

Guidance on Welsh in Education Strategic Plans

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1. Purpose of the guidance

This is a statutory guidance issued under section 87 of the School Standards and Organisation (Wales) Act 2013 (“the 2013 Act”). In accordance with section 87(5), local authorities must have regard to the guidance. This means that they must take account of the guidance and, if they decide to depart from it, have clear reasons for doing so. This guidance applies to local authorities in Wales.

The aim of this document is to offer clear guidance to help local authorities prepare new Welsh in Education Strategic Plans (“Plans”) from 2021 onwards. The Welsh in Education Strategic Plans (Wales) Regulations 2019 (“the 2019 Regulations”) changes the cycle for the Plans from the current 3 year cycle to a 10 year cycle from 2021 onwards. This document outlines the Welsh Government’s rationale and the wider policy context for this decision, and also outlines the main changes to be introduced within Plans.

This document also outlines clearly Welsh Government expectations for Plans in the 2021-31 cycle and offers guidance to all Local Authority staff and members on how to begin planning, as well as guidance on the monitoring and reporting processes used throughout the duration of the Plan.

2. Background to the Plans

Section 84 of The *School Standards and Organisation (Wales) Act 2013*¹ (“the 2013 Act”) places a statutory duty on local authorities to prepare a Plan. Section 85 of the 2013 Act requires each Local Authorities to submit its Plan to Welsh Ministers for approval. The Welsh Ministers may:

- approve the Plan as submitted,
- approve the Plan with modifications, or
- reject the Plan and prepare another plan which is to be treated as the authority’s approved Plan

Subsection (6) of Section 85 places a duty on a Local Authorities to take all reasonable steps to implement its approved Plan. Section 87 of the 2013 Act provides the Welsh Ministers with powers to make regulations which will make further provisions on matters such as the form and content of a WESP, its timing and duration, keeping the WESP under review, consultation and submission of the WESP for approval to the Welsh Ministers and its publication. This section also provides a power for the Welsh Ministers to issue guidance which local authorities must have regard to when exercising their functions.

*The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013*² (“the 2013 Regulations”), were the first regulations made under the section 87 powers. They along with the 2013 Act provide the statutory

¹ <http://www.legislation.gov.uk/anaw/2013/1/contents>

² <http://www.legislation.gov.uk/wsi/2013/3048/contents/made>

framework for the planning of Welsh-medium education provision by local authorities. The first statutory plans covered the three year period from 2014 to 2017. We are now in the second iteration spanning 2017-2020.

The Plan is the long term language planning tool for local authorities which sets the strategic direction for the planning, delivery and growth in Welsh medium education. Through these plans local authorities will therefore be able to contribute significantly to the Welsh Government's Cymraeg 2050 Strategy.

It is only through effective language planning across all parts of government in Wales that the language can be revitalised and the aim of a million speakers reached. Whilst language planning is considered nationally, clear guidance and leadership has often not been given on a regional or local level. Effective language planning requires an understanding of the different environments which exist in different parts of Wales and interventions need to be planned on this basis. Additionally, national and local language planning must share the same aim and objectives, these being based on the aim set out within Cymraeg 2050.

As part of the process, the Welsh Government will provide clear leadership and guidance in terms of language planning to enable local authorities to undertake the planning process in a systematic and ambitious way.

3. Policy background

The Well-being of Future Generations (Wales) Act 2015³ requires public bodies across Wales named in the act to work towards seven well-being goals, one of which is 'A Wales of Vibrant Culture and Thriving Welsh Language'. The Welsh Government has a duty to promote and facilitate the use of Welsh and work towards the well-being goals. The system for planning Welsh-medium education also has a statutory basis under Section 84 of the 2013 Act.

Taking Wales Forward 2016-2021⁴ was published in September 2016, and the programme aims to drive forward improvements to the Welsh economy and public services in order to create a Wales which is prosperous and secure, healthy and active, ambitious and learning, and united and connected. This document outlines the Government's priorities for achieving these improvements. They are ambitious measures which will have an impact on everyone at all stages of their lives.

The Welsh Government's ambition for seeing a million Welsh speakers by 2050 and to continue to encourage more people to use and speak Welsh in their everyday

³ <http://www.legislation.gov.uk/anaw/2015/2/contents>

⁴ <https://gov.wales/taking-wales-forward>

lives are specifically noted in Taking Wales Forward.

Cymraeg 2050

The Welsh Government's Cymraeg 2050 strategy⁵ was published in August 2017. For the first time, we have a clear vision for a Wales in which the language is thriving. The overarching targets for this strategy are:

- The number of Welsh speakers to reach 1 million by 2050.
- The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050.

One of the strategy's key aims is to create a statutory education system which increases the number of confident speakers. To realise this aim we must considerably increase the number of school learners who are given the opportunity to develop Welsh language skills in school and the opportunity to use the language in their everyday lives. This is the driver for the Welsh Government's wish to strengthen the legislative framework which supports the way in which Welsh and the provision of Welsh is planned within our statutory education system in Wales.

Cymraeg 2050 requires support from local authorities to respond to our ambition of a million Welsh speakers and to do so by showing clear leadership and a commitment to share the same long term vision. The legislation which sets out the requirements on local authorities to plan Welsh-medium education needs to reflect the Government's strategic aspirations for the Welsh language over the next 30 years as outlined in Cymraeg 2050. Welsh Government and local authorities must work together to take significant, systematic and proactive steps to increase the number of learners who learn Welsh.

Cymraeg 2050 is the main policy driving the changes to the statutory process around planning Welsh-medium education. The Cymraeg 2050 strategy notes that Welsh-medium immersion education is our principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers. School data tells us how many children are educated through the medium of Welsh, and is a key indicator of the growth required, and demonstrates the importance of ensuring the commitment of the education system to create a million Welsh speakers. It also highlights the importance of the early years sector as a point of early entry to immersion education, and as a way to increase demand for Welsh-medium education.

It will also be necessary to increase the number of learners in English-medium schools who learn Welsh successfully by developing Welsh-medium provision in the statutory education period, and this will form an integral part of the new curriculum

⁵ <https://gov.wales/cymraeg-2050-welsh-language-strategy>

which will include one continuum for learning Welsh. The aim through the new curriculum is to ensure an increase in the number of confident Welsh speakers within the statutory education system, and ensure that in future, all learners can use Welsh after they have left school.

In order to reach a million Welsh speakers by 2050, we have set the following targets that require changes in the education system:

- Increase the proportion of each school year group receiving Welsh-medium education from 22% (based on 7,700 seven-year-old learners in 2015-16) to 30% (around 10,500 in each year group) by 2031, and then 40% (around 14,000 in each year group) by 2050.
- Transform how we teach Welsh to all learners to ensure that at least 70% of those learners report by 2050 that they can speak Welsh by the time they leave school.
- Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 in 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.

To support the Cymraeg 2050 strategy, plans should be structured around seven outcomes (see Section 10) which are based on contributing to the aims and objectives within the strategy, its implementation plan as well as the *Welsh in education: action plan*⁶. The outcomes are also planned in a way which reflects a learner's education journey. The relevant targets within the Cymraeg 2050 implementation plan for 2017-21 are as follows.

- Work with local authorities and providers to improve planning of Welsh-medium early years provision to facilitate progression between Welsh-medium nursery groups and Welsh-medium statutory education.
- Develop one continuum of teaching and learning Welsh to be introduced as part of the new curriculum in all schools in Wales and ensure that assessment and examination of Welsh skills and knowledge are inextricably linked to teaching and learning.
- Create the demand for Welsh-medium education through ambitious planning with achievable yet realistic targets while maximising existing resources. This may include capital investment through the 21st Century Schools and Education Capital Programme.
- Review the definitions and categories of schools in Wales according to the language used as the medium of instruction.

⁶ <https://gov.wales/welsh-education-action-plan-2017-2021>

- Review the process for increasing the proportion of Welsh-medium teaching and learning in schools.
- Consolidate and expand the opportunities for learners to access Welsh-medium education, whether in the primary or secondary sector, through specific provision for latecomers.
- Develop creative marketing campaigns aimed at increasing the demand for Welsh-medium education.
- Strengthen links with local authorities, regional consortia, schools, early years providers and the post-16 sector to improve progression rates between different phases of education.
- Plan in order to increase and improve substantially the education and training workforce that can teach Welsh and teach through the medium of Welsh.

Rapid Review of Welsh in Education Strategic Plans

In 2017, Aled Roberts carried out a rapid review of the Plans⁷ which acknowledged the need for change, not only in terms of individual plans' ambitions, but also in terms of the legislative framework set out by the Government. The review highlighted the need to change the regulations and guidelines in order to clarify the responsibilities and expectations of local authorities and other stakeholders.

That review highlighted the need for significant change in our approach to planning if we are to succeed in our aim of reaching a million Welsh speakers by 2050, and noted that the legislative requirements and guidelines currently in place were insufficient. This is what has led to reviewing and amending the legislative framework for Plans for 2021 onwards, with the priority being creating a legislative framework which enables local authorities to develop longer term strategic plans.

4. Matters to be dealt with in a Plan

From 2021 onwards, there will be two main elements to the reporting on the progress of a Plan:

- Annual work plan
- Annual progress report

Annual work plan and Annual progress report templates can be found in Annex 1.

Local authorities are expected to prepare their Plans based on the academic year. The 2021-31 Plans will therefore begin on 1 September 2021.

Schedule 1 to the 2019 Regulations outlines the matters that must be dealt with in a Plan. They include:

⁷ <https://gov.wales/sites/default/files/publications/2018-02/rapid-review-of-the-welsh-in-education-strategic-plans-2017-20.pdf>

Proactive planning on the basis of targets.

Cymraeg 2050 states that if we are to create a statutory education system that increases the number of confident Welsh speakers we must take significant steps to build on the foundations – and crucially within the next 5-10 years.

The strategy outlines that we must move away from a system of planning on the basis of measuring demand assessments for Welsh-medium education, to developing Welsh-medium education systematically and proactively. It recognises that we need to create more Welsh-medium places, to take advantage of economic plans and opportunities to expand Welsh-medium education, and ensure that over time, more bilingual and English-medium schools introduce a higher proportion of the curriculum in Welsh in order to give learners solid linguistic foundations.

Section 84(1)(b) of the School Standards and Organisation (Wales) Act 2013 (“the Act”) states that there is a duty on local authorities to include targets in their Plan for improving the planning of the provision of Welsh medium education in its area.

Local authorities will be expected therefore to develop their Plan for 2021-31 on the basis of challenging but achievable targets.

Local targets within the 2021-31 cycle will be based on the overall long-term target of a million Welsh speakers. Cymraeg 2050 outlines the commitment to increase the percentage of learners within each school year who receives Welsh-medium education from 22% to 30% by 2031, and this national increase of 8% will be the basis for Local Authorities targets within the Plans.

We understand the need to consider each area on the basis of its own linguistic composition. Modelling a change in future demography, and the effect of that change, is complex. Consequently, we will undertake the work of developing a methodology on which local authorities could base their targets upon. Our aim will be to offer leadership and guidance on how each Local Authorities, in their different methods can contribute to the national overall national target. This process will be a two-way discussion in order to ensure long-term success.

The methodology prepared by Welsh Government to support local authorities in setting their targets will encourage local authorities to develop targets within a range. For example it may be that the percentage of each school year within Welsh-medium education will be in a range of 23% to 25% for a particular authority. Local authorities should, on the basis of measurable targets agreed, be able to calculate the additional number of school places or new schools that need to be planned during the lifetime of the Plan.

It is proposed that targets for each Local Authorities are calculated based on the number of Year 1 learners studying through the medium of Welsh or predominately through the medium of Welsh, using 2017/18 data as a baseline. It is proposed that

each Local Authorities is allocated into one of four groups of local authorities, based on how Welsh-medium education provision is delivered in each area, while also taking into account the current percentage of Year 1 learners studying through the medium of Welsh or predominately through the medium of Welsh.

Under existing arrangements, the WESPs measure the number and percentage of Year 2 learners assessed in Welsh first language. Although the national data collection of teacher assessments continues to include the number of Year 2 learners assessed in Welsh first language, it is likely that this will change or be replaced by new assessment arrangements as the new curriculum is rolled out over the coming years.

Therefore, in order to measure the provision of Welsh-medium education on a consistent basis during the implementation of new curriculum arrangements, we will refer to the Pupil-Level Annual School Census (PLASC) data for learners in Year 1 who are being taught Welsh as a first language.

This will be based on the 'Study of Welsh' variable for learners in Year 1 collected in PLASC, which identifies how they study Welsh at school. This will be used as the measure of provision of Welsh-medium education in each Local Authorities.

The full methodology can be found at Annexe 2.

5. Consulting on the Plan

Based on the statutory requirements set out in the Welsh in Education Strategic Planning regulations (Wales) 2019 ("*the 2019 Regulations*") local authorities must consult with the stakeholders listed below.

- neighbouring local authorities
- heads of all schools maintained by the authority
- the governing bodies of all schools maintained by the authority
- all further education sector institutions within the area
- in respect of any foundation school or voluntary school in the area –
 - the person responsible for appointing governors
 - if the school has a religious character, the relevant religious body

The 2019 Regulations also specify which other prescribed persons need to be consulted, namely:

- The Welsh Language Commissioner
- Initial Teacher Education providers
- Coleg Cymraeg Cenedlaethol
- Early Years Development and Childcare Partnership (if applicable)
- Her Majesty's Inspector of Education and Training in Wales
- Bodies providing services for children and young people considered suitable by the Local Authorities

- Other individuals and bodies considered suitable by the Local Authorities.

6. Process for submitting a draft Plan and annual schedule

Submission to the Welsh Ministers for approval

Regulation 5 of the 2019 sets out that Local Authorities must submit their first draft 10 year Plan to the Welsh Ministers by 31 January 2021. A Local Authorities must submit each subsequent ten year Plan to the Welsh Ministers for approval no later than 31 March in the year the Plan will take effect.

The Welsh Ministers have the power to approve, approve with amendments or reject the Plan reject and prepare another Plan which is to be treated as the authority's approved Plan. Welsh Ministers will not make the decision with regards to approval on the first Plan until May 2021.

Following approval, the first Plan will come into effect on 1 September 2021 and will expire on 31 August 2031.

However, if Welsh Ministers fail to make a decision in relation to approval of the Plan by 1 September then the Plan will take effect one calendar month from whatever date the Welsh Ministers approve the Plan and will expire as outlined under regulation 4 of the 2019 Regulations (e.g 31 August 2031 for the first Plan), unless the Local Authorities decides to replace the Plan with a revised Plan (see below).

Publication of the plan

Regulations 9 and 10 of the 2019 Regulations specify that local authorities must publish their Plans on their websites on the same date as the Plan (or revised Plan) is to take effect.

Process for reviewing and reporting on the Plan

Under section 84 of the 2013 Act, there is a duty on all local authorities to prepare a Plan, keep it under review and revise it if necessary.

Regulation 7 of the 2019 Regulations require local authorities to review their Plans and submit an annual progress report based on that review to the Welsh Ministers by 31 July each year. The first report is to be submitted to the Welsh Ministers by 31 July 2022.

The annual progress report

Local authorities should include the following in their annual progress reports:

- Main achievements

- Key milestones
- Key annual data
- Alignment with other policy areas and other Local Authorities strategies
- Main issues/risks
- Assurance/mitigation measures
- Implementation and monitoring
- Highlights for each outcome.

The annual progress report is intended to capture the key highlights in relation to the implementation of Plans. Local Authorities should provide links to reports, backing documents, case studies and self-evaluation forms if further understanding is required.

An annual report template is included at annex 2. This template has been developed following the process of offering local authorities the opportunity to submit a highlight report during the last reporting period in December 2019. This resulted in clearer information being provided by individual local authorities leading to better feedback and follow-up action from Welsh Government.

Annual work plan

The annual work plan is intended as a practical working document to help local authorities keep track of progress on a short-term level. The annual work plan could be used and monitored by the Welsh education planning forum to track progress during the year. The work plan could include the following;

- Clear, quantitative targets under all outcomes
- A clear link between the targets and commitments under each outcome
- Key data
- Responsible individual for each target
- A clear timetable for each target
- Update
- The authority's internal monitoring process including the Welsh education planning forum.

Local Authorities could consider ensuring that they publish their plans and related reports and documents clearly on their websites so that they can be easily accessed by any interested organisation or individual.

A template work plan is included in Annexe 3.

When should a Local Authorities to revise its Plan

Regulation 7(3) of the 2019 Regulations provides that if a Local Authorities decides to revise its Plan it must submit the revised Plan to the Welsh Ministers for approval no later than 4 calendar months after the annual progress report has been submitted.

In deciding on whether or not to revise a Plan the Local Authorities should take into account of any feedback from Welsh Government on the Local Authorities's annual report, in which officials could challenge or question progress made against the 10 year target. This could occur at any point during the 10-year timeframe of a Plan. Other matters that local authorities should take into account when deciding on whether or not to revise a Plan include factors such as an unforeseen spike in population growth adding pressure on school organisation arrangements or other budgetary constraints. We would not expect local authorities to recalculate the overall target again when revising their Plan, but rather adjust the targets as set out within the seven outcomes.

Regulation 7(5) of the 2019 Regulations provide that a revised Plan takes effect 1 calendar month after approval of a revised Plan by the Welsh Ministers. This revised Plan will at that point replace the previous Plan. The revised Plan will have effect for the remainder of the 10 year period.

7. Form and content of the Plan

In order to comply with the 2019 Regulations local authorities must include the statements outlined in Schedule 1 to the 2019 Regulations in their Plans.

The Welsh Government expects local authorities to include the following in their Plans:

- A clear and concise vision based on the target agreed
- Local education profile (numbers of school age learners, the number of each school under each category, and the number of learners within each school category)
- Key data for each outcome (current baseline and projections)
- Any high level plans or factors which impact education in the county (e.g. 106)
- Clear aims and objectives under the 7 outcomes
- A clear link between how each aspect of the plan contributes to the vision and the overarching target
- A clear link between the plan and other Local Authorities strategies and relevant policy areas.

8. Working in partnership with other organisations

Whilst responsibility for strategic planning rests with the Local Authorities, a range of groups and organisations have a key role to play in preparing the Plan and in monitoring its implementation and progress regularly throughout the lifetime of the Plan. The relevant groups and organisations receive funding from Welsh

Government for the purposes of promoting the Welsh language and Welsh-medium education. As part of the conditions attached to this funding, Welsh Government also places a duty on these groups and organisations to collaborate with local authorities on relevant matters, including the Plan.

Local authorities should make every effort to develop and maintain a constructive working relationship with any group or organisation who contribute to the implementation of the Plan, including the following:

Welsh in Education planning forum

Many local authorities have established forums to support the drafting of Plans. The forums also undertake a scrutiny and monitoring role, and provide challenge where appropriate and necessary. Forums have a key role in working alongside the local authorities to provide a comprehensive picture of any gaps in provision, areas for development, successful outcomes and good practice.

Forums include stakeholder representatives who make a direct contribution to the implementation of local authorities' Plan, as well as relevant organisations who receive funding from Welsh Government to promote the Welsh language and Welsh-medium education.

PLANNING CONSIDERATION

Have you developed clear terms of reference for the forum?

Consortia

Statutory responsibility for developing and implementing Plans rests with local authorities. Whilst responsibility for strategic planning across all outcomes and for reporting on progress at county level rest with local authorities, they **should** collaborate closely with the relevant regional consortia when planning and developing their Plans for 2021-31 in order to clarify responsibilities from the outset.

Furthermore, local authorities should ensure that they develop and maintain a constructive relationship with regional consortia throughout the lifetime of the Plan in order to ensure clarity in the role of both organisations when planning, monitoring and reporting on Plan outcomes. Effective collaboration with regional consortia will also facilitate any arrangements and opportunities for strategic working with neighbouring local authorities.

PLANNING CONSIDERATION

Does your regional consortia lead a regional group to discuss matters relating to Plans? If not, can you suggest that they do?

9. Alignment with relevant legislation and policy areas

In order to encourage and facilitate long-term growth in Welsh-medium education, local authorities should ensure that there is a clear alignment between the policy areas which impact Welsh-medium education within their Plans.

The following are considered as relevant to a Plan:

- 21st Century Schools and Education Programme
- Childcare Sufficiency Assessments
- Section 106 Agreements
- Children and young people's services
- School admissions code
- Post 16 Education
- 5 year Promotion Strategies under the Welsh language standards

Local authorities should clearly demonstrate in their annual report how they are considering all the relevant policy areas as a whole and also cross referencing them for the purposes of long-term planning in order to increase Welsh-medium education.

10. Use of education data to support planning

In order to ensure strategic and systematic planning, local authorities are expected to effectively utilise all education data sources available to them. The use of this data will be more important than ever whilst we move towards a planning system based on targets. Local authorities are expected to make the best use of resources and data already available e.g. Childcare Sufficiency Assessments, ALN data, PLASC data, Mudiad Meithrin data.

11. Plan outcomes

The following outcomes reflect the outcomes of the *Welsh in education: action plan 2017-21*, and address the broader aims outlined in *Cymraeg 2050* and its implementation plan. The outcomes are also planned in a way which reflects a learner's education journey.

- More nursery children/3 year olds receive their education through the medium of Welsh
- More reception class children/ 5 year olds receive their education through the medium of Welsh

- More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another
- More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
- More opportunities for learners to use Welsh in different contexts in school.
- An increase in Welsh-medium education provision for learners with additional learning needs (in accordance with duties determined by the ALN Act)
- Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

Under the seven outcomes, it is outlined what local authorities must and should include. The statements highlighted as must include are derived directly from the 2019 Regulations or Schedule 2 in relation to the 2019 Regulations. Statements highlighted as should are considered by Welsh Government as the most effective way that local authorities can contribute to the aims and objectives set out in Cymraeg 2050.

More nursery children/3 year olds receive their education through the medium of Welsh.

Under the Schedule to the 2019 Regulations, the Plan must include;

- How the Local Authorities will use data derived from its review of the sufficiency of childcare provision for its area (under duties set out in regulation 3 of the Childcare Act 2006 (Local Authorities Assessment) (Wales) Regulations 2016) to inform planning of Welsh-medium education.

PLANNING CONSIDERATIONS

Have you considered how the delivery and development of Flying Start can support this outcome? This includes considering the percentage and number of Flying Start childcare places offered in Welsh-medium settings and how your cohort target could be applied to support further development.

Have you ensured that your Family Information Service to parents and prospective parents about the advantages of raising children bilingually and using Welsh in the family home, how to access Welsh medium literature, publications and availability of Welsh language classes.

Do you have a clear strategy in place with organisations such as Mudiad Meithrin for increase such as targeting specific areas/key issues?

Which Welsh Government campaigns can you take advantage of that promote Welsh-medium education in your area? Eg National messages about the advantages of Welsh-medium education will be based on recognised research – you can make use of these in local promotion campaigns or twitter/signpost parents to useful literature.

The Plan should also include;

- How the Local Authorities will increase the number of nursery children educated through the medium of Welsh.
- How the Local Authorities will raise awareness of Welsh language issues and opportunities to ensure there is sufficient consideration at all levels where decisions are made about Welsh medium and bilingual childcare provision funding to ensure sufficiency and support expansion.

- How the Local Authorities will support parents/carers of nursery age children in Welsh-medium non-statutory education to transfer to statutory Welsh language education.

PLANNING CONSIDERATION

Have you developed specific interventions to provide accurate information to support parents to choose Welsh medium education?

- How the Local Authorities will provide information for parents about availability and the type of Welsh-medium education provision which is available.

PLANNING CONSIDERATION

Have you held discussions with your LA admissions team to ensure that clear and comprehensive information is included in your admissions booklet/arrangements re Welsh medium education? Is the information in your booklet matched on your website?

Has the department which receives enquiries from parents received training on how to discuss Welsh medium options with parents?

Have you ensured that you have fully considered the user's journey through the processes that parents/guardians will go through to choose schools for their children, in order to show exactly how that system introduces/presents Welsh medium education to parents/guardians without them having to look?

- How the Local Authorities will disseminate information that Welsh-medium education is an option for all children, whatever their linguistic background, and information about the advantages of bilingualism and multilingualism.
- How the Local Authorities will promote access to education and training through the medium of the Welsh language in relation to learner transport in line with the duty set out under section 10 of the Learner Travel (Wales) Measure 2008.

PLANNING CONSIDERATION

Have you ensured that these two policy areas are in alignment within your Local Authorities to ensure that WM provision is easily accessed by all?

- How your vision for increasing capacity within the Welsh-medium sector will be implemented through your 21st Century Schools and Education Programme.

PLANNING CONSIDERATION

Have you included info about all applications that relate to wm education for the coming years?

- If any Welsh-medium schools are within a 10% capacity threshold, or approaching that, note your Plans for ensuring that sufficient places are available.

PLANNING CONSIDERATION

Do you measure overall surplus capacity or do you check on cohort entering to avoid crisis situation occurring as places fill through the school and enable forward planning?

Have you set a RAG status for a lower level and an upper level to meet required target percentages so that they can be reviewed and plans/bids developed for increasing provision if the number of places reaches a critical percentage of surplus places e.g. 5%? is this per cohort or overall for the school?

- How the Local Authorities will provide information for parents about the advantages of Welsh-medium education in your Local Authorities

Key data that local authorities should also include in the Plan to support the statements:

- Number and percentage of 3 year olds in Foundation Phase Nursery provision in N2 funded places in the autumn term annually.

PLANNING CONSIDERATION

Have you talked to the education finance team who use the number of places to make payments? Are you using the same time of year annually to enable you to consider any trends in what the data is telling you? How are you using the trend data to understand if your promotion is working or not?

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

Under the Schedule to the 2019 Regulations, the Plan must include;

- How any applications in the Local Authorities makes for grant funding from the Welsh Ministers in respect of expenditure on maintained schools in its area will take account of the Local Authorities's target to increase the number of Year 1 children taught through the medium of Welsh during the lifespan of the Plan.

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PLANNING CONSIDERATION

Have you ensured that your 21C bids for the coming years fully reflects and responds to what is expected of your LA within the targets set in the WESP?

- How the Local Authorities will work on a collaborative basis with other local authorities by exercising their functions jointly to ensure continuity in arrangements for persons accessing Welsh-medium education outside of the county in which they live.
- How the Local Authorities will provide parents and guardians with information as to the availability and type of Welsh-medium education provision on offer.
- How the Local Authorities will share information about the type of Welsh-medium education which is available, and that Welsh-medium education is an option for Welsh speaking and non-Welsh speaking children.

PLANNING CONSIDERATION

Have you considered what parents/guardians concerns may be and if you have addressed those concerns as part of the info/literature you distribute?

- How the Local Authorities will make best use of information regarding the benefits that bilingualism and multilingualism can bring.
- The Local Authorities's arrangements with regard to their provision for latecomers to Welsh-medium education, including how and when information is provided to parents and guardians.

PLANNING CONSIDERATION

Have you considered how you share clear information proactively with parents/guardians at any point in their child's education that this provision exists and that they can take advantage of it and what exactly it entails?

PLANNING CONSIDERATION

Have you outlined how you have strategically identified schools for this purpose and outlined the steps for this process such as working with the head teacher/parents/school community/, recruitment and training for staff etc?

- How the Local Authorities will increase the amount of Welsh-medium education provided in any schools it maintains which provide education through the medium of both English and Welsh.

The Plan should also include:

- How the Local Authorities will increase opportunities to access Welsh-medium education for Welsh-speaking learners, those who have had no previous contact with the language, and any other scenario.
- How the Local Authorities will increase Welsh-medium education provision in bilingual/dual stream schools.

Key data that local authorities should also include in the Plan to support the statements:

- Number of 5 year olds in Welsh-medium education (PLASC)
- Number of 5 year olds in bilingual education (PLASC)
- Number of learners educated within Welsh medium and bilingual schools in neighbouring local authorities
- Number of learners receiving latecomer support
- Data on proportion/percentage of education through the medium of Welsh by school category

PLANNING CONSIDERATION

Will the PLASC data be captured at a particular date annually? Are you doing number and percentage?

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

Under the Schedule to the 2019 Regulations, the Plan must include;

- How the Local Authorities will ensure the continuation of persons taught in Welsh on transfer from one year group to another and plan accordingly if retention rates are a cause for concern for the authority.

The plan should also include:

- The methods the Local Authorities will use to monitor linguistic progression.
- How the Local Authorities will plan appropriately to increase transfer levels if this issue is causing concern.

PLANNING CONSIDERATION

Have you identified ways of primary and secondary schools working in close partnership to target parents to promote linguistic progression?

- Current and projected rates of progression for each stage.

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

Under the Schedule to the 2019 Regulations, the Plan must include;

- How the Local Authorities will increase both the number and percentage of persons aged 15 years and over in all maintained secondary schools settings who are studying for qualifications and are assessed through the medium of Welsh.

- How the Local Authorities will increase Welsh-medium education provision for persons aged 14 to 19 by working collaboratively with other schools and FEI's if necessary.
- How the Local Authorities will increase the provision of Welsh as a subject to persons above 15 years of age in all maintained secondary schools settings, working collaboratively with other schools and FEI's if necessary.

The Plan should also include;

- How the Local Authorities will increase the number of learners studying two subjects through the medium of Welsh (not including Welsh and Welsh literature).
- How the Local Authorities will you increase the number of learners studying five or more subjects through the medium of Welsh (not including Welsh and Welsh literature).
- How the Local Authorities will monitor the situation in individual schools in relation to Welsh-medium provision.

Key data that local authorities should also include in the Plan to support the statements:

- Number and percentage of learners 15 and over who study for qualifications through the medium of Welsh
- Number and percentage of learners 15 and over who are assessed through the medium of Welsh
- Number and percentage of learners 15 and over who study Welsh as a subject in Welsh and English-medium settings
- Number of learners who study two subjects through the medium of Welsh
- Number of learners who study five subjects through the medium of Welsh

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

Under the Schedule to the 2019 Regulations, the Plan must include;

- How the Local Authorities will improve the standards of Welsh medium education by increasing the opportunities to speak Welsh in any schools it maintains.

PLANNING CONSIDERATION

Have you linked this outcome to the Local Authorities's promotion strategy?

The Plan should also include;

- How the Local Authorities will map and plan provision **in partnership** with organisations such as the Urdd and Menter Iaith to increase opportunities for children and young people to use Welsh outside the classroom.

PLANNING CONSIDERATION

Have you taken a leading role in this work?

- How the Local Authorities will monitor provision on a continual basis in order to ensure that the needs of learners in the Local Authorities are met in terms of opportunities to use Welsh informally.

PLANNING CONSIDERATION

Have you considered a sub group of your forum to lead on this work?

- The number of schools in Local Authorities which implement the Language Charter framework or similar programmes.
- How provision is planned and funded in accordance with the targets in the Plan.

An increase in Welsh-medium education provision for learners with additional learning needs (“ALN”) (in accordance with duties determined by the Additional Learning Needs and Education Tribunal (Wales) Act 2018⁸)

Under the Schedule to the 2019 Regulations, the Plan must include;

- How the Local Authorities will use the findings of ALN reviews (under section 63 of the ALN Act) to inform planning within the Plans in relation to outcomes for learners with ALN.

PLANNING CONSIDERATION

⁸ <http://www.legislation.gov.uk/anaw/2018/2/contents/enacted>

Have you ensured that you cross reference to the duties included in the ALN Bill to ensure alignment and avoid duplication within the Local Authorities?

The Plan should also include;

- A full review of the provision (following the same requirements as section 63 of the ALN Act).
- How the Local Authorities will assess the size and capability of the Welsh-medium ALN workforce and use the results for workforce planning in this sector.
- How the Local Authorities will engage with parents to ensure that they understand the provision and support available.
- How the Local Authorities will collaborate with other local authorities and regional consortia to increase and improve the provision.

PLANNING CONSIDERATION

Have you considered conducting an audit of the learning resources currently needed and unavailable within your Local Authorities to support learners with ALN as well as how you share resources within the Local Authorities and regionally?

- How the Local Authorities monitors movements of learners from the Welsh-medium sector to the English-medium sector, identify any patterns/difficulties and plan appropriately to address the decrease in numbers.

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

Under the Schedule to the 2019 Regulations, the Plan must include;

- The Local Authorities's commitment to address Welsh-medium education workforce planning for maintained schools in its area, in collaboration with other local authorities and providers of courses or programmes of initial school teacher training.

PLANNING CONSIDERATION

Have you considered not only the present gaps but what is needed whilst considering the Local Authorities's target for increase over the next 10 years/21 Century schools application etc?

- How the Local Authorities will work on a collaborative basis with other local authorities by exercising their functions jointly in planning and delivering support to;
 - a) Improve the Welsh language skills of school teachers and school learning support workers in maintained schools in its area;
 - b) Improve the teaching skills of those school teachers and school learning support workers providing Welsh-medium education in maintained schools in its area.
 - The Local Authorities's commitment, in collaboration with other local authorities and agencies, to ensure that the Plan is taken into account during considerations regarding the Welsh-medium educational standards of maintained schools in its area.

The Plan should also include;

- How the Local Authorities will work with regional consortia and the National Academy for Education Leadership to ensure sufficient supply of head teachers for the Welsh-medium sector.
- How the Local Authorities will work with regional consortia and initial teacher education providers to ensure sufficient supply of Welsh-medium teachers.
- How the Local Authorities will ensure sufficient numbers of school learning support workers for the Welsh-medium sector.
- How the Local Authorities will support strategic and systematic use of the Welsh Government's Welsh Language Sabbaticals Scheme courses (all levels) by school teachers and school learning support workers in your Local Authorities, including planning and delivering support to individuals at the end of a course.

PLANNING CONSIDERATION

Do you have a plan in place to record the number of individuals who have attended courses, where they are located in the Local Authorities, and what the next steps are to ensure progression?

- How the Local Authorities will work in partnership with regional consortia to ensure that schools accurately reflect the Welsh language skills of school teachers and school learning support workers when completing the school

workforce census, and use the census data to inform workforce and professional learning planning.

Key data that local authorities should also include in the Plan to support the statements:

- How many unfilled vacancies there are in the Local Authorities by primary and secondary sector.
- Number of teachers required within the authority – based on the current position and to respond to the authority’s targets.
- Number of headteachers required within the authority – based on the current position and to respond to the authority’s targets.
- Use of school workforce census to inform workforce planning.

Annexe 1

Proposed methodology for calculating targets to be included in a Local Authorities 10 year Welsh in Education Strategic Plan (WESP)

1. The current situation

The Welsh Government's Welsh language strategy, [Cymraeg 2050: A million Welsh speakers](#), includes the aim of increasing the proportion of learners in Welsh-medium education. The trajectory developed for the Cymraeg 2050 strategy includes milestone targets during 2021, 2031 and 2040 to increase the percentage of learners taught through the medium of Welsh to 24 per cent by 2020/21, 30 per cent by 2031 and 40 per cent by 2050. School data tells us how many children are taught through the medium of Welsh. In 2017/18, of the 36,200 learners in Year 2, around 22 per cent (namely 8,000) were assessed in Welsh (first language).

The draft Regulations make provisions requiring a Local Authorities to design their Plans on the basis of a target range over a 10-year period. Under existing arrangements, the WESPs measure the number and percentage of Year 2 learners assessed in Welsh first language. National data collection of teacher assessments is likely to continue to measure the number of Year 2 learners assessed in Welsh first language for the time being, however this may change as the new curriculum is rolled out over the coming years and possibly be replaced by new assessment arrangements.

We want to ensure that we are able to measure the provision of Welsh-medium education on a consistent basis during the implementation of new curriculum arrangements. For this reason, a decision has been made to base this methodology on the Pupil-Level Annual School Census (PLASC) data for children in Year 1 being taught through the medium of Welsh. This will be based on the 'Study of Welsh' variable for learners in Year 1 collected in PLASC, which identifies how they study Welsh at school – being taught Welsh as a first language or as a second language (or dis-applied from the curriculum). This will be used as the measure of provision of Welsh-medium education in each Local Authorities.

The table below shows how the number and percentage of **Year 1 children** being taught through the medium of Welsh has changed over time, and is consistent with how we propose to measure Welsh-medium education provision in future (including the target of 24 per cent by 2020/21).

For this reason, we are satisfied that a move to measuring provision of Welsh-medium education using PLASC data for children in Year 1 being taught through the

medium of Welsh supports the targets outlined in the trajectory developed for the *Cymraeg 2050* strategy.

Table 1: Year 1 children taught through the medium of Welsh, 2011/12 to 2017/18

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/99	2019/20	2020/21
Number	7,671	7,831	8,104	7,856	8,110	8,124	8,295			8,400
Total	33,231	34,055	35,537	34,674	35,302	35,936	35,531			35,000
Percent	23.1%	23.0%	22.8%	22.7%	23.0%	22.6%	23.3%			24%

The percentage of Year 1 children being taught through the medium of Welsh has remained at around 23 per cent since 2011/12. This is broadly consistent with the percentage of Year 2 learners assessed in Welsh first language from national data collection of teacher assessments. However, as the total number of Year 1 children has been steadily increasing since 2011/12, the **number** of Year 1 children being taught through the medium of Welsh has increased by over 620. This is equivalent to almost 21 classes (of 30 learners).

Information from PLASC 2017/18 stated that around **23 per cent of Reception class learners** (around 8,000 children) were also taught through the medium of Welsh – these children will be in Year 1 in 2018/19. It is important to note however that the information for Reception learners is incomplete as schools are not required to report this information for learners aged under five at 31 August in the previous year.

2. The future

Cymraeg 2050 includes a target for increasing the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to **30 per cent by 2031** (about 10,500 in each year group), and then **40 per cent by 2050** (about 14,000 in each year group).

Targets for each Local Authorities therefore need to be calculated in order to set a clear path to reach the national targets. For this to be achieved, there would need to be one target for each Local Authorities, based on the number of children being taught through the medium of Welsh in Year 1 as outlined above, not on the total numbers of learners in all year groups. The number of learners being taught through the medium of Welsh will vary in each year group therefore the target will be based on the number of Year 1 learners, representing the start of the statutory education. PLASC data for Year 1 learners represents the most comprehensive dataset available for learners at the earliest stages of primary school education.

This is not to say that data around year 2 learners, or data around the retention and progression of learners between the various key stages will no longer be required. The need for the WESP to continue to demonstrate how children receiving Welsh-medium education provision, or given the opportunity to further their Welsh language

skills are supported and encouraged to continue on their linguistic journey, is more relevant than ever.

3. Proposed methodology

It is proposed that local authorities calculate their target based on the number of Year 1 children being taught through the medium of Welsh, using 2017/18 data as a baseline. This proposed methodology takes into account the range of Welsh-medium education provision across Wales by introducing a group system. The factors considered when grouping authorities include: the percentage of learners taught in Welsh; the models of Welsh-medium education provision adopted by the authority and the linguistic nature of a Local Authorities. This explains why certain local authorities may have been placed in one group even though their baseline percentage of Year 1 learners taught through the medium of Welsh in 2017/18 is higher than some of the local authorities within another group.

We regard this approach to be fairer as it acknowledges the different challenges faced by the 22 local authorities. It is also clear to all local authorities what the Welsh Ministers believe their contribution should be in reaching the target of a million Welsh speakers by 2050.

It is proposed that each group of local authorities has a target to increase the percentage of Year 1 learners taught through the medium of Welsh by a fixed range of percentage point increases, based on the provision in each Local Authorities using 2017/18 data as a baseline. The addition of targets within a lower and upper range, as well as grouping areas according to their current provision further acknowledges that the starting point for each authority will be different and that each authority's route to achieving those targets will vary.

The four groups of local authorities are as follows.

Table 2: Groups of local authorities for calculating targets, including percentage of Year 1 children being taught through the medium of Welsh in 2018

	Percentage of Year 1 children being taught through the medium of Welsh, 2017/18
Group 1	
Isle of Anglesey	87.3
Gwynedd	98.3
Group 2	
Conwy	25.3
Denbighshire	25.5
Powys	20.1

Ceredigion	78.5
Pembrokeshire	19.9
Carmarthenshire	58.0
Neath Port Talbot	17.3

Group 3

Wrexham	13.0
Swansea	15.5
Vale of Glamorgan	15.1
Rhondda Cynon Taf	19.2
Merthyr Tydfil	12.8
Caerphilly	17.9
Cardiff	16.7

Group 4

Flintshire	6.6
Bridgend	8.7
Blaenau Gwent	3.3
Torfaen	12.1
Monmouthshire	5.7
Newport	5.5

Group 1

The vast majority of Year 1 children (more than 85 per cent in 2017/18) are already being taught through the medium of Welsh in these local authorities. Welsh-medium community education is the norm and English-medium schools are rare exceptions.

Group 2

Between 17 per cent and 79 per cent of Year 1 children in these local authorities were being taught through the medium of Welsh in 2017/18. It may be that Welsh-medium community education is the norm, or that it is the norm in a significant number of communities within the Local Authorities. In other areas, there is a choice between Welsh-medium education and English-medium education.

Group 3

Between 13 per cent and 19 per cent of Year 1 children in these local authorities were being taught through the medium of Welsh in 2017/18. It may be that Welsh-medium community education is the norm in one/a very small number of areas, but this is the exception not the rule. There is usually a choice between Welsh-medium education and English-medium education.

Group 4

12 per cent or fewer of Year 1 children in these local authorities were being taught through the medium of Welsh in 2017/18. There is a choice between Welsh-medium education and English-medium education in these local authorities.

It is proposed that each group of local authorities calculates a target to increase the percentage of Year 1 children being taught through the medium of Welsh by a fixed range of percentage point increases, based on the existing provision in each Local Authorities, using 2017/18 data as a baseline.

The following table shows the range of percentage point increase in Year 1 children being taught through the medium of Welsh expected for each Local Authorities in order to contribute to the national target of 30 per cent of learners receiving Welsh-medium education by 2030/31. Each Local Authorities would be in one of following groups, as outlined above.

Table 3: Range of percentage point increases in Year 1 children being taught through the medium of Welsh for each group of local authorities to meet in order to contribute to the national target of 30 per cent of learners receiving Welsh-medium education by 2030/31

	Percentage point increase range	
	Lower	Upper
Group 1	0	0+
Group 2	10	14+
Group 3	8	12+
Group 4	6	10+

The lower range has been set for each group of local authorities so that the national target of 30 per cent of Year 1 learners being taught through the medium of Welsh by 2030/31 is achieved.

The upper range should not be seen as an upper limit – local authorities are encouraged to exceed the targets where possible.

For the local authorities in Group 1, the aim is to maintain the current provision of Welsh-medium education in their area – in 2017/18, the percentage of Year 1 learners being taught through the medium of Welsh was between 87 and 98 per cent.

The following table shows an example of what the targets might be for a Local Authorities in each group.

Table 4: Example of targets for each group of local authorities

	Percentage of Year 1 learners being taught being taught through the medium of Welsh			
	2017/18	2030/31 target		
		Lower range	Upper range	
Group 1				
Local Authorities A	93	(93+0) 93	(93+0) 93+	
Group 2				
Local Authorities B	32	(32+10) 42	(32+14) 46+	
Group 3				
Local Authorities C	27	(27+8) 35	(27+12) 39+	
Group 4				

Local Authorities	6	(6+6) 12	(6+10) 16+
D			

Whether or not a Year 1 learner is being taught through the medium of Welsh is collected in the Welsh Government's Pupil-Level Annual School Census. This information is available for all learners aged five or over.

Table 5 shows the targets for 2030/31 for each Local Authorities using the current proposed methodology.

Table 5: Local Authorities targets based on the current methodology (in group order), 2030/31

	2017/18		2030/31 target			
	Number	Percent	Lower range		Upper range	
	Number	Percent	Number	Percent	Number	Percent
Group 1						
Isle of Anglesey	676	87.3%	675	87%	675	87%
Gwynedd	1,307	98.3%	1,305	98%	1,305	98%
Group 2						
Conwy	293	25.3%	410	35%	455	39%
Denbighshire	269	25.5%	375	35%	415	39%
Powys	254	20.1%	380	30%	430	34%
Ceredigion	558	78.5%	620	87%	660	93%
Pembrokeshire	277	19.9%	415	30%	470	34%
Carmarthenshire	1,186	58.0%	1,390	68%	1,470	72%
Neath Port Talbot	267	17.3%	420	27%	480	31%
Group 3						
Wrexham	217	13.0%	350	21%	415	25%
Swansea	436	15.5%	660	24%	775	28%
Vale of Glamorgan	245	15.1%	375	23%	440	27%
Rhondda Cynon Taf	530	19.2%	750	27%	860	31%
Merthyr Tydfil	94	12.8%	155	21%	180	25%
Caerphilly	375	17.9%	545	26%	625	30%
Cardiff	729	16.7%	1,080	25%	1,255	29%
Group 4						
Flintshire	117	6.6%	225	13%	295	17%
Bridgend	149	8.7%	250	15%	320	19%
Blaenau Gwent	24	3.3%	70	9%	95	13%
Torfaen	133	12.1%	200	18%	245	22%
Monmouthshire	52	5.7%	105	12%	146	16%
Newport	107	5.5%	225	11%	305	15%
Wales	8,295	23.3%	10,980	32%	12,325	35%

Annexe 2 – annual progress report

Version Control Ref: 10	WESP Annual progress report	Author: Approver:
Key Achievements	Overall Plan Summary – Green	Outcomes Update
	Green/Amber /Red Justification against overall target	
	Key annual data	
Forthcoming Milestones/ Key Dependencies	Outcome Level Risks	
Alignment with key policy areas	Assurance/Mitigation Action	
	Implementation and monitoring	
Forward look		

Annexe 3

WESP annual workplan template

The annual work plan template is intended as a practical working document to help local authorities keep track of progress on a short-term level and should feed into the annual highlight report. The annual work plan could be used and monitored by the Welsh education planning forum to track progress during the year.

The work plan should include the following;

- Clear, quantitative targets under all outcomes
- A clear link between the targets and commitments under each outcome
- Key data
- Responsible individual for each target
- A clear timetable for each target
- Update
- The authority's internal monitoring process including the Welsh education planning forum.

More nursery children/3 year olds receive their education through the medium of Welsh	Responsible Department or individual	Timetable	Key data	Progress update	How has this target been monitored?

More reception class children/ 5 year olds receive their education through the medium of Welsh	Responsible Department or individual	Timetable	Key data	Progress update	How has this target been monitored?

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another	Responsible Department or individual	Timetable	Key data	Progress update	How has this target been monitored?

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh	Responsible Department or individual	Timetable	Key data	Progress update	How has this target been monitored?

More opportunities for learners to use Welsh in different contexts in school	Responsible Department or individual	Timetable	Key data	Progress update	How has this target been monitored?

An increase in Welsh-medium education provision for learners with additional learning needs (in accordance with duties determined by the ALN Act)	Responsible Department or individual	Timetable	Key data	Progress update	How has this target been monitored?

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.	Responsible Department or individual	Timetable	Key data	Progress update	How has this target been monitored?
