision in existing schools is to be maintained with capital investment to enhance learning environments.</i></p> <p><i>Additional provision, where a need has been identified, could be by the use of some capacity currently in use in the English-medium sector being brought into use for Welsh-medium provision, possibly under the management of existing local provision. The Flintshire School modernisation Programme provides for the amalgamation of schools, and the release of some existing facilities.</i></p> <p><i>Flintshire School Modernisation programme will: -</i></p> <ul style="list-style-type: none"> <li><i>(i) Protect all Welsh-medium schools (primary and secondary)</i></li> <li><i>(ii) Utilise existing provision to increase the percentage of Welsh-Medium education</i></li> <li><i>(iii) Secure new provision in existing or new build accommodation</i></li> </ul> <p><i>Submission of proposals for the amalgamation programme and the consequent release of school buildings are part of the Flintshire programme, and are funded in part by the Welsh Government tranche 3 funding stream.</i></p> <p><i>Individual proposals submitted to the WG for funding under the 21Century Schools programme will be accompanied by a Welsh Language impact assessment,</i></p>	<p><i>Action to achieve additional provision will include:-</i></p> <p><i>Preparation of the new provision in 2012-13 ready for the 2014 start.</i></p>	

	<p><i>which will include an appraisal of the number of existing places in provision, and a response to the need to provide in areas that currently do not have provision.</i></p> <p><i>21st Century Schools funding announcements not yet made but should come on stream post 2014.</i></p>		
<p>1.4 Ensure collaborative working through consortia.</p>	<p><i>Headteachers of Welsh-medium primary schools are eager to work on a regional basis.</i></p> <p><i>Mudiad Meithrin currently have representation on a sub-group of the Children and Young People Partnership and on the Early Years parenting and strategy group.</i></p> <p><i>Mudiad have expressed their willingness to work regionally and can appreciate the advantages in sharing best practise with neighbouring Authorities.</i></p> <p><i>The emerging Families First approach will encourage and enable more cross boundary approaches.</i></p>	<p><i>Working Group within the Forum to meet to formulate a strategy for collaborative working in partnership with Agencies, Authoriites Consortium etc., which embraces all aspects of Welsh in Education. (April 2012).</i></p>	
<p>1.5 Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.</p>	<p><i>Immersion provision is already in place in Ysgol Maes Garmon, (Yr. 7). This is a successful programme and we assess that it can be increased by 100% in size.</i></p> <p><i>This is an area of provision that is recognised as being in need of enhancement.</i></p>	<p><i>To develop a strategy and practical methods for the provision of immersion in the Welsh Language for latecomers. (2012 / 2013).</i></p>	
<p>1.6 Establish a Welsh-medium Education Forum and</p>	<p><i>Appendix 4 illustrates the terms of reference for Welsh-medium education forum.</i></p>		

<p>establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.</p>	<p><i>Headteachers of the Welsh medium schools and the representatives of various agencies including Governors Mudiad, Menter Iaith and Welsh medium interest groups are members of the forum which has helped in the development of the Authority's strategy.</i></p> <p><i>The CYPP have also been engaged in the development of the plan as the CYPP plan 2011 – 2014 "making a positive difference" has a commitment to recognise and value the Welsh language and culture and is mindful of this in the delivery of the outcomes within the plan.</i></p>	<ul style="list-style-type: none"> <li>• <i>The Forum will ensure that Welsh medium Headteacher representation in the developments with officers and members to share their specialist knowledge of the requirements to provide Welsh medium education.</i></li> <li>• <i>The Forum will monitor the progress of the Flintshire's Welsh in Education Plan as per its terms of reference within Appendix 4 (once per school term).</i></li> <li>• <i>The Forum will establish working groups linked specifically to</i></li> </ul>	
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		<p><i>the seven outcomes within the strategic plan. (February 2012).</i></p>	
<p>1.7 Provide information for parents/carers</p>	<p><i>The forum has received and agreed a 'vision' and aim for Welsh-medium education in Flintshire.</i></p> <p><i>Admission booklet outlining procedures for admittance is issued bilingually in accordance with Council policy.</i></p> <p><i>Any model letters produced by LA team designed for use with parents re FP are sent bilingually.</i></p> <p><i>Menter Iaith and Mudiad are producing new booklet to promote Welsh-medium education to catch parents earlier – likely to be using health visitors, clinics etc to promote option to access Welsh-medium education sooner.</i></p>	<p><i>To seek County Council approval of the vision and aim. (Spring 2012).</i></p> <p><i>Effective marketing strategy needs to be developed by the forum.</i></p> <p><i>Future admissions documentation for admission in 2013 to reflect more clearly the distinction between Welsh-medium and English- medium schools and time language outcomes of learners in both settings.</i></p> <p><i>To formulate a working party to:-</i></p> <p><i>a) produce a pamphlet re access to Welsh-medium</i></p>	

	<p><i>Parents receive a guide to School Admissions giving information on transfer from Nursery to Reception. Information about Secondary immersion and contact details are currently given in the Guide.</i></p>	<p><i>education</i>  <i>b) agree marketing strategy targeted at pre school age children</i>  <i>c) formulate methods of communication re advantages of Welsh-medium education (2012 onwards).</i></p> <p><i>Schools' admissions to be produced bilingually with: -</i>  <i>(i) Input from Headteachers</i>  <i>(ii) Circulated to Headteachers prior to distribution to parents</i>  <i>Review how Flintshire County Council website promotes Foundation Phase and its delivery in both English and Welsh medium schools and</i></p>	
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	<p><i>Information currently sent to parents as part of the admissions process to nursery and reception does not include the likely language competence of pupils as a result of the Welsh-medium provision.</i></p> <p><i>The CYPP have an input into providing information for parents and carers and the Family Information Service can also be crucial to ensuring accurate information is available.</i></p>	<p><i>provides links to Welsh Government website for Foundation Phase – check accessibility via Flintshire County Council Infopoints. (Summer 2012).</i></p> <p><i>To be included in future information from 2012-2013.</i></p>	
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<b>Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school (Please refer to Appendix 3)</b>			
<b>A. Objective</b>	<b>B. Current position (Questions to be answered)</b>	<b>C. Timetable of future plans</b>	<b>D. Progress report</b>
2.1 Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)	<i>All learners who attend YMG are assessed in Welsh (First Language) in Year 9. In 2011, 108 learners were assessed. This is a high number compared to an average year and reflected 6.6% of Flintshire learners. Actions to increase this percentage would be those aimed at increasing the proportion of learners undertaking Welsh-Medium Education on transfer to the Secondary Sector.</i>	<p>Actions for development are: -</p> <ol style="list-style-type: none"> <li>1. Maintain 100% assessment in Welsh 1st Language at YMG.</li> <li>2. Strengthen liaison activities between YMG and Welsh-medium primary schools.</li> <li>3. Continue to promote year 7 "learners group".</li> </ol>	
2.2 Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4.	<p><b>What are the rates of progression between:</b></p> <ul style="list-style-type: none"> <li>• <b>non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase;</b></li> <li>• <b>non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase;</b></li> <li>• <b>funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools;</b></li> <li>• <b>non-maintained Welsh-medium childcare</b></li> </ul>		

	<p><b>settings for children under 3 and funded non-maintained Welsh- medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools;</b></p> <ul style="list-style-type: none"> <li>• <b>Foundation Phase and Key Stage 2</b></li> </ul> <p>• <b>Key Stages 2 and 3</b>  <i>Flintshire Welsh Medium learners transfer to YMG or Ysgol Glan Clwyd for secondary education. In the years 2009 to 2011, 97% of learners in Welsh Medium Primary schools in Flintshire transferred to one of these schools.</i></p> <p><i>Transition arrangements between YMG and the Welsh Medium consortium of schools are well developed:-</i></p> <ul style="list-style-type: none"> <li>• <i>Year 5 pupils are invited to spend a day at YMG during the summer term to take part in PE, Art and D&amp;T lessons</i></li> <li>• <i>Year 5 and 6 pupils are invited to the Open Evening in October every year</i></li> <li>• <i>Year 6 pupils spend 2 days at YMG after their Llangrannog visit</i></li> </ul> <p>• <b>Key Stage 3 and 4</b>  <i>Generally, all learners who are registered in Welsh Medium provision at the end of KS3 continue into KS4. Exceptions would be due to individual circumstances.</i></p>	<p><i>Continue to develop liaison activities within the Welsh Medium consortium of schools.</i></p>	
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2.3 Promote a higher proportion of Welsh-medium provision within bilingual schools.	<i>Not Applicable – Flintshire has no bilingual schools.</i>		
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<b>Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh</b> <b>Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning</b> <i>(Please refer to Appendix 4)</i>			
<b>A. Objective</b>	<b>B. Current position (Questions to be answered)</b>	<b>C. Timetable of future plans</b>	<b>D. Progress report</b>
3.1 Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh	<p><i>All KS4 learners at YMG follow a Learning Pathway aimed at 5 or more qualifications. In 2011 98.9% of the cohort achieved the Level 1 Threshold and over 90% of learners have done so in each of the last eight years. In 2011 the 91 learners in Year 11 at YMG were 5.1% of the Flintshire year group.</i></p> <p><i>All YMG learners follow a Learning Pathway which includes at least five accredited courses. This cannot be increased. Numbers of learners failing to achieve the Level 1 Threshold are small, e.g. just one learner in 2011. YMG has introduced new vocational options into the KS4 curriculum, meeting the requirements of the Learning and Skills Measure and benefiting from partnership working and provides Learning Coaching opportunities for all learners.</i></p>	<p><i>Maintain 100% figure for learners in YMG undertaking assessment for accreditation through the medium of Welsh.</i></p>	

<p>3.2 Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009</p>	<p><i>Financial support for Welsh Medium courses is received from the Flintshire 14-19 Network in the Annual Network Development Plan.</i></p> <p><i>Breadth of provision is enhanced by partnership working with Deeside College.</i></p> <p><i>All post 14 learners at YMG follow a uniquely Welsh Medium curriculum. This represents 100% of Post 14 Welsh Medium learners in Flintshire schools. The small number of learners involved and the requirement to offer courses which fulfil the Learning and Skills measure means that some courses run with small numbers. The school continually evaluates curriculum provision but is reliant on financial support from the ANDP.</i></p>	<p><i>Maintain support for Welsh medium provision within the ANDP.</i></p> <p><i>New ANDP to be produced by January 2012</i></p> <p><i>Partnership Agreement on Curriculum offer by December 2011.</i></p>	
<p>3.3 Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools</p>	<p><i>All post 16 provision at YMG (106 learners in September 2011) is delivered through the medium of Welsh. Agriculture courses (18 learners in 2011) are available at college through the medium of Welsh.</i></p> <p><i>Financial support for collaborative working is received from the 14-19 ANDP.</i></p> <p><i>Support for partnership working with Ysgol Morgan Llwyd is maintained through DOLEN.</i></p> <p><i>Flintshire 14-19 Network contributes to the Fforum through the ANDP.</i></p> <p><i>The Forum supports Flintshire learners on Welsh Medium collaborative courses through partnership with Ysgol Morgan Llwyd and Deeside College.</i></p>	<p><i>Continue to develop partnership working to make Welsh Medium provision more sustainable.</i></p>	

<p>3.4 Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision</p>	<p><i>Headteacher of YMG sits on the Regional Welsh Medium Forum and leads partnership working across the region. Deeside College also have membership of the Regional Forum.</i></p> <p><i>LA Principal Learning Advisor Secondary Schools and Head of ICT support 14-19 Network and Flintshire 14-19 Welsh Medium sub-group, chaired by Headteacher of YMG.</i></p> <p><i>Flintshire School Improvement team support YMG through a series of Planned Support and visits. Deeside College is engaged in the Bilingual Champion project with Welsh Government and has trained 11 staff members through the Welsh Sabbatical Scheme.</i></p>	<p><i>Maintain support for Welsh medium provision within the ANDP. New ANDP to be produced January 2012 Partnership Agreement on Curriculum offer by December 2011. Continue to develop partnership working to make Welsh Medium provision more sustainable.</i></p>	
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<p>3.5 Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships</p>	<p><i>All learning providers and the LA are represented on the 14-19 Network and the 14-19 Welsh Medium Sub Group. This is chaired by the Heateacher of YMG who represents the Network on The Regional Forum.</i></p> <p><i>Support for Welsh Medium education is identified within the ANDP and the Headteacher of YMG is a member of the ANDP Development Group.</i></p> <p><i>The 14-19 Welsh Medium Sub Group, brings together YMG, LA, Deeside College, WBL and CWNE to ensure that we have a full icture of Welsh medium provision in our Authority.</i></p>	<p><i>Continue to develop partnership working to make Welsh Medium provision more sustainable.</i></p>	
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**Outcome 5: More learners with higher skills in Welsh***(Please refer to Appendix 4)*

<b>A. Objective</b>	<b>B. Current position (Questions to be answered)</b>	<b>C. Timetable of future plans</b>	<b>D. Progress report</b>
5.1 Improve provision to address literacy in Welsh	<i>Support for the development has included the following:-</i> <ul style="list-style-type: none"><li><i>• 'Dyfal Donc' intervention programme</i></li><li><i>• An audit of reading tests used by Welsh-medium schools.</i></li><li><i>• The setting up of a regional forum (Wrexham, Flintshire, Denbighshire and Conwy) to audit support needs of Welsh departments within Welsh medium secondary schools.</i></li></ul>	<i>There is a need to clearly define roles and responsibilities of officer working with Welsh medium primary schools. (Spring 2012).</i>  <i>In conjunction with the development of the North Wales School Improvement service, to ensure the deployment of a secondary Welsh language officer to focus on challenge and support to raise standards (Spring/Summer 2012).</i>	

		<p><i>Welsh-medium secondary schools forum to develop action plan following their audit of needs re Welsh literacy. (Spring / Summer 2012).</i></p> <p><i>To implement agreed Welsh reading tests in line with Welsh Government proposals. (2013)</i></p>	
<p>5.2 Improve provision and standards of Welsh First Language</p>	<p><i>There will be no reporting of percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium until 2012. Key stage 1 data for 2011 demonstrates that 92.6% of learners gained level 2 or above.</i></p> <p><i>In 2011 77.9% of learners in year 6 within Welsh-medium primary schools reached at least level 4 in teacher assessment in Welsh. This is a decrease on attainment in 2009/2010 due to an increase in the number of pupils in the resource unit at one school.</i></p>		

	<p><i>In 2011 78.7% of YMG learners reached at least Level 5 in teacher assessment in Welsh at the end of key stage 3.</i></p> <p><i>In 2011 72.2% of YMG learners achieved grades A*-C in GCSE Welsh first language.</i></p> <p><i>To raise attainment, data has identified the need to improve the writing aspect of pupils' performance. INSET is currently focusing on this aspect and the impact of which will be monitored</i></p>	<p><i>Analysis of data of future assessments to be undertaken by Headteachers and collated by LA officer to jointly identify and plan future support and professional development. (Summer 2012).</i></p>	
<p><b>5.3 Increase opportunities for learners of all ages to practise their Welsh outside the classroom</b></p>	<p><i>All Welsh-medium Primary schools offer residential experiences in Welsh speaking settings. A diverse range of after school activities is provided in each school.</i></p> <p><i>Learners at YMG benefit from activities arranged by the Urdd Flintshire and Wrexham Development Officer and the Menter Iaith Fflic Officer to develop the informal use of the Welsh language such as visits to theme parks, Urdd centres and television studios. The BBC's C2 radio programme conducts workshops with</i></p>	<ul style="list-style-type: none"> <li><i>• continue to develop opportunities for learners to develop their Welsh outside</i></li> </ul>	

	<p><i>KS4 learners.</i></p> <p><i>Learners take part in school, Urdd and National Eisteddfodau.</i></p> <p><i>The Urdd Development Officer and Menter Iaith Fflic Officer run drop in sessions during lunch hours at YMG and run the Aelwyd outside school hours also.</i></p> <p><i>YMG have joined a pilot scheme, sponsored by the Welsh Language Board, to train senior students to support extra curricular learning opportunities for younger learners through the medium of Welsh.</i></p> <p><i>Deeside College has established a Youth Club at its Llysfasi campus supported by the Urdd offering a range of Welsh medium extra curricular activities.</i></p> <p><i>Flintshire's Menter Iaith offer a range of activities through the medium of Welsh for children and young people inclusive of workshops e.g. animated films, music, games, craft and jewellery making. They have worked with every Welsh-medium school within Flintshire providing experiences within and outside lessons so as to encourage learners to make greater use of Welsh. They have arranged several functions within these schools involving opportunities to make use of Welsh outside school through their activities and community breaks. Also planning ahead to the opportunities afforded by planning for and hosting the Urdd Eisteddfod in Flint.</i></p>	<p><i>the classroom.</i></p>	
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<p>5.4 Improve provision and standards of Welsh Second Language</p>	<p><i>In 2011 45.5% of learners at the end of Key Stage 2 achieved at least level 4 in the teacher assessment of Welsh Second language. This was an increase of 7.4% on the achievement in 2010.</i></p> <p><i>The impact of the Key Stage 2/3 Cluster Moderation Pilot has been very positive e.g.</i></p> <ul style="list-style-type: none"> <li>• <i>One member of the AB team moderated nationally during the pilot scheme for Welsh as a second language</i></li> <li>• <i>INSET was provided to English medium school Welsh co-ordinators by the Deputy Chief moderator in February 2011</i></li> <li>• <i>Manager of the AB team (moderator) ensured consistency across the consortium by attending KS2/KS3 cluster meetings</i></li> <li>• <i>Athrawon Bro team provided resources to English medium schools to ensure sufficient opportunities are provided for pupils to attain levels 4 and 5</i></li> <li>• <i>Format for cross referncing prepared for clusters to adopt if they wish.</i></li> </ul>	<p><i>Continue the monitoring, challenge and support to further raise standards and embed assessment standardisation and moderation in schools.</i></p>	
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	<p>69.9% of Flintshire learners achieved Level 5 or above at KS3 in 2011, this compared to a Wales average of 64.6% and is an increase of 3.5% on the 2010 outcomes.</p> <p>In 2011, 10.4% of the year 11 cohort in English medium schools achieved grades A* - C in Welsh Second Language GCSE.</p> <p>In 2011, 32.5% of the year 11 cohort in English medium schools achieved grades A*-C in Welsh Second Language Short Course GCSE. Consequently, 46.28% of all Flintshire learners achieve level 2 accreditation at the end of year 11 in 2011.</p> <p>In 2011, 68.3% of the year 11 cohort in English medium schools entered Welsh Second Language Short Course GCSE. In all 81% of the Year 11 cohort in English medium schools entered a GCSE full or short course in Welsh in 2011.</p>	<p>Actions to pursue the improvement of Welsh Second language at GCSE are :-</p> <ul style="list-style-type: none"> <li>a) encourage schools to enter as many learners as possible for accreditation</li> <li>b) to encourage pilot activities in accreditation of WSL through NVQ.</li> </ul>	
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<p>5.5 Increase opportunities for learners of all ages to practice their Welsh outside the classroom</p>	<p><i>The development of the use of incidental Welsh with pupils in English-medium schools may be demonstrated through:-</i></p> <ul style="list-style-type: none"> <li>• <i>Menter Iaith (Flintshire) offer a range of activities to children and young people in English-medium schools in order to create opportunities to use Welsh outside of lessons. This also improves pupils confidence in using the language, awareness of the language and culture of Wales. e.g. in 2010 Menter Iaith worked with over 30 English-medium schools on activities such as language awareness sessions, Welsh film festival and Welsh story sessions.</i></li> <li>• <i>Urdd Activities</i></li> <li>• <i>Residential visits to Glan Llyn</i></li> <li>• <i>Strategies within schools such as 'Ditectif Cymraeg,' healthy snack club, role play areas for F/Phase and KS2, Welsh assembly and St David's Day activities.</i></li> </ul>		
<p>5.6 Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p><i>In 2011 3 Flintshire learners completed an A Level course in Welsh 1st Language and 18 completed a course in Welsh 2nd Language.</i></p>		

## Outcome 6: Welsh Medium provision for learners Additional Learning Needs

A. Objective	B. Current Position (Questions to answer)	C Timetable of future plans	D Progress report
<p>Improve Welsh Medium additional learning needs (ALN) provision</p>	<p><i>There is no record of an audit having taken place. In response to this, the Inclusion Service has initiated an audit – October 2011.</i></p> <p><i>The result of an audit of the Inclusion service has determined a lack of Welsh-medium provision in the following aspects of the service: Behaviour support, Sensory*, Inclusion Education Assessment, Education Psychology* and Integrated Disability. (*Local agreements are in place with neighbouring LA to support Welsh-medium requirements in these areas). This information will be made available to staff and parents of Welsh-medium schools.</i></p> <p><i>Close collaboration with the local health board has secured Welsh-medium provision for speech and language difficulties. Further training needs to be organised for relevant persons to work as assistants/therapists with groups and individuals within Welsh-medium schools.</i></p> <p><i>Flintshire has a generic resource for KS1/2 pupils with ALN based within a primary Welsh-medium school. This resource caters for all needs – whether they be mild, moderate or</i></p>	<p><i>Audit – February 2012</i></p>	

	<p><i>severe. Funding has been delegated to the Welsh-medium secondary school to provide additional resources for KS3/4/5 pupils with ALN.</i></p> <p><i>Welsh-medium provision for KS4 pupils is available through one of the LA's PPRU centres.</i></p>		
	<p><i>The authority works with schools and outside agencies to get information regarding children who require Welsh-medium provision.</i></p> <p><i>The Inclusion Service is in the middle of a review of the whole provision for ALN. All Resources and services are being considered along with Welsh-medium provision. Officers are consulting with outside agencies, schools, parents and pupils as part of this process.</i></p>	<p><i>Review to be completed by March 2012</i></p> <p><i>Plans for new provision to be secured by July 2012.</i></p>	
	<p><i>There are no formal systems currently in place for this.</i></p> <p><i>The Mudiad Ysgolion Meithrin works closely with parents and officers to raise awareness of the need for Welsh Language provision for ALN.</i></p> <p><i>Part of the review will be to develop systems to collect parental views.</i></p>	<p><i>To develop a formal mechanism to consult with parents regarding the need for Welsh Language ALN provision (Spring 2012)</i></p> <p><i>To determine an ongoing schedule for feedback to be built into future</i></p>	

		<p><i>service review and development (commence Summer 2012).</i></p>	
	<p><i>The North Wales Inclusion Officers are considering how they can work collaboratively in all areas of ALN including Welsh Language provision to ensure that the service is able to offer the best provision through the medium of both languages.</i></p>	<p><i>Flintshire is currently collaborating with Denbighshire and Wrexham to plan for the delivery of a sub-regional Sensory Service. Timescale for implementation for both initiatives to be determined by July, 2012 following consultation and guidance with North Wales ADEW.</i></p> <p><i>All authorities are currently considering a regional ICT service for ALN.</i></p>	<p><i>Flintshire has an agreement with Denbighshire with regard to Welsh speaking Educational Psychologists and Sensory teachers.</i></p>

<b>Outcome 7: Workforce planning and Continuous Professional Development</b>			
<b>A Objective</b>	<b>B Current Position</b>	<b>C Timetable of future plans</b>	<b>D Progress Report</b>
7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education	<p><i>There were no unfilled teaching vacancies in Welsh-medium primary schools at the start of September 2011.</i></p> <p><i>Although there were no unfilled teaching vacancies in the Welsh-medium primary schools adverts attract relatively few applicants compared to the large numbers applying in English medium primary schools. (e.g. 10 in Welsh-medium, compared to 80+ applicants in English medium)</i></p> <p><i>The appointment of senior leaders in Welsh-medium primary schools is also problematic in terms of the number of applicants.</i></p>	<p><i>The aim is to attract more qualified Welsh medium teachers.</i></p> <p><i>Long term – increase Welsh medium provision</i></p> <p><i>Short term – CPD training in schools and between schools. Joint working with consortia to develop leaders and managers.</i></p> <p><i>Audit of Welsh medium speakers teaching in English medium schools.</i></p> <p><i>Seconded time for Welsh speakers working in English medium schools to observe and work alongside Welsh medium teachers to encourage the transfer of Welsh speakers into the Welsh medium sector.</i></p> <p><i>Commence 2012 and review in February 2013.</i></p>	
	<p><i>One secondary school vacancy was not filled at the beginning of September, 2011. This was to teach MAT 0.6, but this has been covered in-</i></p>	<p><i>Ensure there are well qualified teachers in all subjects. This could entail an LA strategy to attract</i></p>	

	<p><i>house by a non specialist.</i></p>	<p><i>Welsh medium teachers into Flintshire and raise the image for teaching through the medium of Welsh and in house development through the graduate teacher programme or the Nationally provided Sabbatical programme. (Ongoing)</i></p> <p><i>LA to monitor developments. (Termly)</i></p>	
	<p><i>This September there were 1 ½ posts unfilled (Head of Welsh and 0.36 PT posts unfilled.) These are being covered on a supply basis and an NQT. The issue in some of the High schools is that Welsh is taught by non specialists, including, in one school at least 1 unqualified teacher and teachers who speak Welsh, but are trained in other disciplines e.g. Home Economics. In some schools there is a dire shortage of qualified teachers of Welsh available...in particular in a border school.</i></p>	<p><i>In conjunction with the development of the North Wales School Improvement service, to ensure the deployment of a secondary Welsh language officer who will work to ensure there are well qualified teachers of Welsh second language and develop Welsh second language across other curriculum areas. (Summer 2012).</i></p> <p><i>Work in partnership with the ITT colleges to ensure the development of WSL teachers and continue to</i></p>	

		<p><i>encourage the Welsh Sabbatical scheme through Governor/Headteacher awareness training. (Ongoing)</i></p> <p><i>LA to monitor developments. (Termly)</i></p>	
	<p><i>Vacancies for classroom assistants are filled, but there are very few applicants. Because there are so few applicants, there is a concern re their linguistic skills. There is a need to attract candidates with sufficient ability in basic skills.</i></p> <p><i>Classroom assistants tend to be more confident orally in Welsh than in writing.</i></p> <p><i>New courses e.g. 'Methrin Iaith ar Gyfer Gweithwyr Meithrinfeydd/Blynyddoedd Cynnar' – Pam Evans Hughes, Cam Wrth Gam.</i></p>	<p><i>To provide training for classroom assistants to develop their linguistic skills further. This to include basic skills in Welsh for classroom assistants working in Welsh-medium education.</i></p>	
	<p><i>There are no specific processes for the recruitment, retention and training of Welsh speaking staff, however there are a few Welsh medium ALN officers to support WM ALN provision and there is an ALN unit.</i></p>	<p><i>Future recruitment of ALN staff should include the requirement to be a Welsh speaker or a commitment to attend Welsh language classes to gain a reasonable level of fluency.</i></p>	

	<i>School Improvement officers work closely with schools to promote Welsh language courses and Welsh Sabbaticals to increase teachers expertise.</i>	<i>Increase awareness training for Headteachers and Governing Bodies that promotes the benefits of speaking Welsh first and second language to ensure and encourage increased take up on the Welsh Sabbatical and Welsh language courses.</i>	
7.2 Improve practitioners' linguistic skills. Improve practitioners' methodological skills	<i>An internal audit has been carried out of year 6 teacher's (who teach in English medium schools) linguistic skills (by the Athrawon Bro). This highlighted strengths and areas for development of future provision. The findings of this audit have informed the current CPD programme. However, no formal linguistic skills audit of the current teaching workforce has been carried out.</i>	<i>Audit of linguistic skills in Welsh and English medium schools to be undertaken. (Spring 2012)</i>	
	<i>Conwy, Wrexham, Flintshire and Denbighshire officers work in partnership to identify INSET needs in order to strengthen and optimise joint training and sharing of resources and good practice. This is informed by officer contact with individual schools. However, there is a need to extend opportunities for training in methodology through the medium of</i>	<i>LA officer to analyse data for Welsh medium schools to identify key priorities and liaise with Welsh medium Headteachers and LA regional officers to determine training priorities. (Spring 2012)</i>	

	<i>Welsh.</i>		
	<i>A proportion of the targeted CPD programme is planned and delivered with two neighbouring authorities. However, the authority's capacity to deliver support has been limited due to officer absences.</i>	<i>LA Welsh language officers post roles and responsibilities to be clarified and then to meet with regional officer / Welsh language consortium leader to determine CPD programme. (Spring/Summer 2012)</i>	
	<i>N/A. Currently there are no schools changing linguistic category.</i>		
	<i>The manager of the Athrawon Bro service monitors the training and impact of training programmes and evaluates end of KS data in the primary phase to ensure priorities feed into strategic plans.</i>	<i>Manager of Athrawon Bro service and lead officer for Flintshire's Welsh in Education Strategic Plan to attend North East Wales consortium meetings to prioritise:- a) localised training b) cross-authority training c) residential courses (Glan Llyn) d) Formulate working parties to respond to current / national initiatives.  (Ongoing)</i>	

	<p><i>External providers, such as the WJEC and Cynnal are involved in training programmes as and when necessary. Opportunities are given to refine cross-authority training on a more local need to ensure standards are driven up. The Athrawon Bro are continually communicating with their schools to ensure a raising of standards.</i></p>	<p><i>CPD programme needs to be clearly focused on the literacy priorities identified by the five Welsh-medium primary schools e.g. writing. (Spring 2012)</i></p>	
	<p><i>The LA have been promoting the WG Welsh language Sabbatical Scheme at all levels. However, the number of candidates have been low on the higher level course (1), but 6 teachers have been accepted on the Foundation level course.</i></p>	<p><i>Continue to promote at primary and secondary senior manager conferences, through governor training and LA officer visits to schools. Hold LA teacher awareness sessions to promote the benefits of the Sabbatical scheme. (Ongoing)</i></p>	
	<p><i>26% of NQT's in English Medium schools followed training provided by the Athrawon Bro in 2010/ 2011 and in 2011/2012 this rose to 36%. 50% of NQT's working in Welsh Medium schools attended courses in 2010/2011 arranged by the Athrawon Bro. No figures are available for NQT's teaching in Welsh Medium schools for 2011/2012 as yet. There were no specific Welsh</i></p>	<p><i>NQT induction training to include WLD for English and Welsh speakers regionally. (To commence in 2012)</i></p>	

	<i>language courses as part of secondary phase induction / EPD</i>		
7.3 Integrate Welsh medium considerations into each aspect of the School Effectiveness Framework	<i>Attendance by teaching assistants of the authority's Welsh language courses is voluntary. A 'Drop-In' session for TA's working in English Medium schools was held in 2010/2011 in conjunction with the Foundation Phase team. The number attending was in excess of 100. The Athrawon Bro team is available for in-school support.</i>	<i>Drop in sessions to be available for teaching assistants to improve their Welsh confidence and ability through the medium of Welsh.</i>	
	<i>During 2010 2011 there were 3 primary and 1 secondary Professional Learning Communities in Flintshire giving consideration to the improvement in Welsh (First and Second Language).  Information regarding PLC's will be available by Spring 2012.  PLC's are determined by school's own self evaluations.</i>	<i>To plan and develop support for promoting PLC's in Welsh second language and Welsh-medium methodology. (Summer 2012)</i>	
	<i>At school consortium level, standardisation and moderation activities are currently carried out and this work will be continued. Some elements of training are also delivered at primary school consortium</i>	<i>It is anticipated that over the next year there will be an increase in regional working with primary schools. The implementation of</i>	

	<p><i>level in order to support the teaching of Welsh and Welsh Second Language.</i></p> <p><i>Cross authority partnerships exist between Conwy, Wrexham, Denbighshire and Flintshire in order to deliver training and other initiatives to ensure effective joint collaboration e.g. Bilingualism Conference for secondary schools</i></p> <p><i>Training for Welsh-medium and Welsh second language are currently being offered across 3 authority levels. Joint projects have been delivered on a cross authority basis to further promote Welsh e.g. sioe Fflic a Fflac to primary schools.</i></p>	<p><i>primary cross authority training will continue as planned.</i></p> <p><i>Training to be identified and implemented in secondary WSL and WM schools across the region. (From September 2012 onwards)</i></p>	
	<p><i>A cross authority plan is in place to deliver INSET and other aspects of cross-authority working. This will continue to be developed, alongside regional consortium plans.</i></p>	<p><i>Opportunities to increase collaborative work across the North East Wales authorities in support of Welsh language has been agreed in principle. During Spring / Summer 2012 priorities within individual LA WESP plans will be shared. This will enable North East Wales authorities to plan and deliver joint working arrangements.</i></p>	

## Section 3

In delivering the Welsh in Education Strategic Plan the following aspects will be key features for success:-

### 1. Welsh in Education Strategic Forum

The implementation of the Strategic Plan will be monitored by the Welsh in Education Strategic Forum. Appendix 4 serves to illustrate the terms of reference for the Forum. The Forum will meet termly to monitor progress.

### 2. Welsh in Education Grant (WEG)

In line with the Welsh Government Policy the Welsh in Education Grant will be directly linked to the Welsh in Education Strategic Plan. Flintshire is committed to the principle of regional consortium working and in time expects that the WEG allocation will provide some focus for the development of regional Welsh Language Strategies.

### 3. Regional Collaboration

An agreement has been made by lead school improvement officers in Conwy, Denbighshire, Flintshire and Wrexham to work towards a more collaborative approach to implementing the Welsh Medium Education Strategy. The intention is to share the content of each Authority's Welsh in Education Strategic Plan so as to highlight areas where strategies and grant-funded initiatives link into a broader consortium approach.

Work has already commenced on auditing support needs of Welsh Departments within Welsh-medium secondary schools in the area of North East Wales.

Furthermore initial discussions have highlighted the following developments within the consortia:-

- a) support for the development of the Welsh Government's Welsh-language sabbatical scheme.
- b) develop the skills of practitioners through the establishment of Professional Learning Communities (PLCs) to address:-

- the teaching of Welsh;
- improving literacy in Welsh;
- the teaching of Welsh Second Language;
- the teaching of other subjects through the medium of Welsh; and
- the acquisition of Welsh-language skills in the Foundation Phase
- the use of Welsh outside of the classroom
- transition from one key stage to another

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## Appendix 1

### Welsh-Medium Education Strategy Welsh Assembly Government Paragraphs 2.12 through to 2.18

**2.12** A key focus of the Strategy therefore, is on supporting learners to achieve fluency in Welsh and English through Welsh-medium education, from the early years onwards. In Welsh-medium settings, the children from Welsh-speaking homes, Welsh-medium settings, for children from Welsh-speaking homes, Welsh-medium education involves reinforcing and developing their Welsh-language skills through a broad range of curricular experiences. For children from non-Welsh-speaking backgrounds, whose initial and main contact with Welsh is through school, this intensive Welsh-medium provision is through a process of linguistic immersion. The Strategy also allows for the possibility that some learners will access Welsh-medium education at a stage after the age of three. This may occur through later entry points (late immersion opportunities). In other cases, initial experiences of Welsh-language provision through the Foundation Phase may, over time, provide the basis and impetus for children to transfer to the Welsh-medium sector before the age of seven.

**2.13** Welsh-medium education between the ages of three or four and approximately seven usually means delivering provision primarily through the medium of Welsh. From seven to eleven years of age (Key Stage 2 of the national curriculum), English-language skills are also developed through appropriate use of the language as a subject and medium. A key consideration is the nature of the linguistic balance between Welsh and English, and the intensity of Welsh-medium input required in order for learners to reach fluency in both Welsh and English over time. It is generally accepted that at least around 70% of curricular time should be through the medium of Welsh if learners are to acquire a sufficiently sound command of the language to enable them to use it across a broad range of contexts with confidence and fluency. The Welsh Assembly Government accepts this guiding principle for Welsh-medium schools at primary and secondary level. *Defining schools according to Welsh-medium provision* (Welsh Assembly Government, 2007) supports this principle.

**2.17** The term 'bilingual provision' is used to refer to a wide range of teaching and learning settings which include varying amounts of Welsh language in the delivery. Bilingual schools can include those where a large proportion of the curriculum is delivered through the medium of Welsh, those where there are two streams – Welsh-medium and English-medium – taught separately (sometimes called 'dual stream' schools), and those where only a few elements of the curriculum or only a small number are taught through the medium of Welsh. In further education colleges in particular, bilingual provision can refer to situations where classes are taught simultaneously in the two languages, or where courses contain Welsh-medium modules.

**2.15** The linguistic outcomes of these different types of provision will vary significantly. Where a pupil from a Welsh-speaking background attends a bilingual school, a balanced curriculum through the medium of Welsh and English can be effective in ensuring fluency in both languages. This is the case in some areas of Wales. However, where learners' linguistic skills in Welsh are not reinforced by family or community, they are unlikely to achieve full fluency and confidence in Welsh when learning in a bilingual setting. Bilingual provision, therefore, does not always ensure that an individual becomes a bilingual speaker. It is important that all policy developments are planned on the basis of a detailed understanding of the wide variety of outcomes for learners from bilingual provision. Bilingual settings should aim to provide as much provision through the medium of Welsh as is necessary for learners to achieve fluency in two languages.

**2.16** Not all parents will wish their children to receive Welsh-medium education, however. An additional aim of this Strategy is to see all learners in English-medium settings benefiting from opportunities to develop language skills which enrich their experience of living in a bilingual country. According to Estyn inspection reports, in order for this to be achieved gradual but purposeful changes will need to be introduced to raise standards in the teaching and learning of Welsh second language. There is a need for more effective step-by-step acquisition of Welsh-language skills throughout statutory education, so that we can raise achievement and skill levels for all learners. We will also extend and improve opportunities for adults wishing to learn the language and achieve higher fluency levels.

**2.17** Developing skills in Welsh and in English are not mutually exclusive. Learners in Welsh-medium settings achieve comparable outcomes in both Welsh and English first language, which suggests the success of the sector in developing natural bilingualism. Assessment data at the end of Year 6 shows that 98.5% of learners in Welsh-medium schools achieve a level in English at age 11 that is the same as, or within one level of, their performance in Welsh. Using more than one language is a normal feature of life for children and young people across Europe and the world. There are numerous examples of education and training systems that successfully integrate bilingualism or multilingualism into their provision. It is important that we are aware of the patterns and models available in other communities and understand their relevance to our particular situation in Wales. This Strategy takes account of the international, multilingual context, and the importance of ensuring standards in the learning of English and modern foreign languages as well as in Welsh, in line with the Welsh Assembly Government's national modern foreign languages strategy, *Making Languages Count* (2009).

**2.18** The advantages that bilingualism can bring are well documented. These range from the direct advantages of being able to use particular languages (for example to communicate with family members and the wider social networks or to enhance career opportunities) to the more general advantages of promoting cognitive skills, increasing mental agility and broadening speakers' range of cultural experiences. Research in Canada reveals that bilingualism enhances attention and cognitive control in children and older adults, and in 2007 highlighted the impact of bilingualism on delaying the onset of dementia symptoms. Research findings published by the University of Edinburgh in 2009 revealed that speakers of two languages found it easier to focus on a range of tasks, blocking out potential distractions. Providing opportunities for speakers to develop their bilingual skills through education therefore makes a valuable contribution to a broad range of social and cultural experiences.

### Appendix 3

(a) Number and percentage of pupils in Welsh-medium Primary schools transferring to Welsh-medium secondary schools

<b>Year</b>	<b>Total number of Year 6 pupils in Welsh-medium primary schools</b>	<b>Total number of pupils transferring to Welsh-medium secondary schools</b>	<b>Percentage of pupils transferring to Welsh-medium secondary schools</b>
2009	84	84	100%
2010	102	100	98%
2011	77	71	92.2%

(b) Number of 'learners' transferring from English-medium primary schools to Ysgol Maes Garmon.

<b>Year</b>	<b>Number in Year 7</b>	<b>Number of 'Learners'</b>	<b>Learners as % of cohort</b>
2009	95	20	21.1%
2010	107	18	16.8%
2011	111	13	11.7%

## Appendix 4a

### TEACHER ASSESSMENT IN WELSH SECOND LANGUAGE

#### END OF KEY STAGE 2

Year	Total Yr 6 Mainstream schools	Total Yr 6 Special & PRU	Total number of pupils Yr 6 June 2011*	Total No assessed for Welsh Second Language	% pupils assessed	% Achieving Lv4+
2010	1633	11	1644	1326	100%	38.1%
2011	1571	11	1582	1363	100%	45.5%

In 2010 and 2011 only 80.7% and 86.2% of the results were received by the authority (non statutory requirement)

#### END OF KEY STAGE 3

Year	Total Yr 9 Mainstream schools	Total Yr 9 Special & PRU	Total number of pupils Yr 9 June 2011*	Total No assessed for Welsh Second Language	% pupils assessed	% Achieving Lv4+
2010	1671	22	1693	1688	99.7%	66.4%
2011	1668	15	1683	1679	99.8%	69.9%

\*Total number of Yr 6 pupils excluding Welsh Medium Schools but including Special Schools and PRU's

## Appendix 4b

### TEACHER ASSESSMENT IN WELSH FIRST LANGUAGE

End of Key Stage 2			
Year	Total Number Assessed in NCY 6	Total Number Achieving L4+	% Achieving L4+
2009	83	69	83.1%
2010	102	84	82.4%
2011	77	60	77.9%

End of Key Stage 3			
Year	Total Number Assessed in NCY 9	Total Number Achieving L5+	% Achieving L5+
2009	96	64	66.7%
2010	81	54	66.7%
2011	108	85	78.7%

## Appendix 5

### Terms of Reference

#### **Purpose**

The Forum will strategically plan, monitor and evaluate Flintshire Local Authority's Welsh in Education Strategic Plan in support of the Welsh Government's targets within the 'Welsh Medium Education Strategy' (WMES).

#### **Remit**

The remit of the group and its individual members are: -

- Agree, implement and review a co-ordinated approach that best delivers the requirement of the Welsh Government's Welsh-medium Education Strategy within Flintshire.
- Be responsible for the delivery of the action plan incorporating seven key outcomes.
- Monitor, evaluate and consider the impact of the delivery of the action plan in raising standards in Welsh first and second language.
- Forum representatives are expected to consult with and feedback to their respective associate stakeholders.

#### **Membership consists of the following representatives**

Menter Iaith
Mudiad Ysgol Meithrin
Parent Representative – Rhag/SYFFLAG
Senior Learning Adviser – Foundation Phase
Children and Young People's Partnership
Athrawon Bro

Secondary School – Headteacher
Primary School - Headteacher
Principal Learning Adviser - Secondary
Inclusion Service – Principal Learning Advisor
Head of Development and Resources
Principal Learning Adviser – Primary
Senior Learning Adviser - Primary
Governor Representative
Pupil Support Services – Manager
Head of School Services
Trade Unions/Undebau
College Representative
Council Members