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Her Majesty's Inspectorate  
for Education and Training in Wales

# Linguistic progression and standards of Welsh in ten bilingual schools

## November 2014

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## Introduction

This report is a response to a request for advice in the annual remit letter to Estyn for 2013-2014 from the Minister for Education and Skills. The purpose of the report is to:

- report on the linguistic progression of pupils in key stage 4 in terms of studying Welsh as a first language and other qualifications through the medium of Welsh;
- evaluate the effectiveness of curricular models and teaching methods that are in place in bilingual schools; and
- identify and share good practice in relation to bilingual education.

The report is based on visits to ten schools, interviews with local authority representatives, analyses of school performance data and evidence from inspection reports. See Appendix 1 for more information about the evidence base. The report's main focus is the local authorities where most bilingual teaching occurs, namely Carmarthenshire, Ceredigion, Anglesey and Gwynedd authorities.

For the purposes of this report, we define a bilingual lesson as one that includes elements of teaching and learning through the medium of Welsh and English.

## Background

### Welsh-medium Education Strategy

The context of the report is the Welsh Government's plans for Welsh education. In 2003, the Welsh Government published the '*iaith Pawb*' action plan.<sup>1</sup> To support this plan, a 'Welsh-medium Education Strategy' was developed. Outcome 3 of this strategy is 'more learners studying for qualifications through the medium of Welsh'<sup>2</sup>. Linked to this aim, there are specific targets (see table 1) for increasing the proportion of pupils who follow their GCSE courses in key stage 4 through the medium of Welsh.

**Table 1: All-Wales targets for increasing the proportion of pupils who follow their courses in key stage 4 through the medium of Welsh**

Indicators	2009 baseline	2013 data	2015 target	2020 target
Percentage of learners entered for GCSE Welsh (first language) entered for at least two further level 1/2 qualifications through the medium of Welsh*	80.9%**	81.6%**	84%	88%
Percentage of learners entered for GCSE Welsh (first language) entered for at least five further level 1/2 qualifications through the medium of Welsh *	58.4%**	55.5%**	62%	68%

Source: *Welsh-medium Education Strategy (Welsh Government, April 2010)*<sup>2</sup>

\* excluding Welsh literature; short courses count as one subject

\*\* based on WJEC data

In this report, the term 'linguistic progression' is used to refer to the number of pupils who continue to study Welsh as a first language (there are no targets for this in the Welsh-medium Education Strategy) and study other subjects through the medium of Welsh as they move through the key stages. Many factors, in addition to school policies, have an effect on linguistic progression, including the language spoken at home and how much Welsh is spoken in the local community.

### Defining Welsh-medium schools and bilingual schools

The Welsh Government's Information Document: 023/2007: 'Defining Schools According to Welsh-medium Provision', (Welsh Government, October 2007), categorises schools according to Welsh-medium provision. See Appendix 2 for details.

<sup>1</sup> <http://wales.gov.uk/depc/publications/welshlanguage/iaithpawb/iaithpawbe.pdf?lang=en>

<sup>2</sup> [Welsh-medium Education Strategy \(Welsh Government, April 2010\) Information document number: 083/2010](#)

In this report, in line with the above definitions, we use the term 'Welsh-medium school' for a designated Welsh-medium school in which nearly all subjects, except English, are taught through the medium of Welsh. The term 'bilingual school' is used for schools in which a number of subjects are studied in Welsh or English by different pupils.

Orally, several terms are used for schools in which Welsh is the medium of teaching, such as 'Welsh schools', 'bilingual schools', 'traditionally Welsh schools' or 'naturally Welsh schools'. These terms do not give a clear picture of the extent to which pupils are taught through the medium of Welsh or English or bilingually. Official categorisation, including sub-category 2A-Ch for bilingual schools, is not always used correctly by schools and local authorities. For example, some designated Welsh-medium schools offer many subjects to pupils through the medium of English as well as Welsh.

The official categories are used on the [My Local School](#) website. Education authorities can use the official definitions in the prospectuses sent to parents. In order to provide full information about the choices that are available, governing bodies need to provide details in school prospectuses about linguistic provision. If schools offer provision in Welsh and English, and if pupils are able to choose one or the other, prospectuses should explain what preconditions are attached to the choice. Table 2 includes information about pupils' linguistic backgrounds and provision in the schools that were visited.

**Table 2: Background information about the schools visited for the survey during the 2012-2013 academic year**

Local authority	Category	School name	Percentage of pupils who speak Welsh at home (a)	Percentage of pupils registered for Welsh first language GCSE (b)	Percentage of pupils registered for Welsh first language GCSE who achieved grades A*-C (b)
Anglesey	2B	Ysgol Gyfun Llangefni	68.0%	87.1%	61.5%
Anglesey	2B	Ysgol David Hughes	42.0%	74.2%	60.9%
Anglesey	2B	Ysgol Uwchradd Bodedern	65.0%	91.7%	52.5%
Gwynedd	Welsh-medium	Ysgol Dyffryn Ogwen Bethesda	85.0%	92.9%	69.2%
Gwynedd	Welsh-medium	Ysgol Dyffryn Nantlle	84.0%	96.7%	68.5%

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Gwynedd	Welsh-medium	Ysgol Y Moelwyn	82.0%	95.5%	78.1%
Gwynedd	Welsh-medium	Ysgol Glan y Môr	78.0%	89.7%	90.8%
Ceredigion	2B	Ysgol Bro Pedr (Formerly Ysgol Llanbedr Pont Steffan)	47.0%	56.5%	87.1%
Ceredigion	2B	Ysgol Uwchradd Aberteifi	34.0%	42.2%	65.7%
Carmarthen shire	2C	Ysgol Dyffryn Aman	39.0%	40.8%	57.3%

(a) Source: 2013 pupil level annual school census (PLASC)

(b) Source: Welsh Government key stage 4 results, 2012

Note – The information about the linguistic category comes from the ‘mylocalschool.com’ website. These categories do not always match the Welsh Government’s official categories.

Nearly all lessons observed for this survey were bilingual. In these lessons, a varied proportion of pupils who were registered to follow their courses in Welsh or English sat alongside each other.

## Main findings

### Studying Welsh first language

- 1 Across Wales, a number of pupils who studied Welsh as a first language at primary school do not study Welsh as a first language after transferring to secondary school. As a result, these pupils do not develop their Welsh skills to the best of their ability, and a few pupils who have studied Welsh as a first language are entered inappropriately for the Welsh second language GCSE examination. The proportion of pupils studying Welsh as a first language falls from 19.8% in key stage 2 (2008), to 16.3% in key stage 3 (2011), and then to 15.3% in key stage 4 (2013).
- 2 Gwynedd, Anglesey, Ceredigion and Carmarthenshire authorities have the highest proportions of pupils in key stage 4 studying Welsh as a first language. These authorities also have the biggest decrease in the number studying Welsh first language between key stages 2 and 4 over the last six years. The decrease is approximately one in every five pupils, or more.

### Following other courses through the medium of Welsh

- 3 Only in one in three bilingual schools do most pupils who study Welsh as a first language follow two or more additional GCSE courses through the medium of Welsh. Only in a very few bilingual schools do most pupils follow five or more additional GCSE courses through the medium of Welsh.
- 4 The survey visited schools in Carmarthenshire, Ceredigion, Anglesey and Gwynedd. Ceredigion and Anglesey local authorities have the lowest proportions of Welsh first language pupils (approximately 20%) who follow five additional GCSE courses through the medium of Welsh. Approximately half of Welsh first language pupils follow five additional GCSE courses through the medium of Welsh in Gwynedd and Carmarthenshire.

### Standards of Welsh

- 5 In the bilingual schools that have the highest proportions of pupils who follow two or more additional GCSE courses through the medium of Welsh, most pupils use Welsh fluently in a range of contexts. In general, pupils who follow the most additional GCSE courses through the medium of Welsh have the best ability to discuss and write in Welsh.
- 6 On the whole, pupils in bilingual schools with low proportions of pupils who follow courses through the medium of Welsh do not have good enough speaking and writing skills in Welsh. A minority of pupils in these schools have a firm grasp of Welsh, but many use too many English words when speaking and writing. The majority of pupils are not confident in using Welsh orally or in writing because of the lack of opportunities to use the language in a range of contexts across the curriculum.

## **Bilingual teaching**

- 7 In most of the bilingual lessons observed, pupils make good progress in both their understanding and subject skills. In these lessons, teachers have high expectations of the pupils' use of Welsh. In the majority of lessons, teachers deliver mainly through the medium of Welsh, and paraphrase core or complex ideas in English to ensure that everyone understands. In a minority of bilingual lessons, teachers repeat everything in Welsh and English. This slows the tempo of lessons unnecessarily.
- 8 Pupils in the bilingual lessons observed often develop their subject knowledge well by using Welsh and English-medium resources. Teachers ensure that pupils develop a good awareness of subject-specific terms in both languages. This has a positive effect on pupils' linguistic proficiency and on their confidence when discussing and writing in Welsh and English. It is only in a few lessons that teachers plan translanguaging activities carefully enough.
- 9 In a minority of the bilingual lessons observed, mainly in the schools in which lower percentages of pupils follow their courses through the medium of Welsh, teachers' expectations of what pupils can achieve while studying subjects through the medium of Welsh are not high enough. These teachers do not support the use of Welsh effectively enough, and pupils have the misconception that studying subjects through the medium of Welsh can hinder their academic success. In fact, pupils who follow their GCSE courses through the medium of Welsh achieve as well as, if not better than, those who follow most of their GCSE courses through the medium of English.
- 10 The majority of schools visited focus on improving pupils' literacy across the subjects they study, and the schools' marking policy gives appropriate attention to linguistic issues. However, a minority of teachers do not follow these policies when correcting pupils' work.

## **Leadership**

- 11 Leaders in the few bilingual schools that ensure that a high proportion of pupils study additional subjects through the medium of Welsh have high expectations of pupils' ability to achieve well in those subjects. They set ambitious targets to ensure linguistic progression and plan strategically to achieve them. These schools have a close relationship with parents, and present the advantages of continuing to study subjects through the medium of Welsh to them clearly. They plan carefully to provide an attractive and rich offer of general and vocational courses in Welsh and ensure extensive opportunities for pupils to develop their language skills across the curriculum. They also ensure that English-medium resources are available to pupils who speak little Welsh.
- 12 Developing Welsh skills is not a whole-school priority in a minority of the bilingual schools visited. They do not offer a wide enough range of courses through the medium of Welsh in key stage 4. Some teachers persuade pupils inappropriately to study subjects through the medium of English. A minority of bilingual schools do not plan effectively enough to promote social use of Welsh.

### **Staffing and resources**

- 13 The bilingual schools visited are facing a challenge in recruiting staff who are confident and capable of teaching their subjects through the medium of Welsh. However, the training and support that are available at school or on sabbatical courses develop staff's Welsh linguistic skills effectively, on the whole.
- 14 Many schools conduct in-service training sessions to refine their bilingual teaching strategies. Only a few bilingual schools have developed links with other schools in order to share good practice or facilitate the process of producing Welsh resources.
- 15 There are shortcomings in Welsh-medium resources. For example, the phraseology of Welsh-medium examination papers tends to be more complicated than in the corresponding English-medium papers, and this sometimes makes it difficult for pupils to understand the questions. At times, the meaning of questions in Welsh is not the same as in the English version. In addition, the use of subject-specific Welsh terms by examination boards is not always consistent from one year to the next. Not all teaching resources that exist on 'Hwb'<sup>3</sup> are available in Welsh.

### **Authorities**

- 16 Only Gwynedd has high enough expectations of schools to increase the proportion of pupils who continue to study subjects through the medium of Welsh in key stage 4, and support schools to achieve ambitious targets. Addressing this lack of progression is not a priority for the majority of local authorities.

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<sup>3</sup> All-Wales Learning Platform that aims to support and promote teachers to operate in a digital environment and share their practice and digital resources.

## Recommendations

### **Bilingual schools should:**

- R1 set targets to increase the proportion of pupils in key stage 4 who continue to study Welsh as a first language and follow their courses through the medium of Welsh;
- R2 expand the offer of qualifications available through the medium of Welsh;
- R3 explain the advantages of following courses through the medium of Welsh to pupils and parents, and ensure that parents are included more in their children's education;
- R4 co-operate with other schools to produce Welsh learning resources, and to discuss and share bilingual teaching strategies;
- R5 ensure that developing pupils' Welsh skills is a whole-school priority and plan purposefully to promote the social use of Welsh;
- R6 encourage teachers across subjects to promote pupils' use of Welsh in lessons and beyond; and
- R7 ensure that teachers across subjects pay attention to the accuracy and quality of pupils' expression in Welsh.

### **Local authorities should:**

- R8 track, on a school by school basis, the proportion of pupils in key stage 4 who follow courses through the medium of Welsh and set targets to increase this in line with the objectives of the Welsh-medium education strategy; and
- R9 assist schools in discussing, developing and sharing the most effective bilingual teaching strategies.

### **The Welsh Government should:**

- R10 ensure that high quality Welsh educational resources are available in all subjects on 'Hwb';
- R11 raise awareness of the advantages of bilingualism and of continuing to study subjects through the medium of Welsh; and
- R12 ensure that examination boards publish guidance documents and marking schemes for teachers in Welsh, and prepare questions in a clear phraseology in their Welsh-medium examination papers.

## 1 Linguistic progression and the role of the local authority

### Proportions of pupils studying Welsh as a first language

- 17 **Table 3** shows the percentage of pupils studying Welsh as a first language when moving from key stage 2 to key stage 4. In 2008, 19.8% of pupils studied Welsh as a first language in Wales in key stage 2. By the time this cohort moved to key stage 3 in 2011, there was a decrease to 16.3%. As these pupils moved to key stage 4 in 2013, a further decrease was seen to 15.3%.
- 18 There is a wide variation in the proportion of pupils studying Welsh as a first language in all key stages between local authorities in Wales. The percentage is decreasing through the key stages in nearly all local authorities. Gwynedd, Anglesey and Ceredigion local authorities have notably higher proportions of pupils studying Welsh as a first language in all key stages, in comparison with other local authorities in Wales.

**Table 3: Percentages of pupils studying Welsh as a first language in the cohort of pupils who were 11 years old in 2008**

Area	Key stage 2 2008*	Key stage 3 2011*	Key stage 4 2013*	Percentage of the county's population who are able to speak Welsh**
Gwynedd	99.8%	83.0%	80.0%	65.4%
Anglesey	96.9%	63.3%	67.5%	57.2%
Ceredigion	73.5%	61.2%	56.6%	47.3%
Carmarthenshire	48.6%	35.4%	33.0%	43.9%
Denbighshire	21.8%	20.7%	20.3%	24.6%
Conwy	21.2%	16.4%	15.6%	27.4%
Pembrokeshire	17.4%	12.7%	12.3%	19.2%
Rhondda Cynon Taff	16.2%	17.0%	15.8%	12.3%
Neath Port Talbot	15.3%	9.6%	9.6%	15.3%
Powys	14.2%	12.2%	11.3%	18.6%
Merthyr Tydfil	14.1%	0.0%	0.0%	8.9%
Bridgend	11.9%	6.9%	6.1%	9.7%
Cardiff	10.8%	10.7%	10.3%	11.1%
Caerphilly	9.8%	9.4%	9.3%	11.2%
Swansea	9.1%	9.0%	8.8%	11.4%
Vale of Glamorgan	8.5%	7.5%	7.4%	10.8%
Flintshire	8.3%	6.0%	6.0%	13.2%
Wrexham	8.0%	8.9%	8.2%	12.9%
Blaenau Gwent	5.2%	0.0%	0.0%	7.8%

Torfaen	5.1%	11.5%	10.7%	9.8%
Monmouthshire	2.6%	0.0%	0.0%	9.9%
Newport	2.5%	0.0%	0.0%	9.3%
<b>All-Wales</b>	<b>19.8%</b>	<b>16.3%</b>	<b>15.3%</b>	<b>19.0%</b>

\* Source: Welsh Government

\*\* 2011 Census (Office for National Statistics)

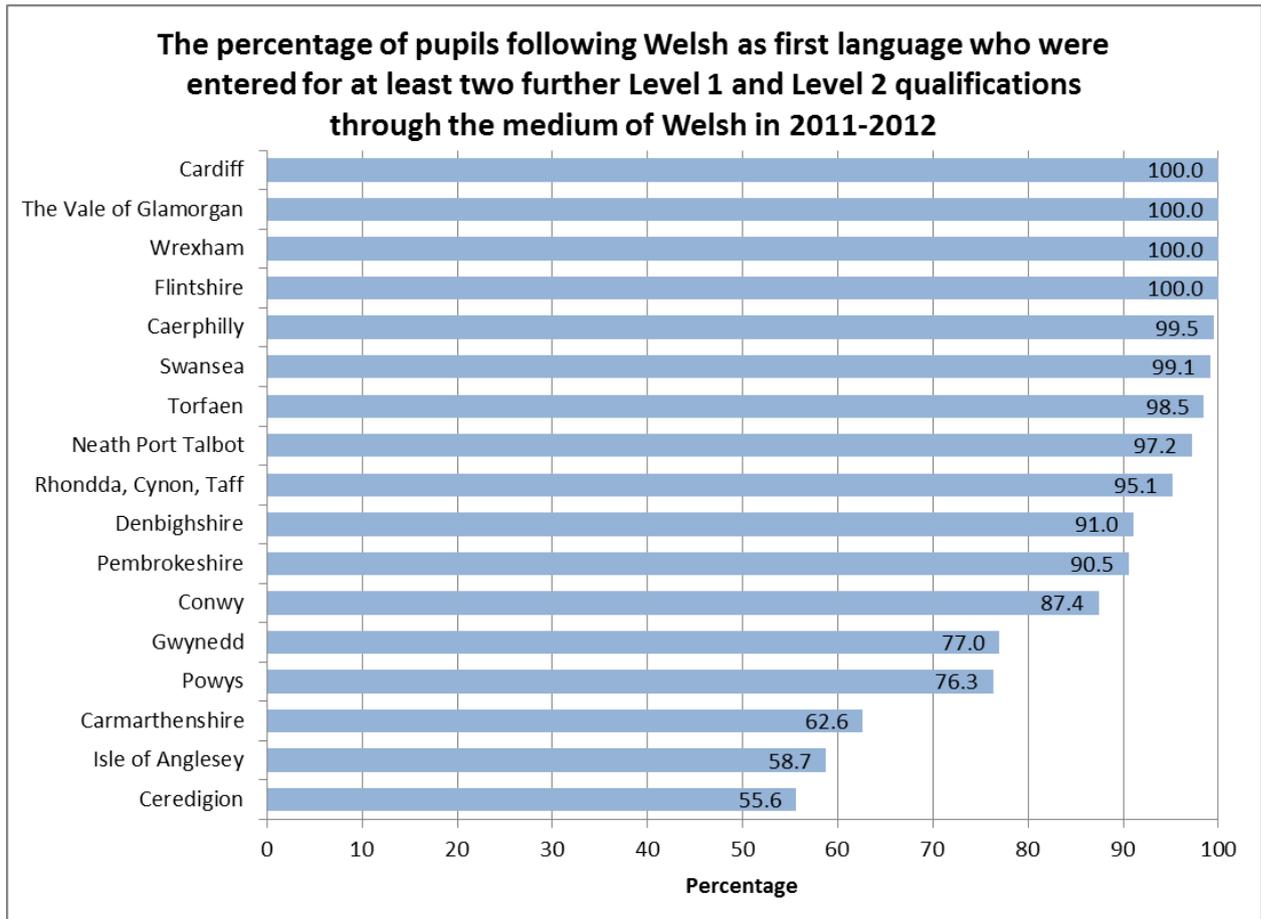
Note: in some areas, pupils following their education through the medium of Welsh in key stage 2 attend schools in other areas to continue their Welsh education in key stage 3 and key stage 4.

- 19 The largest decrease in the proportions of pupils studying Welsh as a first language by key stage 4 are in the local authorities with the most use of Welsh as a medium of learning in key stage 2 and key stage 3, namely Gwynedd, Anglesey and Ceredigion.

### **Proportions of pupils studying additional subjects through the medium of Welsh**

- 20 In 2013, 81.6% of GCSE Welsh first language pupils were entered for at least two other qualifications through the medium of Welsh. This figure is slightly lower than the national target of 84% set by the Welsh Government for 2015. In 2013, the percentage who were entered for at least another five qualifications through the medium of Welsh was 55.5%. This figure is also lower than the national target of 62% for 2015.
- 21 As can be seen in chart 1, the proportion of pupils following at least two level 1 or level 2 courses through the medium of Welsh is notably higher in the areas that have Welsh-medium schools, for example Cardiff, the Vale of Glamorgan and Wrexham, in comparison with areas that have bilingual schools. The proportion of pupils who follow this path varies greatly between local authorities. In Gwynedd, approximately three-quarters of pupils follow this path and, in Carmarthenshire, the proportion is slightly above 60%. In Ceredigion and Anglesey local authorities, just over half of pupils follow this path. These figures represent the lowest proportions of Welsh first language pupils throughout Wales who follow at least two other courses through the medium of Welsh.

**Chart 1**



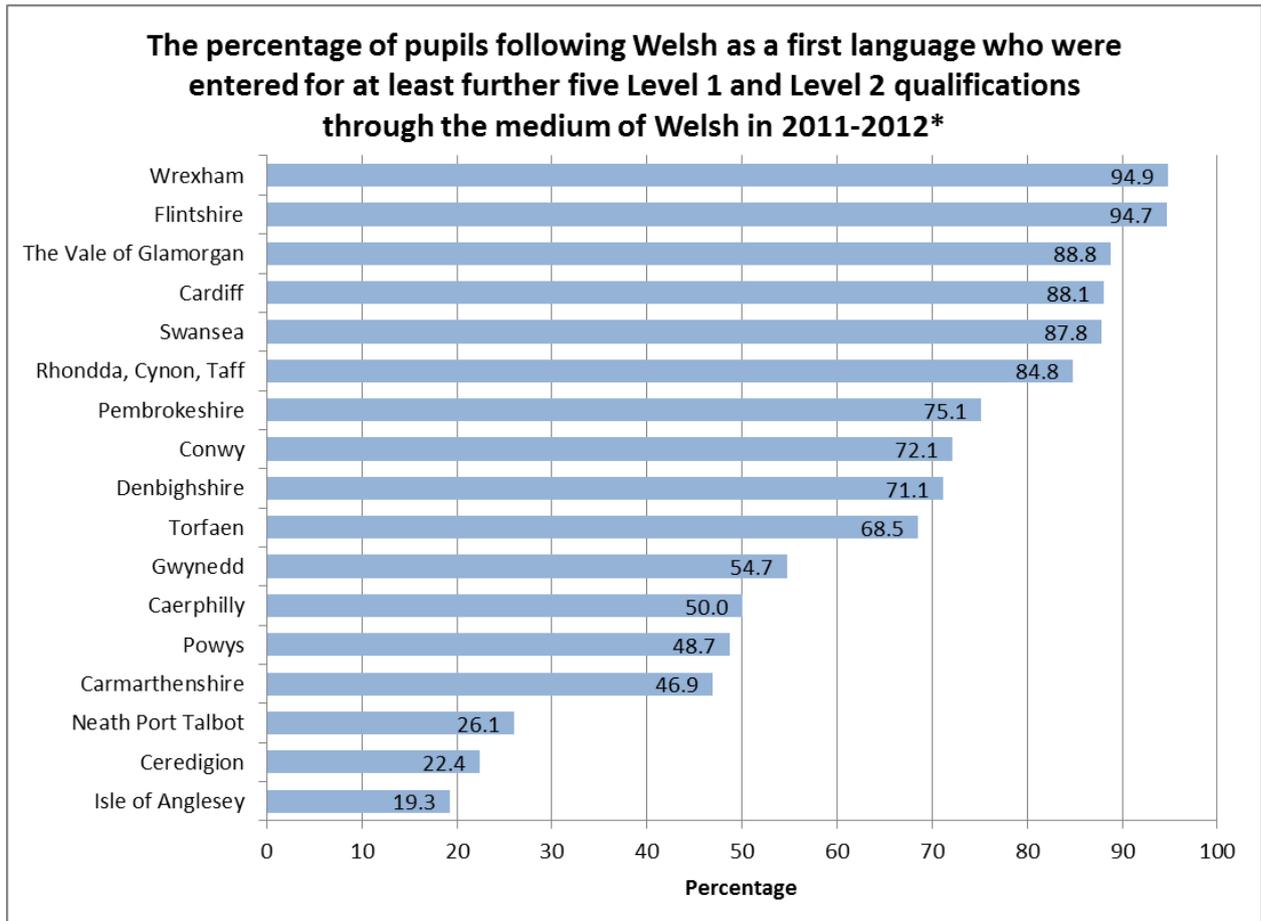
Source: Welsh Government

\*Note – the percentages in the above chart were calculated by considering the pupils entered for Welsh first language GCSE in 2012. Five local authorities are not included because fewer than five pupils were entered for GCSE Welsh.

22 **Chart 2** shows the notable difference between the proportion of pupils following at least five level 1 or level 2 courses through the medium of Welsh in comparison with the numbers following two courses through the medium of Welsh. The largest variation in these proportions can be seen in the areas that have a high proportion of bilingual schools. In Gwynedd, just over half of pupils follow at least five level 1 or level 2 courses through the medium of Welsh. In Carmarthenshire, just under half of pupils follow this path.

23 Anglesey and Ceredigion local authorities have the lowest proportions of Welsh first language pupils following at least five level 1 or level 2 courses through the medium of Welsh in Wales.

**Chart 2**



*Source: Welsh Government*

\*Note – the percentages in the above chart were calculated by considering the pupils entered for Welsh first language GCSE in 2012. Five local authorities are not included because fewer than five pupils were entered for GCSE Welsh.

**Proportions of pupils studying other subjects through the medium of Welsh in Gwynedd, Anglesey, Ceredigion and Carmarthenshire local authorities**

- 24 The above charts show that there is a large variation in the proportion of pupils following their courses through the medium of Welsh within areas that have a high proportion of bilingual schools. In only a few schools in these areas do all Welsh first language pupils choose at least two additional courses in key stage 4 through the medium of Welsh. In addition, it is only in a very few bilingual schools that most Welsh first language pupils follow at least five additional courses in key stage 4 through the medium of Welsh.
- 25 In these areas, the proportion of Welsh first language pupils who follow at least two additional courses in key stage 4 through the medium of Welsh varies from 0% to 100%. Only a third of these schools succeed in ensuring that more than 90% of their pupils follow this path. In 26% of these schools, fewer than 10% of pupils follow this path.
- 26 In these areas, the proportion of Welsh first language pupils who follow at least five

additional courses in key stage 4 through the medium of Welsh varies from 0% to 93%. Only around a sixth of these schools have more than 70% of their pupils following this path. In 60% of bilingual schools, fewer than 40% of Welsh first language pupils study at least five additional courses in key stage 4 through the medium of Welsh.

### **The role of the local authority**

- 27 All local authorities in Wales are expected to plan to achieve the outcomes and targets of the Welsh-medium Education Strategy by delivering strategic plans for Welsh in education. However, there is considerable variation in the vision and expectations of local authorities in areas that have a high proportion of bilingual schools. Many have suitable objectives for increasing the number of pupils who follow their education through the medium of Welsh in key stage 2 and key stage 3. Many local authorities do not set a priority for increasing the proportion of pupils who follow courses other than Welsh as a first language through the medium of Welsh in key stage 4. Although half of the local authorities track the number of Welsh-medium courses in key stage 4, only one, namely Gwynedd, sets targets for individual schools to increase the number of pupils who follow them.
- 28 These local authorities have different expectations of which pupils should study Welsh as a first language in key stage 3 and key stage 4. In Gwynedd and Anglesey, pupils who have attained at least level 3 in Welsh as a first language at the end of key stage 2 are expected to continue to study Welsh as a first language in key stages 3 and 4. In Ceredigion, the expectation is that pupils who attain at least level 4 follow this path. In Carmarthenshire, there are no specific expectations in terms of ensuring continuity and progression from key stage 2 to key stage 3.

#### **Case study: Planning to increase the number of schools providing courses through the medium of Welsh in key stage 4**

##### **Gwynedd local authority**

The authority's ambitious aim, which is outlined in its strategy for promoting bilingualism, is to 'ensure that all pupils in the county are in possession of balanced, age-appropriate bilingualism, to enable them to be full members of the bilingual society of which they are part'. The authority places a strong emphasis on developing Welsh in primary schools, but also sets clear expectations for secondary schools to ensure robust linguistic progression.

The authority has ambitious objectives to increase the proportion of pupils who follow their subjects in key stage 4 through the medium of Welsh. The authority collects detailed data about this from all secondary schools in the county, and also monitors the language medium of courses delivered jointly by providers in partnership. The authority sets ambitious targets for all schools to increase these figures annually.

The authority also provides strong support to assist schools to reach their linguistic targets, for example by:

- offering language refresher courses to teachers;
- co-operating with schools to conduct activities that raise pupils' awareness of the value of Welsh;

- equipping schools to present the advantages of Welsh to parents; and
- sharing good practice and useful Welsh teaching resources among the county's schools.

As a result of the above activities and support from most schools in the county, the authority has succeeded in increasing the proportion of pupils in Year 11 following five or more courses through the medium of Welsh from 59% in 2008 to 71% in 2013.

## 2 Curricular organisation

### Curriculum models

- 29 It is possible to categorise the bilingual curricular organisation of the schools visited, as follows:
- A Welsh and English-medium groups in separate classes;
  - B everyone on a specific course registers to sit an examination through the medium of Welsh, but some units are delivered in English; and
  - C pupils who have registered to sit examinations through the medium of Welsh and English in the same class and the teaching is bilingual.
- 30 Model A – In a minority of schools, pupils can choose to study specific subjects in separate linguistic groups. In these schools, the linguistic choice is likely to be in the humanities. Many of these schools do not conduct separate linguistic groups in sciences, although pupils who choose to sit their examination through the medium of Welsh achieve as well as those who study the subject in English, if not better (see Appendix 3). This model has the advantage of being relatively easy to offer. Pupils who receive their education through the medium of Welsh are given a wide range of opportunities in order to develop their Welsh communication skills. However, the small numbers of pupils in specific groups can lead to lack of cost-effectiveness. Pupils who choose to follow their courses in English are not given an opportunity to practise and develop their Welsh.
- 31 Model B – In a few schools, pupils are entered to sit their examinations through the medium of Welsh, but some units are delivered through the medium of Welsh and others through the medium of English. This model is found in schools in which a high proportion of pupils come from homes and communities where Welsh is the main language spoken.
- 32 Model C – In most schools, pupils in the same class sit their examinations through the medium of Welsh and English. This model has the advantage of being cost-effective. See chapter 3 for bilingual teaching methods, and chapter 4 for more details on the effect of models on linguistic standards.

### Factors that promote progression

- 33 In the schools that succeed in ensuring that many pupils study their subjects through the medium of Welsh, a high proportion of teachers and assistants are fluent and confident when presenting and teaching in Welsh. Staff in these schools are

supportive of Welsh education and take responsibility for improving their own linguistic skills. Teachers at these schools make beneficial use of Welsh resources from 'Hwb' (the Welsh Government's education website) and examination boards.

- 34 Schools that succeed in ensuring that a high number of pupils study their subjects through the medium of Welsh ensure that the courses offered in partnership with other providers are also available in Welsh. These schools provide a wide offer of vocational and general courses through the medium of Welsh. There are not many resources available in Welsh for vocational courses, but departments in these schools translate materials and prepare Welsh-medium learning resources of high quality. In the majority of these schools, a wide range of useful learning resources is available to pupils electronically through the school's website.
- 35 In a minority of bilingual schools, particularly those in which a high proportion of pupils follow Welsh as a second language, there are not enough staff who are able to teach through the medium of Welsh. In addition, not all staff commit to improving their ability to teach through the medium of Welsh. Not all departments offer an attractive range of courses through the medium of Welsh.
- 36 In a few schools, pupils who have studied Welsh as a first language in key stage 2 and key stage 3 are entered inappropriately for the GCSE Welsh second language course.
- 37 Many bilingual schools provide a wide range of extra-curricular activities to encourage pupils to use Welsh socially. These include cultural activities such as musicals, plays and a range of physical activities. The majority of schools work closely with organisations such as local Welsh language initiatives, the Urdd and young farmers' clubs. These partnerships have a positive effect on pupils' social use of Welsh<sup>4</sup>. However, a minority of bilingual schools do not plan effectively enough to promote social use of Welsh.
- 38 Staff at the bilingual schools visited face several obstacles when delivering courses through the medium of Welsh, particularly in terms of resources, for example:
- examination boards do not always provide materials bilingually, particularly when delivering marking schemes;
  - the language of examinations tends to be more complex in Welsh than in English, which makes it difficult for a few pupils to understand the questions correctly;
  - the use of terminology by examination boards is not always consistent from one year to the next in the Welsh examination papers, and they do not always convey the same meaning as the English versions; and
  - not all teaching resources that exist on 'Hwb' are available in Welsh.
- 39 Very few schools co-operate with other schools effectively to reduce the burden of producing bilingual resources or to discuss the methodology of bilingual teaching.

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<sup>4</sup> The Welsh Government is trying to promote the social use of Welsh among young people through the supporting language practices project.

<http://wales.gov.uk/about/cabinet/decisions/dr2012/octdec/welsh/la3102/?skip=1&lang=en>

**Case study: Sharing a translation resource to produce bilingual learning resources**

**Ysgol Gyfun Llangefni and Ysgol David Hughes**

In 2007, the two schools decided to develop a partnership to share the costs of translating resources. As a result, the schools employ a translator jointly, who works for two days a week at Ysgol David Hughes and three days a week at Ysgol Llangefni.

Any member of staff can use the service and both schools have succeeded in expanding the range of Welsh-medium teaching materials. As a result of these arrangements:

- the standard of Welsh in the teaching resources is consistently high;
- delivering courses through the medium of Welsh does not add to the teachers' workload; and
- both schools are able to share resources, which supports the cost-effectiveness of the partnership.

**The role of the local authority**

- 40 All local authorities in Wales are expected to plan to achieve the outcomes and targets of the Welsh-medium Education Strategy by delivering strategic plans for Welsh in education. However, there is considerable variation in the vision and expectations of local authorities in areas with a high proportion of bilingual schools. Many have specific objectives for increasing the number of pupils who follow their education through the medium of Welsh in key stage 2 and key stage 3. Many local authorities do not set a priority for increasing the proportion of pupils who follow courses other than Welsh first language through the medium of Welsh in key stage 4. Although half of the local authorities track the number of Welsh-medium courses in key stage 4, many do not set targets for individual schools to increase the number of pupils who follow them.
- 41 These local authorities have different expectations of which pupils should study Welsh as a first language in key stage 3 and key stage 4. In Gwynedd and Anglesey, pupils who have attained at least level 3 in Welsh as a first language at the end of key stage 2 are expected to continue to study Welsh as a first language in key stages 3 and 4. In Ceredigion, the expectation is that pupils who attain at least level 4 follow this path. In Carmarthenshire, there are no specific expectations in terms of ensuring continuity and progression from key stage 2 to key stage 3.

**3 Bilingual teaching**

- 42 There is a range of teaching strategies in place in bilingual schools. It is possible to categorise teachers' teaching methods by the organisational pattern of the bilingual curriculum as follows:
- deliver through the medium of one language alone, but materials are available in both languages;

- deliver in Welsh, in the main, but paraphrase core or complex ideas in English; and
  - repeat everything word-for-word in Welsh and English.
- 43 In nearly all lessons observed, a proportion of pupils were entered to follow their courses in English, and others in Welsh. These proportions varied from lessons in which nearly all pupils followed the course in Welsh, to lessons in which very few pupils did so.
- 44 In the majority of lessons observed, teachers used Welsh, in the main, to present topics, and paraphrased complex ideas through the medium of English in order to ensure everyone's understanding, regardless of their proficiency in Welsh. Teachers provide bilingual materials for pupils and offer additional support while moving around the classroom. In these lessons, teachers refer pupils appropriately to dictionaries, rather than responding to all requests for a translation. As a result, pupils make good progress in their ability to communicate in Welsh. They also develop a sound awareness of subject-specific terms in both languages, in addition to their subject skills and understanding.
- 45 In a few lessons, mainly in those schools that have high proportions of pupils who follow Welsh as a second language, teachers repeat everything word-for-word in Welsh and English. Although this gives pupils an opportunity to hear both languages, this style slows the tempo of the lesson and does not necessarily develop pupils' linguistic skills, as they listen more intently to the language that is most familiar to them.
- 46 In a very few lessons, teachers teach almost entirely in Welsh. In these lessons, teachers are very good language models and display very high expectations in terms of the standard of pupils' Welsh. Teachers in these lessons prepare effectively to immerse pupils in appropriate technical vocabulary and focus on syntax and grammar. As a result, pupils in these lessons make more progress in developing their Welsh in comparison with lessons that follow a different pattern.
- 47 In general, whichever strategy is in place, teachers offer good language models in Welsh and question purposefully to stimulate extended responses from pupils. In the majority of lessons, teachers have high expectations in terms of the standard of pupils' Welsh. Teachers in these lessons also promote the use of Welsh in a positive and effective way. Teachers use a wide range of effective styles to motivate pupils to discuss in Welsh, for example by giving them 'language mats' with common sentence starters on them, along with relevant vocabulary. In addition, teachers distribute language booklets containing subject-specific vocabulary and writing frames that offer clear guidance on how to structure pieces of extended writing. These teachers have high expectations of pupils' ability to achieve high subject standards through the medium of Welsh. On the whole, pupils in lessons that are conducted mainly through the medium of Welsh make more progress in their linguistic proficiency in comparison with those lessons in which the medium of teaching and learning is mixed.
- 48 In the majority of lessons, across subjects, teachers correct errors in pupils' spoken language in a sensitive and effective manner. In these lessons, teachers have a

good awareness of pupils' linguistic proficiency and they accept responses in Welsh or English. In the few most effective lessons, pupils also support specific pupils, whatever their linguistic proficiency, to offer responses through the medium of Welsh. These teachers succeed in developing all pupils' oral Welsh skills effectively, in addition to expanding their subject-specific vocabulary in both languages.

**Case study: Pupil-tutors support other pupils who are not fluent in Welsh**

**Ysgol y Moelwyn, Gwynedd**

**Year 10 – science lesson**

In this lesson, nearly all pupils were fluent in Welsh and were studying the subject through the medium of Welsh. However, the class also included a few pupils who were new to the area and the Welsh language. The teacher arranged for these pupils to sit alongside specific pupils who excelled in the subject and who were good communicators, so that they would be able to act as pupil-tutors.

These pupil-tutors translated the teacher's presentations and conducted lively discussions with the pupils who were new to the Welsh language. This practice had a beneficial effect on the subject progress of all pupils involved in the arrangements. In addition, as a result of acting in this way, the pupil-tutors made very good progress in their communication skills, in addition to their subject knowledge. This arrangement also helped those pupils who were new to the area to settle quickly and improve their Welsh.

- 49 Only in a few lessons do teachers plan purposefully to develop translanguaging skills. The best tasks set a challenge for pupils, for example by paraphrasing or adapting text for a different audience, summarising information, or using specific websites to translate text and then correct linguistic errors. In a very few lessons, teachers draw pupils' attention to the linguistic origin of technical words and ask them to explain the link between the English and Welsh terms. This practice has a positive effect on pupils' grasp of subject terms in Welsh and English.
- 50 In a minority of lessons, teachers do not have high enough expectations of pupils' use of Welsh. In these lessons, teachers do not promote the use of Welsh effectively. Teachers use too much English when communicating with pupils, particularly when the challenge of subject concepts rises. There is not enough focus on developing wider vocabulary in Welsh, or on issues relating to the accuracy of language. Teachers often persuade pupils to follow their courses through the medium of English and, as a result, undermine their confidence in using the language. The effect of this is that:
- pupils are given the impression that studying subjects through the medium of Welsh will hinder their academic success;
  - pupils' general and subject-specific vocabulary does not develop enough;
  - pupils do not feel comfortable communicating either orally or in writing in Welsh; and
  - the main medium of communication among pupils turns increasingly to English.

- 51 In all schools visited, the whole-school marking policy set clear expectations for pupils and encouraged them to give appropriate attention to linguistic issues. In nearly all schools, the Welsh department uses a marking policy consistently to improve the accuracy of pupils' language. In the schools in which there is a focus on Welsh literacy across all subjects, pupils make consistent progress in the standard of their written linguistic skills. However, in most schools, there is wide variation in the extent to which teachers across all subjects identify language errors and give pupils an opportunity to correct their language as a result.
- 52 In a minority of schools, teachers across all subjects do not use the school's marking policy for Welsh literacy consistently enough. In addition, in a few cases, comments from teachers on the quality of pupils' work are written in incorrect language.

#### **Case study: Whole-school marking policy**

##### **Ysgol Bro Pedr, Ceredigion**

Deriving from the Welsh department originally, the whole school has now adopted a manageable method of drawing attention to linguistic issues. The school uses the memorable acronym '**SPLAT**' ('sillafu, **p**aragraffu, rhywbeth o'i **l**e, **a**talnodi, **t**reiglo – spelling, paragraphs, something wrong, punctuation, mutation') to provide a useful framework for teachers to follow when marking pupils' work, and for pupils to use in their self-assessment tasks or when assessing their peers.

The effect of the use of this simple prompt is that most teachers across departments give good attention to the accuracy of language consistently. In addition, pupils use it for self-assessment or peer assessment in several subjects. As a result, the linguistic accuracy of pupils who follow a high proportion of courses in Welsh shows consistent progress.

## **4 Key stage 4 pupils' standards of Welsh**

### **Oracy skills**

- 53 In bilingual schools, pupils who follow the Welsh first language GCSE course have the ability to express themselves appropriately, on the whole. However, during key stage 4, there is wide variation in the progress made by these pupils in their oracy skills. In addition, in the schools visited, most pupils who do not follow the Welsh first language GCSE course show a basic understanding of the language and the majority are able to hold a simple conversation in Welsh. Many factors in addition to school policies effect linguistic progression, including the language spoken at home and how much Welsh is used in the local community.
- 54 In general, the higher the proportion of pupils who study subjects through the medium of Welsh, the better their ability to discuss concepts in a range of contexts. In the schools with the highest proportion of pupils who follow courses through the medium of Welsh in key stage 4, extensive use of Welsh can be heard by pupils to communicate socially on corridors and on the playground.

- 55 In general, the best spoken Welsh is heard from pupils in those bilingual schools that have a higher proportion of pupils following their courses through the medium of Welsh. In these schools, most pupils use the language confidently and have a positive attitude towards using Welsh as a medium of learning. Most pupils have a firm grasp of subject-specific terminology and are able to use Welsh fluently when responding to questions from their teachers. In lessons that are conducted side-by-side in Welsh and English, many pupils slip between Welsh and English when discussing their work. However, a few pupils in these schools use too many English words and English syntax when communicating orally in Welsh.
- 56 In general, the higher the number of courses that pupils follow through the medium of Welsh, the better their ability to discuss issues without using English vocabulary. As a result of studying a wide range of different texts, most pupils who follow at least five subjects through the medium of Welsh develop rich vocabulary along with very effective discussion skills in Welsh. The majority of these pupils express themselves effectively in Welsh and show a thorough grasp of syntax. These pupils use appropriate phraseology skilfully in different situations and offer valuable language models to less proficient pupils. These pupils consider studying subjects through the medium of Welsh to be a natural and beneficial choice. They are aware of the cultural, educational and economic advantages that stem from bilingualism. Most of these pupils are keen to use Welsh in all aspects of school life.
- 57 In the schools that have the lowest proportions of pupils studying subjects through the medium of Welsh, there is more variation in pupils' oracy skills than in those schools with the highest proportions. However, the majority of pupils are able to express their ideas reasonably clearly in discussions. Pupils use a fairly wide vocabulary and show an appropriate grasp of syntax. In these schools, the majority of pupils use the local dialect appropriately when expressing their ideas. However, many pupils use too many English words when discussing and responding to questions. Although most pupils have fairly positive attitudes towards the Welsh language, the majority of them are not keen on using the language with adults or with their peers. Very few pupils in these schools choose to use the Welsh language socially. Although there are many reasons for this, for example the main language used in the local community and at home, a lack of regular contact with the language within the school contributes to this feature.

### **Written skills**

- 58 There is a wide range in pupils' written skills in bilingual schools. The pattern is broadly similar to the pattern that exists in pupils' oracy skills; however, the variation between schools and between pupils is even more prominent. In a minority of cases, pupils' written skills are not as good as their oral skills. On the whole, girls have more developed written skills than boys.
- 59 Pupils' ability to write in Welsh varies according to their ability and the progress they make in the Welsh lessons. In the schools that have a high proportion of pupils who follow at least two courses through the medium of Welsh, the majority of pupils have a firm grasp of spelling and punctuation, along with an appropriate understanding of grammatical aspects such as verb endings and mutations. In their subject work, a minority of pupils tend to write in dialect where it is not appropriate. Pupils' standards of writing tend to be higher in their Welsh subject books than in other subjects. This is mainly as a result of the higher expectations of Welsh teachers.

- 60 In courses where pupils complete a proportion of their work in Welsh and a proportion in English, the majority make many more linguistic errors in subjects across the curriculum than they make in their Welsh books. In these lessons, the majority of pupils use a mixture of incorrect Welsh and English words when writing, as can be seen in the following examples:

*'Fydd yr adwaith yn huge',  
'rhoïd y Bunsen off', a  
'gadael rhest o y dwr i anwethu pen e hyn'.*

- 61 The best standards in pupils' written work can be seen in the schools in which:
- a high proportion of pupils follow at least five courses through the medium of Welsh;
  - there is a whole-school strategy which ensures that all subject teachers give appropriate attention to language development;
  - teachers have high expectations of the standards that pupils can achieve through the medium of Welsh; and
  - teachers offer a good language model to pupils.
- 62 Pupils in these bilingual schools benefit from the experience of writing at length in a wide range of forms in different subjects. Many pupils use Welsh very effectively when writing at length for a range of purposes and different audiences. They have a good awareness of language register and the most able pupils are able to emulate other phraseologies and dialects successfully. Many pupils in these schools use language of a high quality along with wide general and subject-specific vocabulary when writing. These pupils very rarely use English words or awkward syntax when writing.
- 63 In the schools that have the lowest proportions of pupils following their subjects through the medium of Welsh, the range of pupils' writing skills is wider in comparison with the schools discussed above. A minority of pupils in these schools have strong language resources, which enable them to express themselves well when writing in Welsh. Several factors effect pupils' proficiency in writing, the most important being the quality of education they receive in their Welsh lessons. However, the majority of pupils who follow their courses mainly in English have limited vocabulary and a minority of them have a weak grasp of syntax and grammatical rules in Welsh.
- 64 In the majority of lessons observed, a minority of pupils who were fluent and comfortable speaking Welsh chose to write their responses in English. The reasons for this were because:
- pupils felt less confident when writing in Welsh and are more familiar with English terms;
  - further studies in the subject were likely to be in English;
  - subject teachers had persuaded pupils to record their work in English;
  - parents had advised pupils to follow the subject in English; or
  - the school's policy asked pupils to follow a proportion of their subjects in English.

- 65 Bilingual schools in which the highest proportions of pupils study their subjects through the medium of Welsh, respond positively to pupils' and parents' concerns by:
- ensuring additional support in order to strengthen specific weaknesses in pupils' language skills;
  - arranging for teachers to present subject-specific terms consistently in Welsh and English; and
  - fostering a close relationship with parents to ensure that they are able to support their children.
- 66 In most of the lessons observed, good progress is made in most pupils' subject-specific understanding and skills. In most lessons, pupils use their proficiency in Welsh and English effectively to gather information from English texts and apply it purposefully in learning tasks. As pupils translate this information, they make good progress in their awareness of English subject terms and understanding of the subject. However, in these activities, a minority of pupils translate word-for-word from English and they therefore write in awkward and unnatural Welsh.
- 67 In a minority of lessons, pupils use their knowledge of both languages thoughtfully to support their understanding and their subject knowledge. In these lessons, pupils develop their thinking skills considerably when translanguaging texts. As a result of support from the teacher and using resources such as computerised language checking programmes, pupils translanguange effectively and improve their Welsh. In these lessons, pupils respond very positively to challenging translanguaging activities. As a result of the additional effort involved in completing these tasks, most pupils develop a deeper understanding of the subject.

## **5 Leadership and vision**

- 68 In the bilingual schools that ensure that a high proportion of pupils follow their subjects through the medium of Welsh, the senior management team has a clear vision and high expectations. The senior team shoulders the responsibility for promoting linguistic continuity and progression and is aware of the increasing advantages of bilingualism on pupils' futures. Leaders at every level and individual teachers have high expectations in terms of the number of pupils who follow courses through the medium of Welsh. These schools set ambitious quantitative targets for the proportion of pupils who will follow level 1 and level 2 courses through the medium of Welsh. The governing body shares the school's vision and objectives in this regard, and they challenge leaders effectively in relation to progress towards achieving the ambitious targets.
- 69 These schools foster close links with parents and offer support to ensure that they are involved in decisions regarding the effect of linguistic progression on their children's education. Teachers ensure that English-medium resources are available to parents who do not understand Welsh, so that they feel more confident in offering support to their children. These resources include lists of subject terms in both languages, English notes, and valuable links to subject-specific websites. These schools offer strong arguments based on research to explain to pupils and parents

that continuing to follow courses through the medium of Welsh is beneficial. In addition to cultural and social benefits, the other benefits identified by these schools are:

- that pupils who follow GCSE courses through the medium of Welsh achieve as well as, and sometimes better than, those following courses in English, on average (see Appendix 3);
- the benefits in terms of employment opportunities for those who are able to communicate fluently in both languages; and
- that bilingual people in Wales earn higher average salaries than those who only speak English (Henley and Jones, 2005).

- 70 In general, as a result of the strong support of these schools, nearly all parents are very supportive of their children following their courses through the medium of Welsh, whatever their linguistic background.
- 71 Staff in these bilingual schools share the aim of increasing the number of pupils who follow their courses through the medium of Welsh, and they commit actively to the task of preparing high quality learning resources in Welsh and English. In these schools, leaders at all levels have high expectations for teachers and pupils to use Welsh in all aspects of school life. In addition, leaders evaluate the effect of provision on the proficiency and progress of pupils from different linguistic backgrounds in talking, reading and writing in Welsh.
- 72 A minority of schools do not present the benefits of continuing to study subjects through the medium of Welsh effectively enough to parents or pupils. Rather than offering support to parents who are not confident with Welsh to ensure that they are able to support their children, these schools respond to these parents' concerns by offering courses in English. Pupils and their parents often make choices without considering the benefits of continuing their studies through the medium of Welsh.

**Case study: Using numeracy activities to promote pupils' awareness of the value of bilingualism in the workplace**

**Ysgol Aberteifi**

**Year 9 – Welsh lesson**

Although a high proportion of pupils study a wide range of subjects across the curriculum in key stage 3 through the medium of Welsh, most pupils choose to follow nearly all of their courses in key stage 4 in English. The school wants to increase the number of pupils who follow courses through the medium of Welsh in key stage 4 and, therefore, are very aware that they must engender pupils' confidence to make this choice.

As part of the strategy, the school sets two numeracy tasks in Welsh lessons in key stage 3. In the first task, pupils complete research into the number of people who are able to speak Welsh in different areas across Wales. Then, they compare the proportions of Welsh speakers in different rural areas with the proportions in cities that have universities, and present their findings in relevant charts and graphs.

Pupils analyse the results and write a report on the advantages of being a Welsh speaker in areas in which there is a relatively low proportion of Welsh speakers in the workforce.

As a result of these activities, nearly all pupils have developed a more positive attitude towards the economic value of the language. This has contributed to an increase in the number of pupils who follow at least one additional course in Welsh in key stage 4, from 10% in 2013 to 25% in September 2014.

## Staffing

- 73 In order to provide a rich range of courses through the medium of Welsh, there is a need for enough teaching staff who are proficient and confident to teach through the medium of Welsh. Recruitment difficulties are an obstacle to expanding Welsh provision in several bilingual schools. In 2012, only 13% of trainees who gained a post-graduate certificate in education were qualified to teach through the medium of Welsh. In some areas, the situation is more serious. For example, in 2012, only 4% of trainee teachers in biology and 2% of trainee teachers in modern foreign languages were able to speak Welsh. More recent data from the General Teaching Council for Wales shows that a third (32.5%) of teachers in Wales consider themselves Welsh speakers. However, only a quarter (26.9%) are confident to teach through the medium of Welsh. This situation poses a challenge to schools when appointing appropriate staff, particularly in some areas of the curriculum, for example sciences and modern languages.
- 74 Most schools offer beneficial training and support to teachers and assistants in order to develop their Welsh skills. In these schools, the Welsh department give valuable support to members of staff in formal sessions and informally. In a minority of schools, the local authority also offers training to staff in order to develop their proficiency and confidence in Welsh. Staff make the most progress in schools in which other members of staff use Welsh regularly when socialising and discussing school work.
- 75 The majority of schools give teachers an opportunity to develop their language skills on sabbatical courses, in partnership with regional centres. The aim of these courses is to develop and refresh the language of teachers and learning assistants, so that they feel confident to teach and administer through the medium of Welsh<sup>5</sup>. During the last three years, 58 secondary school teachers have received training on higher level courses at these centres (see table 4). These courses offer teaching staff who are able to speak Welsh fluently, but who lack the confidence or specialist terminology in Welsh, to use these skills in their professional lives.

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<sup>5</sup> For more details, see: <http://learning.wales.gov.uk/yourcareer/welsh-lang-practitioner-training/sabbatical-scheme/?skip=1&lang=en>

**Table 4: Number\* of participants on the Sabbatical Scheme’s higher level courses from the secondary school sector since 2011**

	South-east Wales (Cardiff University)	North Wales (Bangor University)	South west and mid Wales (University of Wales Trinity St David)
2011	12	1	0
2012	7	3	6
2013	7	4	6
2014	2	4	6
<b>Totals</b>	<b>28</b>	<b>12</b>	<b>18</b>

\* Figures from the Welsh Government

76 Many bilingual schools discuss teaching strategies in training sessions. A minority of schools have useful working groups to develop strategies in order to promote bilingualism. However, only a few schools have a teaching policy that gives clear enough guidelines to teachers on using Welsh and English in their teaching in bilingual classes. The best examples include:

- the school’s clear aims in terms of ensuring pupils’ linguistic progression and development across the curriculum;
- agreed whole-school strategies to develop Welsh literacy across subjects;
- agreed bilingual teaching strategies based on a clear rationale;
- links to useful Welsh-medium educational websites; and
- sensitive consideration of the views of pupils at different levels of proficiency in Welsh.

### **Good practice guidelines at Ysgol y Moelwyn**

#### **Bilingual policy and pupils’ experiences in both languages**

A bilingual policy can mean more than one thing.

- 1 Pupils from English-speaking backgrounds should have experiences in Welsh within the curriculum.
- 2 Welsh speakers should have experiences of using English across the curriculum.

- Pupils have regular contact with English by using English-medium resources.
- All departments should plan to provide some extended writing experiences in English to pupils (one per term).
- All departments should ensure that pupils master terminology bilingually.

#### **Provision for transition pupils**

The aim is that:

- pupils complete **more** Welsh-medium work as time goes by;

- pupils feel **positive** about completing work through the medium of Welsh; and
- pupils' parents **support the transition process** and are happy in the knowledge that this does not have a negative effect on their child's education and attainment.

**Our challenge is to gain learners, not transition by compulsion.**

- All departments have a responsibility to ensure that pupils transfer in Welsh.
- The biggest challenge here is to ensure that pupils **gain confidence** to use Welsh. It is no mean feat for a learner to speak Welsh in front of a class full of fluent speakers. Some suitable techniques include:
  - encouragement and **maintaining a non-threatening environment**;
  - group work;
  - work in pairs;
  - setting very simple tasks and giving learners advance warnings about a task e.g. "Dwi am ofyn i ti ddarllen y cwestiwn yma oddi ar y bwrdd gwyn mewn munud (In a minute, I'm going to ask you to read this question from the whiteboard)"; and
  - remember the ten second rule! Give pupils a chance to internalise what you say and think about an answer! There are many ways of doing this.
- **Passive** understanding of language is much greater than their **active** use. Many pupils have a good understanding but have difficulty responding orally. Therefore:
  - Do not turn to English if a pupil understands what you're saying but responds in English. The fact that the pupils answers in English does not (necessarily) mean that the teacher needs to speak English. A number of pupils can understand Welsh but lack the confidence to reply.
  - e.g. It is likely that you always give guidelines on class routines e.g. "agorwch eich llyfrau... (open your books)" in Welsh only. When teaching some new learners who have a low understanding of Welsh, perhaps you will explain some more challenging concepts in English. Plan what you want to say to the class in both languages.
- Providing materials in both languages can be helpful to pupils.
  - While a teacher speaks Welsh, the pupil can refer to the Welsh and English materials in front of them and follow by doing so. The process of translating from one language to the other is very valuable. This can work particularly effectively with more able pupils.
  - Homework materials should be provided to learners in both languages.
- **The teacher's language:**
  - Ensure that the learner **understands** you and **understands** your notes.
  - Remember to pronounce clearly and slowly, giving particular attention to subject terminology.
- Practical aspects: It can be useful for new learners to have two sets of notes right at the beginning of the lesson and a very quick explanation of the work, rather than waiting until everyone else has been given work before being given copies.
- Providing materials in both languages helps parents to feel that they are a part of their children's education.
- If there is an agreement for a pupil in key stage 4 to follow a course through

the medium of English, many teaching experiences can still be delivered through the medium of Welsh.

### **Internalising and acquiring a language**

- In order to internalise a language, fun lessons are needed with many triggers.
- Triggers need to be repeated. Pupils need to hear words and patterns, hear them again and see them a number of times in order to internalise them. Learning a second language is physically hard work!
- Pupils need an opportunity to use what they have learnt a number of times in a non-challenging environment! Saying one word in a 50 minute lesson is not the answer! There must be work in pairs, in groups, repeating and drilling.
- **Most importantly:**
  - Work to develop the pupil's confidence and ensure that learning Welsh is enjoyable, exciting and safe for the pupil – not an experience of being unable to understand, unable to succeed and tackling experiences that undermine confidence.
  - Make sure that you are fully aware of the pupil's confidence level and his/her level of mastery of the Welsh language.

77 A few bilingual schools have a member of staff who is responsible for promoting Welsh throughout the school. In general, these members of staff succeed in raising the status of the language within the school and have a positive influence, particularly on social use of Welsh by pupils and staff. However, only a few schools have developed links with other schools in order to share good practice and facilitate the process of producing Welsh resources.

78 In the majority of bilingual schools in which a low proportion of pupils follow their courses through the medium of Welsh, school leaders do not consider increasing this proportion to be a priority. The majority of staff at these schools do not explain the benefits of following courses through the medium of Welsh to pupils or parents, and they have no specific targets for increasing the number that follow this route. Although the majority of staff use some Welsh with pupils in social contexts, English is usually the main medium of teaching and learning. Although they are fluent in Welsh, a minority of staff in these schools choose to conduct conversations with pupils in English in the main. The effect of this is that:

- the majority of pupils become less willing to use Welsh academically or socially;
- pupils' general proficiency in speaking and writing in Welsh declines; and
- the status of Welsh declines among pupils.

79 The amount of money transferred to schools from the 'Welsh in Education Grant' varies greatly. The Welsh Government expects at least half of the grant to be delegated to schools in 2013-2014. A minority of authorities use a proportion of this grant to fund relevant intermediate plans, for example to support immersion projects for latecomers. A minority of schools receive no money from the local authority, although they are trying to develop their bilingual provision. Most schools that receive the grant use the money appropriately, for example to support teachers to produce Welsh-medium teaching resources or to develop the linguistic proficiency of

their staff. However, a few spend the money appropriately on things that are not directly linked to the priorities of the Welsh Education Strategy, for example on computer equipment for general use.

**Case study: Planning to increase the number of pupils who follow their courses through the medium of Welsh in key stage 4**

**Ysgol Bodedern**

Ysgol Bodedern is a bilingual school in Anglesey. Approximately 65% of pupils come from homes in which Welsh is the predominant language spoken, but 89% of pupils speak Welsh as a first language or to an equivalent standard.

The current headteacher was appointed in April 2007. At the time, 63% of pupils in key stage 4 followed at least two courses, in addition to Welsh as a first language, through the medium of Welsh. The headteacher's vision was to increase this proportion significantly, but also to ensure that pupils' proficiency in Welsh and English is developed equally.

A policy was introduced for all pupils in key stage 4 to follow at least two courses through the medium of Welsh, along with two courses through the medium of English. In introducing this policy, the school had to respond to doubts from the teaching staff, parents and pupils. As pupils' achievement in subjects, particularly in English and mathematics, was the most important consideration in parents' minds, a very important element of the strategy was to ensure high standards across subjects, particularly in English and mathematics.

The school invited external speakers from the academic world to discuss the benefits and challenges of bilingual teaching. These visits were followed by valuable sessions to share good practice among staff, for example using language mats, an agreed marking code and scaffolding pupils' responses in order to reinforce correct language patterns. Teaching staff ensured that all learning resources are available to pupils in Welsh and English. These resources are also a valuable support to parents who are not comfortable with Welsh. Parents were invited to the school in order to listen to external experts on bilingual teaching and to discuss the new policy.

In open evenings and parent meetings, the benefits of having a bilingual education are emphasised by staff. In addition, the school emphasises the comparatively higher academic success of the cohort of pupils who sit the highest proportion of their subjects through the medium of Welsh.

As a result of this work, the proportion of pupils choosing to follow at least two courses, in addition to Welsh as a first language through the medium of Welsh, has increased from 78% in summer 2011 to 92% in summer 2014. In addition, the school's performance in the level 2 indicator including English or Welsh, and mathematics, has improved and, in 2013, placed the school among the top 25% of similar schools in terms of the level of eligibility for free school meals.

## Appendix 1: Evidence base

The findings and recommendations in this report arise from:

- visits by inspectors to ten bilingual secondary schools:

Ysgol Gyfun Bro Pedr, Ceredigion  
 Ysgol Dyffryn Aman, Carmarthenshire  
 Ysgol Gyfun Aberteifi, Ceredigion  
 Ysgol Gyfun Llangefni, Anglesey  
 Ysgol David Hughes, Anglesey  
 Ysgol Gyfun Bodedern, Anglesey  
 Ysgol Dyffryn Nantlle, Gwynedd  
 Ysgol Glan-y-Môr, Gwynedd  
 Ysgol Dyffryn Ogwen, Gwynedd  
 Ysgol y Moelwyn, Gwynedd

- evidence from inspections of bilingual schools between 2010 and 2014;
- discussions with officers from Gwynedd, Anglesey, Carmarthenshire and Ceredigion local authorities; and
- analyses of external examination data in England and Wales.

During the visits, inspectors:

- observed lessons;
- visited registration sessions;
- interviewed headteachers, Welsh leaders and teachers;
- spoke with pupils;
- scrutinised pupils' work across the curriculum; and
- spoke with parents.

### An explanation of the words and phrases used to describe our evaluations

nearly all	with very few exceptions
most	90% or more
many	70% or more
a majority	over 60%
half or around half	close to 50%
a minority	below 40%
few	below 20%
very few	less than 10%

## Appendix 2: Defining schools according to Welsh language provision: the categories for secondary schools

### 1 Welsh-medium secondary school

**Curriculum** – All subjects (including RE and PSE), apart from English, are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects.

**Language of the school** – Welsh is the day to day language of the school. Welsh is used as the language of communication with the pupils and the school's administration. The school communicates with parents in both languages.

**Outcomes** – For all pupils, the normal expectation is that assessment in key stage 3 and key stage 4 will be through the medium of Welsh in all subjects, apart from English or other languages, and that pupils will be able to progress easily to Welsh-medium post-16 provision.

### 2 Bilingual secondary school

**Curriculum** – This category has four sub-sections according to the percentage of subjects taught through the medium of Welsh and whether there is parallel provision in English. The categories and definitions do not reflect the number or proportion of pupils who take advantage of provision in Welsh in a school. Governing bodies will be expected to provide information in the school prospectus on the extent to which choice of provision is available and whether access to Welsh-medium provision is conditional on the level of the pupil's competence in Welsh. The prospectus should also indicate the number of pupils who take up the choices that are available.

**Category 2A** – At least 80% of subjects, apart from English and Welsh, are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.

**Category 2B** – At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.

**Category 2C** – 50-79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.

**Category 2CH** – All subjects (except Welsh and English) are taught to all pupils using both languages.

**Language of the school** – The day to day language or languages of the school will be determined by its linguistic context. Both languages are used to communicate with pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages.

**Outcomes** – For pupils in categories 2A, 2B and 2C who follow the maximum number of courses through the medium of Welsh, the normal expectation is that assessment in key stage 3 and key stage 4 would be through the medium of Welsh in those subjects and that they would be able to progress easily to post-16 provision through the medium of Welsh in their chosen subjects. For pupils in Category 2Ch, the normal expectation is that assessment in key stage 3 and key stage 4 would be through the medium of Welsh in all subjects except English, and that they would normally be able to progress easily to study at post-16 through the medium of Welsh in their chosen subjects.

### **3 Predominantly English-medium secondary school but with significant use of Welsh**

**Curriculum** – Both languages are used in teaching with 20-49% of subjects taught through the medium of Welsh. All subjects would normally also be taught through the medium of English.

**Language of the school** – The day to day language or languages of the school will be determined by its linguistic context. Both languages are used for communication with the pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents either in both languages or in English.

**Outcomes** – The normal expectation is that pupils who choose Welsh-medium options could be assessed through the medium of Welsh in those subjects at all levels and may be capable of progressing to study at post-16 through the medium of Welsh for those subjects.

### **4 Predominantly English-medium secondary school**

**Curriculum** – Pupils are mainly taught through the medium of English. Welsh is taught as a second language up to key stage 4. One or two subjects (which would include Welsh as a first language) may be taught as an option through the medium of Welsh or by using both languages.

**Language of the school** – English is the day to day language of the school, but some Welsh is also used as a language of communication with the pupils, with the aim of improving their ability to use everyday Welsh. The school communicates with parents either in English or in both languages.

**Outcomes** – The normal expectation is that any pupils who choose Welsh-medium options could be assessed through the medium of Welsh in those subjects at all levels, and may be capable of progression to study at post-16 through the medium of Welsh for those subjects. Most pupils would be assessed in English in most subjects and would progress to English-medium post-16 study.

**Table 5: The linguistic information of schools in the counties featured in the report**

Local authority	Category	Name of school	Percentage of pupils who speak Welsh at home (a)	Percentage of pupils registered for Welsh first language GCSE (b)	Percentage of pupils registered for Welsh first language GCSE who achieved grades A*-C (b)
Anglesey	<b>2B</b>	Ysgol Syr Thomas Jones	50.0%	78.5%	69.5%
Anglesey	<b>Predominantly English but with significant use of Welsh</b>	Ysgol Uwchradd Caergybi	14.0%	12.2%	66.7%
Anglesey	<b>2B</b>	Ysgol Gyfun Llangedfni	68.0%	87.1%	61.5%
Anglesey	<b>2B</b>	Ysgol David Hughes	42.0%	74.2%	60.9%
Anglesey	<b>2B</b>	Ysgol Uwchradd Bodedern	65.0%	91.7%	52.5%
Gwynedd	<b>Welsh-medium</b>	Ysgol Dyffryn Ogwen Bethesda	85.0%	92.9%	69.2%
Gwynedd	<b>Welsh-medium</b>	Ysgol Botwnnog	75.0%	94.0%	90.4%
Gwynedd	<b>Welsh-medium</b>	Ysgol Brynrefail	89.0%	94.3%	75.8%
Gwynedd	<b>Welsh-medium</b>	Ysgol Dyffryn Nantlle	84.0%	96.7%	68.5%
Gwynedd	<b>Welsh-medium</b>	Ysgol Eifionydd	74.0%	96.9%	77.4%
Gwynedd	<b>Welsh-medium</b>	Ysgol y Gader	50.0%	80.0%	63.5%
Gwynedd	<b>Welsh-medium</b>	Ysgol y Moelwyn	82.0%	95.5%	78.1%
Gwynedd	<b>Welsh-medium</b>	Ysgol Uwchradd Tywyn	27.0%	56.5%	53.8%
Gwynedd	<b>Welsh-medium</b>	Ysgol y Berwyn	79.0%	94.9%	87.5%
Gwynedd	<b>Welsh-medium</b>	Ysgol Ardudwy	35.0%	68.2%	82.8%

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Gwynedd	<b>Predominantly English but with significant use of Welsh</b>	Ysgol Friars	11.0%	28.5%	66.7%
Gwynedd	<b>Welsh-medium</b>	Ysgol Tryfan	64.0%	87.5%	84.3%
Gwynedd	<b>Welsh-medium</b>	Ysgol Syr Hugh Owen	90.0%	87.1%	62.0%
Gwynedd	<b>Welsh-medium</b>	Ysgol Glan y Môr	78.0%	89.7%	90.8%
Ceredigion	<b>2B</b>	Ysgol Gyfun Llanbedr Pont Steffan*	50.5%	66.7%	71.4%
Ceredigion	<b>2C</b>	Ysgol Gyfun Aberaeron	36.0%	58.6%	70.7%
Ceredigion	<b>2B</b>	Ysgol Uwchradd Aberteifi	34.0%	42.2%	65.7%
Ceredigion	<b>2B</b>	Ysgol Uwchradd Tregaron	53.0%	67.8%	67.5%
Ceredigion	<b>Predominantly English but with significant use of Welsh</b>	Penglais School	14.0%	34.4%	43.1%
Ceredigion	<b>2A</b>	Ysgol Gyfun Penweddig	71.0%	94.9%	89.3%
Ceredigion	<b>2A</b>	Ysgol Dyffryn Teifi	82.0%	89.6%	81.7%
Carmarthen	<b>2C</b>	Ysgol Gyfun Pantycelyn	38.0%	59.3%	60.0%
Carmarthen	<b>2C</b>	Ysgol Tre-Gib	36.0%	44.5%	75.3%
Carmarthen	<b>2C</b>	Ysgol Dyffryn Aman	39.0%	40.8%	57.3%
Carmarthen	<b>English</b>	Ysgol Gyfun Coedcae	1.0%	0.0%	0.0%
Carmarthen	<b>2A</b>	Ysgol Gyfun y Strade	52.0%	97.2%	82.2%
Carmarthen	<b>English</b>	Ysgol Glan-y-Môr	1.0%	0.0%	0.0%
Carmarthen	<b>English</b>	Ysgol Bryngwyn	6.0%	0.0%	0.0%
Carmarthen	<b>2A</b>	Ysgol Gyfun Gymraeg Bro Myrddin	80.0%	96.7%	82.8%
Carmarthen	<b>Predominantly English but with significant use of Welsh</b>	Ysgol Gyfun Emlyn	15.0%	14.2%	50.0%

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Carmarthen	<b>2A</b>	Ysgol Gyfun Maes-yr-Yrfa *	72.0%	95.1%	82.1%
Carmarthen	<b>Predominantly English but with significant use of Welsh</b>	Ysgol y Gwendraeth *	21.0%	23.3%	23.5%
Carmarthen	<b>Predominantly English but with significant use of Welsh</b>	Queen Elizabeth High School	7.0%	4.6%	91.7%
Carmarthen	<b>Predominantly English but with significant use of Welsh</b>	Ysgol Dyffryn Taf	8.0%	18.9%	48.1%
Carmarthen	<b>English</b>	St John Lloyd Catholic Comprehensive School	2.0%	0.0%	0.0%

(a) Source: 2013 pupil level annual school census (PLASC)

(b) Source: Welsh Government Key stage 4 results, 2012

\* NB The data is correct for the academic year 2012-2013. Since then, three schools have merged with others and exist in different forms. The information about the linguistic category comes from the 'mylocalschool.com' website.

### Appendix 3: Attainment data

As can be seen in **table 6** pupils in Gwynedd, Anglesey, Ceredigion and Carmarthenshire local authorities who are entered to sit their examinations through the medium of Welsh achieve as well as, and sometimes better than, those entered in English. In around a half of cases, this difference is significant statistically.

**Table 6: The achievement of pupils entered to sit GCSE examinations through the medium of Welsh and English in Gwynedd, Anglesey, Ceredigion and Carmarthenshire adjusted to consider deprivation.\***

	Pupils entered for examinations through the medium of Welsh		Pupils entered for examinations through the medium of English		Is the percentage point difference significant statistically? **
	Number of entrants	Percentage A*-C	Number of entrants	Percentage A*-C	
Art and design	363	85.7%	278	79.1%	Yes
Biology	166	94.0%	313	93.6%	No
Chemistry	182	95.6%	297	93.6%	No
Craft, design and technology	410	74.4%	548	69.7%	No
Drama	132	84.1%	50	82.0%	No
French	233	86.7%	186	80.6%	No
Geography	479	74.9%	299	70.9%	No
History	612	81.0%	263	59.7%	Yes
Home economics	134	82.1%	103	70.9%	Yes
Information and communication technology	109	73.4%	126	70.6%	No
Mathematics	1,579	71.5%	1,199	66.9%	Yes
Music	198	96.0%	68	88.2%	Yes
Other sciences	1,232	69.5%	1,367	58.7%	Yes
Physical education	362	90.6%	228	82.5%	Yes
Physics	166	95.8%	310	95.8%	No
Religious studies	368	80.2%	100	88.0%	No

\* Source: analysis of GCSE examination results data collected by Welsh Government. Because of the strong link between deprivation and achievement, the above figures only include the achievement of pupils who are not entitled to free school meals. Subjects with fewer than 50 entrants and also vocational GCSEs are not included. It should also be noted that pupils entered to sit examinations in Welsh are entitled to answer in English, should they wish to do so.

\*\* The statistical significance has been calculated using the 'Z' test.

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