

Welsh Language – Our Language: Its Future (Iaith Pawb)

**Advice to support the
implementation of aspects of
the ELL Committee policy
review**



Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
For Education and Training in Wales



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE

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1. Introduction

This report updates the advice produced by Estyn in April 2002 as part of the Welsh Assembly Government policy review of the Welsh language in education. Since then, the Welsh Assembly Government has published **Iaith Pawb**, an action plan that outlines a series of strategies and targets to strengthen the provision and standards of Welsh in education and training. This report is not an evaluation of progress against the specific targets set in 'Iaith Pawb' but looks more generally at progress over the past two years. It gives an overview of the 'state of the nation' in relation to standards in Welsh as a subject and provision in Welsh-medium and bilingual education. It is organised into sections on sectors in education and training in roughly chronological order, beginning with the early years. Each section is divided under the subheadings of findings, good features and areas of concern. The report begins with a summary of the main findings: including good features and recommendations for further progress.

The paper has drawn on the evidence from 2002-2004 inspection reports about standards in Welsh in the education and training sectors in Wales.

2. Main findings and recommendations

Good features

Pre-school and foundation phase

- Young children in the maintained sector and in the Welsh-medium playgroups in the non-maintained sector generally make good progress in Welsh.

Pre-16 education and continuity between key stages

- The results of assessments in Welsh as a first language at both key stages 1 and 2 in 2003 indicate that schools are in a good position to meet the Welsh Assembly Government targets for 2004 because outcomes are improving.
- Language centres for non-speakers of Welsh, who are new to Welsh speaking areas, often work effectively and prepare pupils well to join bilingual/Welsh-medium classes when they return to their schools.
- The percentage of classes with good or very good standards at key stages 3 and 4 in Welsh as a first language is relatively high, compared to other subjects inspected.
- The proportion of pupils in secondary schools assessed through the medium of Welsh is increasing slowly in key stages 3 and 4 although there is too much variation between LEAs in traditionally Welsh-speaking areas.

- Trends in GCSE examination entries show a one percent increase in the numbers of pupils being entered for examinations in Welsh as a first language over two years.

Post -16 education and training

- Trends in post -16 examination entries show an increase of six percentage points in A level entries and seventeen percentage points in AS level entries in Welsh as a first language.
- The percentage of learners gaining A and B grades in A level examinations shows a slow upward trend overall over the past two years from 47% in 2001 to 51%
- There is good practice in Welsh-medium and bilingual teaching in some further education that is worthy of wider dissemination.
- There has been significant growth in the number of Welsh for adults courses held in the workplace for the benefit of employers and employees in some parts of Wales.
- A few work placements in work-based learning operate effectively through the medium of Welsh and help trainees to maintain and improve their language skills.
- In most places, young people and parents who wish to receive careers advice through the medium of Welsh are accommodated easily.

Local Education Authorities

- A few LEAs have increased the numbers of pupils who continue on the Welsh first language track in key stage 3 and who receive their education through the medium of Welsh.

Initial Teacher Training

- New teacher training materials for primary trainee teachers for Welsh as a second language and more general publications are helping to support Welsh-medium and bilingual teaching.

Recommendations

Pre-school and foundation phase

- Having clarified the requirements to deliver bilingualism in the foundation stage, the Welsh Assembly Government and LEAs should identify the capability of foundation teachers in Welsh.
- The Welsh Assembly Government and LEAs should offer training for teachers and playgroup leaders so that they can work bilingually.
- ACCAC should devise detailed guidance for playgroup leaders and nursery teachers so that they can deliver a bilingual curriculum.
- The Welsh Assembly Government and LEAs should monitor provision in order to raise the standards of bilingualism in the foundation phase.

Pre-16 education and continuity between key stages

LEAs and schools should:

- undertake forward planning to take account of the increasing numbers of pupils who wish to opt for Welsh medium education;
- improve progression opportunities to secure better continuity in Welsh-medium education especially between key stages 2 and 3 by planning the transition phase more carefully;
- encourage more pupils who have followed Welsh as a first language in key stage 1 and 2 to continue to do so in key stages 3 and 4 by offering clear guidance and support;
- provide more opportunities for pupils taking Welsh as a first and as a second language to use their Welsh in other subjects of the curriculum to extend their competence and fluency in the primary phase;.
- encourage more Welsh-speaking pupils to undertake National Curriculum teacher assessments and examinations in mathematics and science through the medium of Welsh;
- develop staff expertise in the Welsh language and in the related pedagogy in order to improve the teaching of Welsh as a second language;.
- encourage more pupils to sit external examinations in Welsh as a second language at key stage 4 by allocating at least one hour a week of teaching time for short courses and at least 2 hours a week for the full GCSE course; and

- improve the percentage of pupils gaining higher grades on the GCSE short course in Welsh as a second language.

Post-16 education

- **Sixth-form** curriculum planning should maximise opportunities for pupils to continue their studies through the medium of Welsh

Institutions of further education should:

- develop marketing strategies to encourage more students to opt for Welsh-medium or bilingual courses in further education;
- increase the number of teachers in further education who are able to teach through the medium of Welsh or bilingually by training existing Welsh speakers on the staff to teach through the medium of Welsh;
- develop marketing strategies for targeted groups in order to increase the numbers of adults learning Welsh;
- improve progression rates to higher level courses in Welsh for Adults in order to produce a higher percentage of fluent Welsh speakers

The National Council-ELWa should develop:

- a clear national strategy to steer developments in Welsh for Adults provision; and
- rationalise the current consortia arrangements to deliver a more effective service.

Local Authority Youth Services should:

- provide information, advice and guidance materials in Welsh for youth services in all authorities;
- increase the Welsh medium provision in youth work and related services; and
- prepare action plans to contain data and subsequent actions to increase the range of opportunities for staff and young people to use Welsh in their leisure time.

Local Education Authorities should:

- develop strategies to raise the awareness of parents of the benefits of bilingualism and to market bilingual provision; and
- consider strategies to provide alternative methods of delivering Welsh-medium courses at key stages 4 and in post –16 provision where there is a shortage of Welsh-medium teachers.

Initial Teacher Training

The Welsh Assembly Government should:

- continue to seek ways, including offering financial incentives, to attract more trainee teachers to follow initial teacher training courses which prepare them effectively to teach through the medium of Welsh or bilingually or to teach Welsh as a subject; and
- support a pre-course Welsh language training for intending teachers. Offering a full-time six-week summertime course would be enough to have a significant impact on the Welsh language capabilities of intending teachers.

Higher Education institutions should :

- develop their continuous professional development course to include more Welsh-medium modules at different levels of award for both first and second language speakers.

Work-based learning providers should:

- expand opportunities for Welsh-medium work placements and develop more Welsh medium materials to support trainees;
- increase the numbers of trainers and assessors in work-based learning who are able to operate through the medium of Welsh by offering opportunities to take Welsh courses in the workplace; and
- encourage more work-based trainees to continue to develop their skills through the medium of Welsh after leaving school by marketing customised Welsh for adults courses more effectively.

Careers companies should:

- improve the use and availability of labour-market information relating to the use of and demand for the Welsh language; and

- offer their services delivery through the medium of Welsh by more effective recruiting and training more bilingual staff so that bilingual policies can be implemented.

3. Continuity

Continuity in Welsh as a first language

The overall number of pupils assessed in Welsh as a first language in National Curriculum tests in key stage 3 shows a significant drop nationally compared with the numbers in key stage 2. Of the pupils assessed in Welsh as a first language at the end of key stage 2, in the four years between 1996 and 1999, only 78% were assessed in Welsh at the end of key stage 3 between 1999 to 2002. There is too much variation in this retention rate between LEAs.

3.1 Opting out of Welsh-medium/first language education at transition to secondary education

There are significant variations in the traditionally Welsh-speaking areas in the number of pupils who continue on the Welsh first-language track at the time of transition to secondary education. The retention rate ranges from 84% in Gwynedd to 32% in Carmarthenshire. In some areas, a large proportion of pupils switch to learning Welsh as a second language in key stage 3. There are a number of reasons for this and they include the following.

1. Pupils may choose to study Welsh as a second language to avoid choosing a route which would mean that they have to learn other subjects through the medium of Welsh. In some instances, this is because some Welsh-medium primary schools teach mathematics and science through the medium of English in Years 5 and 6 and pupils choose not to transfer back to a Welsh-medium stream in Year 7.
2. Pupils may opt for an English-medium secondary school because it is closer to home.
3. Parents who don't speak Welsh may be concerned that their children will not be able to cope with secondary Welsh-medium education, particularly if they are of lower ability.
4. Parents may believe that their children have achieved their potential in terms of bilingualism by the time they leave primary education.
5. Secondary school staff may want to safeguard the high percentage of A*/A grades gained in Welsh as a second language at GCSE when the results are boosted by the inclusion of candidates who previously studied Welsh as a first language.

This last issue is a major cause of concern. When pupils who previously followed a first language route transfer to a second language route, this has an adverse effect on pupils' fluency in Welsh. It is wasteful in terms of the

resources put into Welsh provision previously and is an obstacle to progression. Some LEAs have been more successful than others in addressing this issue. In Ynys Môn, for example, there has been a significant increase in the proportion of pupils who are assessed in Welsh as a first language at the end of key stage 3 in recent years. The authority has achieved this by identifying the schools where there was a lack of progression. Staff then worked with these schools to set quantitative targets for improvement.

3.2 Continuity in Welsh as a second language

In all four key stages, all pupils study Welsh as a second language if they do not study Welsh as a first language. Although Welsh is compulsory in key stage 4, the number of pupils being entered for GCSE courses in Welsh is relatively low. Around a third of pupils are not entered at all.

In most schools, the short course in Welsh as a second language is only provided for about an hour a week. This does not provide enough time to extend and consolidate new language acquisition from one week to the next. The work is not always pitched at the right level or planned to take account of the needs of all pupils in mixed ability classes.

Sometimes, the teachers who teach these classes are not trained language teachers. Many schools have difficulty in staffing these classes and the shortage of specialist teachers is a major obstacle to improving standards. Schools are often forced to use teachers of other subjects to teach Welsh as a second language, simply because they speak Welsh. These teachers often lack expertise in specialist language-teaching techniques, and sometimes lack adequate knowledge of the language itself. Although they sometimes become good language teachers, in these circumstances, it is not surprising that many pupils become de-motivated.

3.3 Continuity in naturally Welsh-speaking areas

Welsh Assembly Government statistics show that some LEAs in naturally Welsh-speaking areas (Gwynedd, Carmarthenshire, Ynys Môn and Ceredigion, and to a lesser extent Conwy) enter a relatively high proportion of pupils for assessment in Welsh as a first-language in key stage 2. However, the proportion varies from 97.6% in Gwynedd to only 32% in Carmarthenshire. LEAs in areas that are not naturally Welsh-speaking have proportions that are below 20%.

In the secondary sector, the percentage retention rate of Welsh first language pupils in Welsh-medium education varies too much between LEAs in Welsh-speaking areas. This ranges from 83.5% in Gwynedd to 50.2% in Conwy. These variations depend largely on the policies of the LEAs regarding the linguistic nature of their schools, but also occur because of the policies of the schools themselves. Where many or most of an LEA's schools are designated as Welsh-medium, as in Gwynedd and Ynys Môn, the retention rate is relatively

high. The other three LEAs, however, have few entirely Welsh-medium schools but they have many bilingual schools where there are only one or two Welsh-medium classes in each year group. In these schools, there is a tendency to assess some candidates at the end of key stage 3 in Welsh as a second language rather than in Welsh as a first language, even when they have received much of their primary education in Welsh and are fluent Welsh speakers, because it is easier for them to gain high pass marks in second language tests.

Some bilingual secondary schools do not encourage Welsh speakers to continue with Welsh in key stage 4 because they think they will get a higher grade in Welsh as a second language. This is understandable in that it improves the individual pupil's portfolio of GCSE passes as well as the school's overall GCSE performance, but it disadvantages the pupils, who are not challenged to improve.

3.4 Continuity in areas that are not naturally Welsh speaking

As might be expected, in LEAs that are not naturally Welsh-speaking, where education in Welsh is available only in designated Welsh-medium schools, only a relatively low overall percentage of pupils is assessed in Welsh as a first language in the primary sector. However, these LEAs maintain a high retention rate in key stage 3. This is because pupils who are educated in a Welsh-medium primary school (many of them from non-Welsh speaking homes), usually stay in the Welsh-medium sector for their secondary education. The choice has already been made, on entry into primary school.

Designated Welsh-medium schools then enter almost all their pupils for GCSE examination in Welsh as a first language, and only a very small proportion of these pupils take Welsh as a second language.

4. Early Years

Findings

Evidence from inspection of the maintained sector shows that young children make good progress in the development of their language, literacy and communication skills. In designated Welsh-medium and bilingual schools, pupils aged three to five often receive a good foundation for the development of their fluency in Welsh. This is the case even when they come from homes where English is the only language used. In English-medium schools, many young children also receive some early experience of Welsh that introduces them to the use of Welsh in everyday life.

Young children receive modest support in learning Welsh in voluntary, private and independent settings in the non-maintained sector. About 20% of young children attend Welsh-medium playgroups within the non-maintained sector. Mudiad Ysgolion Meithrin is effective in helping young children to establish good foundations in the Welsh language. Mudiad Ysgolion Meithrin provides

immersion teaching and support in the Welsh language for children from both Welsh-speaking and English-speaking homes. Mudiad Ysgolion Meithrin also works effectively with young children who speak English as an additional language who are mainly from ethnic minority families in urban centres such as Cardiff, Swansea and Newport.

However, no precise figures are available that give the totals of young children receiving some early experience in learning Welsh in the English-medium non-maintained sector.

Good features

Mudiad Ysgolion Meithrin provides a firm grounding in Welsh for young children who do not speak Welsh at home. By giving young children this early introduction to the Welsh language, parents are able choose whether to send their children to English-medium or Welsh-medium schools.

Some young children learn Welsh and begin to acquire an understanding of the distinctiveness of Wales, its languages and its culture. They are prepared for learning Welsh at Key stage 1 and benefit greatly from using Welsh as well as English in their everyday activities such as role-play and problem solving.

ACCAC's 'Desirable Outcomes' and the production of guidelines by some LEAs on the six areas of learning have helped teachers to foster pupils' language skills and this can include their bilingual skills. Some Early Years Development and Childcare Partnerships in LEAs have improved planning for Welsh-medium education for young children.

ACCAC is currently preparing 'A Framework for Children's Learning' that will provide staff with guidance on how to develop the seven new areas of learning within the Foundation Phase, which includes bilingualism.

Main areas of concern

- There is not enough information about how many young children learn Welsh in the non-maintained sector.
- Not enough detailed guidance is generally available for playgroup and nursery leaders about constructing a curriculum in a bilingual setting or about how to develop children's competence in a second or third language.
- With the introduction of the Foundation Phase in Wales from September 2004, there is an increased demand for staff training.

5. Primary schools

5.1 Welsh as a first language

Findings

Inspection evidence (2002-2003) shows that standards in Welsh as a first language are good or very good in 52% of classes in key stage 1 and in 42% of classes in key stage 2. In 3% of classes in key stage 1, standards are unsatisfactory. In key stage 2, 5% of classes are unsatisfactory.

National Curriculum assessments reflect these good standards.

Key stage 1	2001	2002	2003
Welsh Level 2 or above	86%	87%	87%

In key stage 1, the results of the teacher assessments in Welsh are much the same as last year. Over 87% of pupils reached level 2 (the level expected of them). This means that most young pupils are achieving well in the skills of reading, writing and number work and reflects the good work by teachers in key stage 1 classes throughout Wales.

The percentages of 11-year-olds who reach level 4 or above in National Curriculum task and test results for Welsh are shown below.

Key stage 2	2001	2002	2003
Welsh Level 4 or above	71%	75%	78%

Key stage 2 attainment in Welsh is improving. This achievement means that schools are in a good position to meet the target of 80-85 per cent attaining level 4 set by the Welsh Assembly for 2004.

In both key stages 1 and 2, girls perform much better than boys in Welsh. At key stage 1 the gap this year was eight percentage points and it was 11 percentage points at key stage 2. The target, set in 1996 by the Welsh Assembly Government, to halve the key stage 2 differences, has not been met. Schools still need to explore ways of motivating boys to attain more highly in language.

Good features

Focused and regular visits by athrawon bro help to enrich pupils' oral, reading and writing skills. In the best practice, during these visits, pupils 'brainstorm' ideas orally with the teacher and gather relevant descriptions, idiomatic phrases and vocabulary in order to make creative use of language.

Schools where standards in writing are good often make strong links between the various language modes of oracy, reading and writing. For example, when pupils have opportunities to form sentences in speech before writing them down, there is often a beneficial effect on the quality and accuracy of their written work. These strategies, linked with the use of writing frames and a reference list of useful patterns, vocabulary and idiomatic phrases, have led to improved standards in writing in many Welsh-medium and bilingual schools.

Schools where standards in reading are good often have an up-to-date supply of Welsh books (fiction and non-fiction) that cater for the needs of a wide variety of interests. Attention is given to the interests of boys in the school, recognising the particular need to engage boys in reading. Some schools adopt strategies to explore and exploit books more widely, for example as a basis for oral development and drama work, for work in personal and social education and as a source of personal enrichment. They often use the school's wider community to make reading fun and to give it high status

Paired and group reading programmes work well in many schools. This strategy makes more books accessible to readers of limited fluency and promotes the pleasure of reading for all.

Main areas of concern

Where Welsh is taught as a first language:

- the standard of pupils' writing in Welsh is often not good enough;
- pupils' personal reading in Welsh is often limited;
- too few boys achieve excellence in Welsh at the end of key stage 2;
- too many schools do not offer a balanced linguistic curriculum in key stage 2 to ensure continuity and progression in their pupils' linguistic skills. This is particularly true in the core subjects of mathematics and science; and
- not enough Welsh-speaking pupils in LEAs such as Carmarthen, Conwy and Ceredigion study core subjects through the medium of Welsh from 7 years old onwards.

5.2 Welsh as a second language

Findings

Inspection evidence indicates that Welsh as a second language is one of the subjects where standards are usually lowest in primary schools. In key stage 1, standards are good or very good in 38% of classes and unsatisfactory in about 2%. In key stage 2, standards are good or very good in 43% of classes and unsatisfactory in 2%. These standards represent a significant improvement on standards in previous years.

Good features

The schools and settings (including language centres) where standards are good often set themselves a clear objective, namely that pupils will become fluent in Welsh in everyday situations by the end of key stage 2. In order to achieve this, they set out from year to year the language patterns, functions and vocabulary that pupils will need to learn. They teach these thoroughly and consistently and build on pupils' knowledge and skills from class to class as they progress through the school.

Language centres for non-speakers of Welsh who are new to Welsh-speaking areas and to Welsh-medium education often work effectively. These centres provide learners with an intensive language course over one to two terms (full-time or part-time). As much of the work is cross-curricular, the pupils learn to use their newly-acquired language in a range of contexts and situations from the start. This prepares them well to join bilingual/Welsh-medium classes when they return to their primary schools.

Main areas of concern

- Pupils are not making enough progress in Welsh as a second language and are too often unable to converse in Welsh in key stage 2.
- It is not clear enough to schools in some LEAs what language patterns, functions, terms and vocabulary need to be taught to each year group in key stage 2 to build progressively on their skills.
- In many schools, in spite of the good work done in providing training for teachers and their commitment to delivering the mandatory programme of Welsh as a second language, pupils are not able to use Welsh in the other subjects of the curriculum. Consequently they cannot transfer to Welsh-medium or bilingual education, if they so wish.
- Teaching Welsh as a second language, especially at key stage 2, remains a great challenge for primary school teachers who may not themselves be fluent Welsh speakers.

5.3 Welsh-medium education

Findings

As a result of the increasing demand for Welsh medium education, new Welsh-medium primary schools have opened in recent years in Cardiff, Swansea, Powys, Monmouthshire and the Vale of Glamorgan. However, in some other LEAs provision has yet to meet demand.

In the schools that are piloting the Addysg Drochi (late immersion) scheme, parents have welcomed the opportunity for their children to develop bilingual

skills in a short period before and after transfer to secondary schools so that they can transfer from English to Welsh-medium education.

Across Wales just under three fifths of pupils who are assessed in Welsh as a first language at key stage 2 are assessed through the medium of Welsh in both mathematics and science. Of those who go on to be assessed in Welsh at key stage 3, just over half are assessed through the medium of Welsh in both mathematics and science.

Good features

The implementation of Welsh Education Schemes after their approval by the Welsh Language Board has resulted in more clearly defined policies for LEAs and schools in relation to Welsh-medium education.

Main areas of concern

- Not enough forward planning has been done to take account of the increasing numbers of pupils who wish to opt for Welsh-medium education in some LEAs.
- Too few schools offer Welsh-medium teacher assessments in mathematics and science.

6. Secondary schools

6.1 Welsh as a first language

Findings

Assessment outcomes

Key stage 3 assessments

Key stage 3	2001	2002	2003
Welsh Level 5 or above	71%	71%	73.5%

In National Curriculum tests in key stage 3, the percentage of pupils achieving level 5 or better was 71% in 2001 and remained so in 2002. It rose to 73.5% in 2003. This is a much higher percentage than in English, which in the same period dropped from 62% to 61% before rising 63.1% in 2003. The percentage of boys achieving this level continues to be a long way behind the girls, with 66% compared with 81%. There is a similar gap in English.

Key stage 4 assessments

Key stage 4	2001	2002	2003
Cohort entered	11.7%	12.1%	12.8%
A*-C GCSE Welsh	72%	75%	74.5%

In key stage 4, the percentage of the cohort entered for GCSE in Welsh has risen in recent years, albeit slowly, from 11.7% in 2001 to 12.1% in 2002 and 12.8% in 2003. The percentage of candidates obtaining grades A* - C is high. It rose to 75% in 2002, compared with 72% in 2001, but dropped very slightly to 74.5% in 2003. This is nearly 20 percentage points higher than in English, in which the percentage rose by just one point. Girls performed much better than boys.

Post-16 assessments

Percentage of candidates achieving A and B grades in A-Level Welsh

A level	2001	2002	2003
Welsh	47%	53%	51%

The number of A-level entries for Welsh language rose between 2001 and 2003 by about six percentage points. Over the same period, the number of entries for English increased by around 10 percentage points.

There was a 17 percentage point increase between 2001 and 2003 in the number of students entering AS level. Whilst this increase was substantial, it was not as high as in English (41%).

The percentage of candidates obtaining grades A-B rose significantly in 2002 compared with 2001, then dropped slightly in 2003. Overall the trend is slowly upward, from 47% in 2001 to 51% in 2003. By comparison, the score in English in the same period rose from 43% to 53%. Virtually all candidates obtained at least grade E in Welsh.

Inspection findings

Good or very good standards	2002	2003
Key stage 3	76%	85%
Key stage 4	71%	86%

Inspection evidence also suggests that standards are improving. In the schools inspected in 2002, in key stage 3, the percentage of lessons with good or very good standards was 76%, which was higher than all other National Curriculum subjects. In 2003 this figure rose to 85%.

In key stage 4, the percentage of lessons with good or very good standards was high at 71% in 2002, but this was not as high as a few other subjects across all schools. In 2003 the figure rose to 86%. In both key stages in 2003, these percentages were, by some way, higher than in other subjects.

Pupils generally understand and communicate well in both the spoken and written language. Where there are weaknesses, these are usually due to a limited range of expression or a lack of confidence in speaking the language, and inaccurate use of the written language. The majority of pupils speak and write the language well.

At A-Level, standards are generally good, and often very good.

At all levels, care should be taken in comparing test and examination performance in Welsh as a first language with performance in English and other subjects, as the figures for Welsh are derived only from Welsh-medium or bilingual schools, whilst those for other subjects are derived from all schools.

Good features

Trends show that the number of pupils being entered for GCSE and A level in Welsh has increased over the past two years.

Inspection evidence suggests that standards are improving.

Main areas of concern

- Too many pupils study Welsh as a second language in secondary school when they could continue with Welsh as a first language.
- As in other subjects with an emphasis on language, boys' performance is considerably weaker than that of girls in national examinations and tests.

6.2 Welsh as a second language

Assessment outcomes

Key stage 3 assessments

Key Stage 3	2001	2002	2003
Welsh Level 5 or above	40%	42%	44%

In key stage 3, in National Curriculum teacher assessments, the percentage of pupils achieving level 5 or better rose slightly to 42% in 2002 from 40% in 2001. It rose again in 2003 to 44%, but, as in the two previous years, this was the lowest score of all National Curriculum foundation subjects. The performance of girls was considerably better than boys, with 54% of girls, compared with 35% of boys, gaining at least level 5.

Key stage 4 assessments

Percentage of pupils achieving A*-C

Key stage 4	2001	2002	2003
A*-C GCSE Welsh second language full course	63%	64%	62%

In key stage 4 in 2003, half of all the pupils in year 11 entered GCSE in Welsh as a second language. Allowing for the fact that about 12% of all pupils entered in Welsh as a first language, this means that more than one third of the year group did not sit GCSE in Welsh as a second language, although it is a compulsory subject at key stage 4 (unless pupils study Welsh first language). This does not compare well with English language, in which 90% of pupils sat GCSE. As in the previous two years, about two fifths of GCSE entries in Welsh as a second language were for the short course.

In the full course examination, the percentage gaining A*-C grades was just over 60% between 2001 and 2003. Girls performed much better than boys. In the GCSE short course, only one third of candidates have gained A*-C in the last three years. This is probably at least partly because of the limited time allocated for teaching.

Post-16 assessments

A and AS level	2001	2002	2003
A-B grades in Welsh second language	47%	43%	45%

The number of A-level entries for Welsh as a second language increased in 2002 but fell back a little in 2003. Overall, the number of entries rose between 2001 and 2003 by about five percentage points. The percentage of pupils obtaining grades A-B was 45% in 2003, a slight decrease since 2001. Almost all candidates obtained at least grade E.

There was an encouraging and considerable increase of nearly 30 percentage points, between 2001 and 2003, in the number of students entering AS level.

Inspection findings

Good or very good standards	2002	2003
Key stage 3	46%	58%
Key stage 4	49%	51%

In 2002, inspection evidence continued to show that good standards were found less often in Welsh as a second language than in any other compulsory subject in either key stage. In key stage 3 in 2002, the percentage of classes with good or very good standards was 46%, compared with 76% (the highest percentage) for Welsh as a first language and 58% for foreign languages. In key stage 4, the percentage was 49%, compared with the highest percentage of 77% in history, 71% in Welsh and 64% in foreign languages.

In 2002, Welsh as a second language also had a higher percentage of unsatisfactory or poor standards than in any other subject in key stage 3, whilst in key stage 4 it was the second worst subject in this respect.

In the schools inspected in 2003, however, there was a significant improvement in key stage 3, where good standards were found in 58% of lessons, a rise of 12 percentage points compared with 2002. This should be seen in a context where overall grades for all subjects remained the same as in 2002. In key stage 4, the score rose only slightly, by two percentage points, and was still lower than all except one other National Curriculum subjects.

In general, in both key stages, standards are best in the receptive skills of listening and reading. Whilst pronunciation and intonation are often good, the ability to respond at length in speech or in writing is often limited, and, on the whole, only the most advanced pupils can produce language which goes beyond restricted topics and structures. Pupils in key stage 3 are often eager to participate in oral work, but this motivation frequently diminishes in key stage 4, especially among pupils who are following the short course but who lack motivation.

In key stage 4, standards are generally best where pupils have opted for the full GCSE examination. In many schools, these pupils are often among the most able in the year. In classes taking the short course (often containing mainly pupils who are only taking the subject because it is compulsory), standards are not often good. In a minority of schools, all pupils follow the full course, and standards are variable.

At A-level, standards are generally good. However, in a significant minority of schools, they are only satisfactory.

Good features

Estyn inspection evidence shows that standards have improved in key stage 3.

In GCSE, standards are generally best where pupils have opted for the full course in Welsh as a second language. There is an encouraging increase in the numbers entered for AS level examinations and, at A level, standards are generally good.

Main areas of concern

- Standards in Welsh as a second language are generally low compared with most other subjects, both in terms of national test or examination results and in classes, inspected by Estyn. However there was an encouraging improvement in key stage 3 in the schools inspected in 2003.
- Over one third of Year 11 pupils do not sit any GCSE examination in Welsh.
- Two fifths of GCSE entries in Welsh as a second language are for the short course. Only one third of these obtain grades A*-C, whereas nearly twice this percentage gain A*-C in the full GCSE course.
- A shortage of specialist teachers limits schools' ability to promote good standards.
- Schools' provision for the GCSE short course in key stage 4 is often inadequate both in terms of the allocation of time and of teacher expertise.

6.3 Welsh-medium education

Findings

Assessment outcomes

The proportion of pupils taught and assessed through the medium of Welsh in key stages 3 and 4 continues to vary too much between LEAs in traditionally Welsh-speaking areas. The situation has not changed very significantly in the last few years, but the proportion of pupils who are assessed through the medium of Welsh is increasing slowly.

Key stage 3 assessments

Pupils who learn Welsh as a first language in key stage 3 do not necessarily study their other subjects through the medium of Welsh. For example, of those pupils who are assessed in Welsh as a first language in the National Curriculum tests at the end of key stage 3, only just over half are assessed through the medium of Welsh in mathematics and science.

Key stage 4 assessments

The overall proportion of Welsh-medium entries out of all GCSE subject entries has increased gradually in recent years. In 2003, nearly 10% of GCSE entries for all subjects were through the medium of Welsh, the percentage being the same for boys as for girls. This was a slight rise from 2002, and an overall rise of nearly one percentage point since 2001.

The proportion of entries for Welsh-medium papers achieving grades A*-C is significantly greater than the proportion for English-medium entries and has also increased over the period.

Among the most commonly taught subjects, the highest proportion of Welsh-medium entries occurs in history, drama and music. More Welsh-speaking teachers are available in these subjects.

The proportion of Welsh-medium entries for entry-level qualifications such as Certificate of Educational Achievement is increasing, in a situation where entries for these qualifications are falling overall. This suggests that there is more Welsh medium teaching happening in the subjects concerned.

Post-16 assessments

The overall proportion of Welsh-medium subject entries at A level has also increased steadily in the last few years, with almost all subjects showing an increase. The highest proportion of Welsh-medium entries occurs in humanities, art and music, whilst the proportions in science and economics are low. About one in five of all A/AS entries in music, and about one in six or seven of all entries in history, religious education and art, are for Welsh-medium versions of A and AS level papers.

Overall, a greater proportion of Welsh-medium entries gains A or B grades than do candidates as a whole, but this varies for individual subjects. The situation is similar for the proportion gaining grades A to E.

Inspection findings

Inspection reports indicate that a few schools are successfully increasing the number of pupils who are educated through the medium of Welsh in a majority of subjects.

In some schools there are good examples of bilingual teaching and learning, in which pupils readily switch from one language to the other during the course of a lesson.

Good features

The proportion of Welsh-medium subject entries at GCSE and A level has increased steadily in recent years. In both GCSE and A-level examinations, results for Welsh-medium examination entries are generally better than for English-medium entries.

Main areas of concern

- Some bilingual schools teach fluent Welsh-speaking pupils in some subjects through the medium of English only.
- The percentage of students taking National Curriculum tests in mathematics and science through the medium of Welsh is low in key stage 3 compared with the percentage taking Welsh as a first language. In key stage 4, the percentage of Welsh-medium GCSE entries in mathematics and science is relatively low compared with Welsh as a first language, history, drama, art and music.

6.4 Special schools

Findings

Standards in Welsh are good in 10 and satisfactory in 3 of the schools inspected in the last two years. They are unsatisfactory in one school. In a few schools, pupils do not learn Welsh at all, although they usually study aspects of the Cwricwlwm Cymreig.

Good features

There is good use of incidental Welsh in several, though not all, schools. Teachers often use Welsh well in assembly, and pupils often sing Welsh songs.

Pupils generally show interest and enthusiasm. They usually make good progress.

When Welsh is taught, there is an appropriate focus on listening and speaking skills. Most pupils listen to, and understand, instructions and can respond to simple questions on known topics. They make a good effort to use the language. Many can greet each other in Welsh.

On the whole, pupils are aware of the culture of Wales. They often visit places of cultural interest. Some schools hold an annual Eisteddfod. Bilingual signs often help pupils to recognise written Welsh as a distinct language. Some pupils can read simple texts.

Main areas of concern

- One special school does not teach Welsh and is not meeting statutory requirements, although not all the pupils have been disappled from taking Welsh. In two schools pupils have been disappled from taking Welsh.

7. Further Education

Findings

The number of students assessed through the medium of Welsh or bilingually is still under 2%, although there has been an upward trend over the last three years. The main growth has been in colleges in predominantly Welsh-speaking areas, particularly Coleg Meirion Dwyfor, Coleg Menai and Coleg Llysfasi. However, the pattern of growth is inconsistent even in these areas. In Coleg Sir Gâr, the number of Welsh or bilingual assessments has fallen, the targets for provision not having been met. In other areas of Wales, progress is limited overall, with few opportunities for students to follow courses bilingually and to be assessed through the medium of Welsh.

Many colleges have been active in preparing Welsh Language Schemes and action plans. These are helping to raise the profile of Welsh and bilingualism. By now, bilingual signage and documents are common features. Colleges in general also recognise the need to increase their Welsh or bilingual provision but progress overall is slow.

Good features

There is much good practice in Welsh or bilingual teaching that is worthy of wider dissemination, for example in Coleg Meirion Dwyfor, where advantage is also taken of students' dual literacy skills to promote their learning.

Some colleges have prepared useful Welsh language materials that play a key part in teaching and learning. They are helping to make up for a lack of published Welsh language materials in some areas of work. Multi media materials available through the internet from Coleg Digidol, and funded by ELWa, are also influential. The ELWa bilingualism unit is funding the development of materials in vocational areas such as caring and health and tourism and leisure where bilingual needs are greatest. They have also planned a pilot training scheme to help Welsh-speaking teachers gain confidence to teach bilingually.

The support colleges give to staff to learn Welsh or to refine their language skills in Welsh and also to develop bilingual teaching methods is contributing towards improving their capacity to expand bilingual provision. This is particularly the case in institutions where there is a shortage of Welsh-speaking staff.

Main areas of concern

- Too few students from Welsh-medium secondary schools opt for Welsh-medium or bilingual courses in further education, particularly in north-east and south-east Wales.
- Not enough is done to market colleges' Welsh language or bilingual courses across the secondary and further education sectors in Wales.
- Difficulties in recruiting suitably qualified teachers and support staff are constraining growth in bilingual provision in some colleges.

8. Welsh for Adults

Findings

Estyn has recently published a report as Welsh for Adults and this can be found at www.estyn.gov.uk. Overall, the provision for adults to learn Welsh is of good quality in most of the providers.

During the 1997-2002 inspection cycle, five providers of Welsh for Adults were awarded an overall grade 1, 18 an overall grade 2, and eight a grade 3.

1997-2002 inspection cycle	Grade 2	Grade 3
Institutions	18	8

All providers achieved a satisfactory or better overall grade for standards, and the quality of teaching and learning.

	1998-1999	2000-2001
Enrolment numbers	18,608	19,153

There was a small increase in the numbers of adults learning Welsh from 18,608 in 1998-1999 to 19,153 in 2000-2001. The figure for 2000-01 represents a significant decrease from the previous year. However, in part, this may be due to the 'foot and mouth' restrictions in 2001, when travel was restricted in parts of rural Wales. The rate of growth is not nearly as high as that achieved in the few years following the establishment of the consortia in 1994.

There is a great deal of variation in enrolment trends between individual providers from 1998-1999 to 2000-2001. Around a third of providers' enrolments have increased over this period. However, in 20% of providers enrolments decreased during this period. There is no clear pattern in trends between providers that serve rural and/or traditional Welsh-speaking areas, and urban and/or predominantly English-speaking areas.

Overall, most full-time and part-time learners (about 85%) complete their course. Completion rates tend to be better on intensive and higher level courses.

Overall, most full-time and part-time learners (about 85%) complete their course. Completion rates tend to be better on intensive and higher level courses.

Attainment rates are not so good. Only 64% of full-time and 40% of part-time learners attained the qualification for which they enrolled. However, many adults want to learn Welsh without wishing to achieve a qualification. Too many learners stop learning Welsh after completing a level 1 qualification.

Good features

Inspection reports indicate that:

- learners often have high levels of motivation, enthusiasm and commitment;
- the use of Welsh at the appropriate level is firmly established; and
- teachers plan sessions carefully to provide an effective sequence of learning activities.

In recent years, opportunities for adults to learn Welsh have increased. Generally, Welsh classes are available within a reasonable distance in most areas and a choice of different types of courses is available, often at different times of the day.

In some areas, there has been significant growth in the number of courses held in the workplace for employers and employees. In the best practice, course contents are tailored to meet the specific linguistic needs of the workplace. These courses are more successful where there is effective pre-planning and negotiation with the employer. In these instances:

- the employer is fully aware from the outset of its commitments and responsibilities;
- the employee has a clear goal in terms of learning Welsh to the required standard within a specified period;
- the course provider reports regularly to the employer on the employee's progress;
- a colleague is identified to act as a mentor to the employee; and
- the mentor receives guidance on how to carry out the role successfully.

Most providers establish good links with other agencies and bodies, such as Cymdeithas y Dysgwyr, Mentrâu Iaith and Merched y Wawr. Consortia arrangements have had a positive impact on developing the provision for learners. Amongst the consortia's successes are better co-operation between different providers. This has resulted in a better range of opportunities for adults to learn Welsh. Consortia have also played an important part in improving the training opportunities available to teachers. However, consortia

are not funded directly and member co-operation has not worked effectively enough to assure quality, reduce duplication of provision or to offer coherent progression routes for learners.

Main areas of concern

- The variation in enrolment patterns across different areas of Wales suggests that marketing and planning have been inadequate.
- There was a great deal of growth in numbers of adults learning Welsh after the establishment of Welsh for Adults consortia in 1994. However, this growth now appears to be tailing off.
- There is not enough innovation in the provision of Welsh for Adults. For example, the development of e-learning opportunities is limited.
- There is not enough marketing of courses to specific targeted groups, such as employers, parents of pupils attending Welsh-medium schools, and post-16 students who have discontinued Welsh learning.
- Viability is an issue for some courses in rural areas and for many courses at higher levels.
- There are rarely enough opportunities for learners to use their Welsh with members of the local Welsh-speaking community.
- The current consortia arrangements focus on funding providers and consortia receive little financial support. This limits the ability of consortia to drive forward developments. In addition, the level of central support for the consortia is limited and there is no clear national strategy to steer developments.
- The consortia's strategic plans include a lot of information based on the provision of individual providers and identify quantitative targets in relation to student enrolment, completion and attainment rates. However, they often fail to identify next steps and effective strategies to address areas of under-performance.
- The number of students who progress onto higher-level courses continues to be small. Some providers have achieved considerable success in improving progression rates, especially in relation to students following intensive courses. It is a continuing concern that many students do not continue to attend Welsh courses after completing level 1.

9. Youth Support Services

Findings

The provision for Welsh speakers in youth support services is patchy and often unsatisfactory. In predominantly Welsh-speaking areas, provision takes place mainly through the medium of Welsh. However, in counties where there are smaller proportions of Welsh speakers, not enough work is carried out to find out what language young people would prefer for their services, or to provide Welsh language or bilingual provision. This is also the case for the Welsh speaking communities within the mainly English-speaking areas.

Voluntary sector providers such as the Urdd and the Young Farmers provide a variety of activities, and opportunities for young people to take part in constructive leisure time, through the medium of Welsh. A few local authorities provide additional funding to support this work. The local authorities do not generally review the services to check if the activities cover what is required in an area. The Duke of Edinburgh Award Scheme has taken positive steps towards promoting the Award, by commissioning a research project into how the Award can be promoted through the medium of Welsh.

Most providers of youth support services, including the local authority youth services and voluntary sector providers have adopted the principles of the Youth Work Curriculum Statement for Wales, which states that services to young people in Wales should: ‘recognise the importance of the Welsh language and its heritage, other languages and the diversity of cultures in Wales.’ Many providers also follow the principles of the Opening Both Doors¹ document. This sets out guidelines for the provision of bilingual youth work. For example, in Neath Port Talbot, where 18% of the population speak Welsh, the youth service has made a good start in providing some activities in Welsh, although this is currently limited.

Youth workers are sensitive to the needs and language preferences of the young people. Impartial written information is provided both in English and Welsh. However, generally, too little use is made of Welsh language or bilingual posters, in displays on youth club walls.

One of the reasons for the lack of Welsh-medium provision is the difficulty experienced by providers in recruiting Welsh-speaking workers. However, opportunities are missed to use the resources of existing Welsh-speaking youth workers or others who work with young people, to develop provision for young people who may prefer to access services or take part in provision in the Welsh language.

¹ The Council of Wales for Voluntary Youth Services and the Wales Youth Agency launched Opening Both Doors/Agor Dau Ddrws – An Introduction to Bilingual Youth Work during 2001.

Good features

The specialist providers of services to young people through the medium of Welsh do some good work.

In some authorities, youth workers are sensitive to the needs and language preferences of the young people.

Impartial written information is provided both in English and Welsh in some authorities.

Main areas of concern

- Generally the provision for Welsh speakers in the majority of youth support services is unsatisfactory. There is only a limited Welsh-medium provision, in youth work and other services, across Wales and this requires further development in the majority of authorities.
- There is little opportunity or encouragement for young people who attend Welsh-medium education to socialise and take part in informal educational activities through the medium of Welsh in areas where Welsh is not the main language of the local population.
- Not enough emphasis is placed on the language and culture of Wales in youth support services across Wales.

10. Local Education Authorities

Findings

Welsh Education Schemes

Under Section 5 of The Welsh Language Act 1993, Local Education Authorities are required to produce Welsh Education Schemes (Welsh Education Scheme), which deal specifically with education. These are submitted to the Welsh Language Board (Welsh Language Board) for approval. The Welsh Language Board requires LEAs to monitor the implementation of the plan's proposals and submit a progress report to the Welsh Language Board on an annual basis.

The first round of Welsh Education Schemes provided a great deal of information on matters including linguistic background of local authorities, the growth of Welsh-medium and bilingual education and the work of advisory services such as the Athrawon Bro. However, there is much variation between plans in terms of detail and the extent to which they identify challenging targets for further improvement.

In October 2002, the Welsh Language Board provided authorities with guidance on the format and contents of Welsh Education Schemes in order to improve the quality of plans. LEAs are now required to outline strategic plans relating to

Welsh and Welsh-medium education that cover a five-year period. The new guidance identifies that Welsh Education Schemes should:

- map, identify and analyse the demand for Welsh-medium and bilingual education;
- outline a strategy for marketing Welsh-medium and bilingual education;
- identify plans to develop Welsh-medium community schools; and
- ensure continuity and progression between key stages.

A number of Local Education Authorities are now in the process of producing their second Welsh Education Schemes. Overall, the quality of these is better than those produced in the first round. In particular, more schemes now identify clear and challenging targets in relation to national issues. There is generally a steady growth in Welsh-medium education as a result of the improvements in the quality of Local Education Authorities' strategic planning.

Some Welsh Education Scheme, such as those of Ynys Môn and Denbighshire, identify ambitious proposals to increase the numbers of pupils in community primary schools that receive their education through the medium of Welsh. These proposals involve changing the nature of schools and the linguistic category² they are in. This is to be achieved either by introducing Welsh-medium provision in an English-medium school or by changing a school that provides Welsh and English medium provision to being Welsh-medium only. Proposals such as these have the potential to have a considerable impact in terms of increasing the numbers of young people who become fluent in Welsh. At present, there is considerable variation within the traditionally Welsh-speaking areas regarding the proportion of pupils that are educated through the medium of Welsh and assessed in Welsh as a first language at the end of key stage 2. This variation does not always reflect the proportion of the population who speak Welsh.

Good features

In some LEAs, there is a clear expectation that pupils that have achieved Level 3 or above in the end of key stage 2 tests in Welsh as a first language should:

- continue on the first language track in key stage 3; and
- receive Welsh-medium education.

LEAs and schools do not have the statutory powers to ensure compliance. However, high expectations by LEAs in relation to this matter can have a strong influence on parental choice and ensuring continuity in pupils' learning.

² A number of LEAs that serve traditionally Welsh-speaking areas categorise their primary schools according to the linguistic nature of their provision. The way that schools are categorised in this way varies between different LEAs. These categories can be broadly described as schools where teaching is through the medium of Welsh, schools offering both Welsh-medium and English-medium provision, and English-medium schools.

In Ynys Môn, the authority is focusing its efforts to raise standards of bilingualism on increasing the number of pupils who receive their education through the medium of Welsh. It is implementing an ambitious scheme in the Holyhead area, where pupils in the community primary schools have traditionally been learning Welsh as a second language and receiving their education primarily through the medium of English. Welsh is now being established as the main medium of teaching at key stage 1. At key stage 2, pupils now follow the Welsh as first language programme of study, with an increasing proportion attaining level 4 in the end of key stage test. The next step at key stage 2 is to introduce Welsh-medium teaching in subject modules across the curriculum.

Some Welsh Education Schemes identify challenging numerical targets in relation to increasing the numbers of pupils who continue on the Welsh first-language track in key stage 3 and to receive their education through the medium of Welsh. In the best instances, the whole-authority targets are based on the individual numerical targets that have been identified for each secondary school.

There are instances of innovative projects led by LEAs in relation to the Welsh Assembly Government objective of extending the use of Welsh as medium of teaching in English-medium schools. 'Iaith Pawb' identifies that 'this is a trend that the Assembly Government wishes to encourage, since greater exposure to the language in these contexts can have a beneficial effect on levels of fluency.'

In Conwy, one primary school in a mainly English-speaking area now teaches 25% of the curriculum through the medium of Welsh. As a result, there is evidence of an increased number of pupils transferring to the Welsh-medium secondary school. From September 2004, the local English-medium secondary school will allocate pupils who have made good progress in Welsh to a class that will be taught by subject teachers that are able to speak Welsh. Initially, this will promote the use of incidental Welsh by the pupils and provide them with opportunities to use Welsh in lessons other than Welsh language classes. The next step will be to consider the possibility of developing pupils' bilingualism further through teaching specific units of work through the medium of Welsh.

Conwy LEA has also been implementing a strategy to increase the numbers of pupils who continue with Welsh-medium or bilingual education at key stage 3 in the Dyffryn Conwy area. A key part of the strategy was to make parents aware of their children's progress and achievements in Welsh. As a result of this initiative, there has been an increase in the numbers of Year 7 pupils in the Welsh and bilingual streams in Ysgol Dyffryn Conwy, from 54% in 2002 to 73% in 2003.

Main areas of concern

- There is too much variation between LEAs in relation to the proportion of pupils who:

- are assessed in Welsh as a first language at the end of key stage 2;
 - continue to study Welsh as a first language when they transfer to the secondary school;
 - are assessed through the medium of Welsh in key stages 2 and 3 and at GCSE and A-level.
- Some Welsh Education Schemes fail to identify specific, measurable, and achievable, realistic and time-bound targets in relation to key areas, such as those listed above.
- There are too few strategies to raise the awareness of parents of the benefits of bilingualism. Few LEAs and schools issue guidance to parents. Where guidance is lacking, parents often opt out of Welsh-medium education, particularly at the end of primary education. Schools do not find it easy to market Welsh-medium provision as this could be perceived as competing with other neighbouring schools.
- Many LEAs do not give enough attention to:
 - extending pupils' experiences of Welsh in English-medium schools; or
 - extending Welsh-medium or bilingual provision in community schools, particularly in areas where Welsh is spoken in the local community.
- Not enough consideration has been given to using alternative methods of delivering Welsh-medium courses where there are limitations in the availability of teachers who can teach through the medium of Welsh, particularly at key stage 4 and in post-16 provision.

11. Initial Teacher Training and Continuous Professional Development in Higher Education Institutions

Findings

All providers of initial teacher training offer some training or support for trainees who wish to teach in Welsh, although the extent of this support varies a great deal.

For historical and geographical reasons, the extent of the Welsh-medium teaching varies considerably between the eight higher education institutions in Wales that provide initial teacher training courses in partnership with schools. Most Welsh-medium training takes place at Aberystwyth, Bangor or Trinity College, Carmarthen.

There is growing interest and participation in Welsh-medium teaching in some of the other institutions. For example, some trainees on the PGCE art and design course at Swansea Institute of Higher education now undertake part of their training through the medium of Welsh. At the University of Wales Institute in Cardiff the number of trainee teachers starting courses is increasing. In contrast, recruitment to the two-year BA course in secondary Welsh education has been below target. This may reflect differences in funding of trainees between this course and the PGCE route to qualified teacher status.

There is still a shortage of teachers of Welsh as a subject in secondary schools, as well as of secondary teachers who can teach other subjects through the medium of Welsh.

Institutions generally do not have targets for Welsh-medium courses, but work hard to recruit as many trainees as they can. Limited recruitment to some secondary courses may reflect potential applicants' lack of confidence in their written Welsh and a lack of knowledge about the relevant support that will be provided during the course.

For primary courses, all providers offer the opportunity to learn Welsh as a second language and take up is generally extensive. Many English-speaking trainees opt to learn Welsh as part of their training. Many of these make good progress in their ability to use Welsh in their teaching. Training often combines the teaching of Welsh with instruction in the methods of teaching it as a second language.

Estyn recently conducted a survey of courses offered by higher education institutions that contribute to teachers' continuing professional development. Most providers are able to offer assessment through the medium of Welsh if it is requested. However, there is very limited Welsh-medium tuition at this level of study. This is particularly the case in South East Wales, despite the recent growth of Welsh-medium schools in the area.

It is difficult to judge the exact impact of financial incentives to encourage trainees to improve their capability in Welsh. The financial support is welcome and likely to have some positive effect. Many factors influence trainees. Some trainees are self-motivated by their long-standing desire to work through the medium of Welsh. By the time they are training to be teacher, some trainees may not have used Welsh for some time and may be particularly concerned about their capability in written Welsh. As some trainees move through their course they find the demands on their time increase and give priority to other parts of their studies.

Good features

Trainee teachers make good progress when the weaknesses in their own command of written Welsh are identified and when tutors address them systematically and thoroughly during training.

In some cases, there is particularly close and effective co-operation between the higher education institution and schools to ensure that trainees whose command of Welsh is not strong are enabled to make good progress in their Welsh-medium teaching.

Many trainees attend supplementary courses to improve their command of written and spoken Welsh. This element has been helpful in raising trainees' level of confidence and their linguistic proficiency, thus preparing them better for their teaching roles in Welsh-medium and bilingual schools. This approach works best for the trainees whose command of Welsh is relatively strong. Extra-curricular work, such as contributing to local Urdd activities, effectively promotes the use of Welsh and develops trainee's language skills.

Some staff in initial teacher training institutions and colleagues in other institutions make good contributions to support Welsh-medium and bilingual teaching. Examples include producing new teacher training materials for primary trainee teachers of Welsh as a second language and more generally publications about Welsh-medium teaching. There has been some development of ICT packages to support trainees' learning.

Students make good progress when they have school-based tutors who speak Welsh and can support the development of their Welsh language skills in the workplace.

Main areas of concern

- The numbers of teachers who join the profession who can teach Welsh or teach through the medium of Welsh, is too low, particularly at secondary level.
- The take-up of Welsh language courses by trainee teachers is not as high as it needs to be, either on postgraduate courses or during the second and third year of undergraduate courses.
- In higher education institutions, there is a relative lack of continuous professional development opportunities for serving Welsh-medium teachers.

12. Work-based Learning

Findings

Inspection evidence shows that few trainees complete any part of their training or assessment bilingually or through the medium of Welsh, even in the traditional Welsh-speaking areas. Many trainees from Welsh-medium or bilingual schools decide to switch completely to English for their training. Often, providers do not do enough to determine the demand for bilingual training, nor

do they do enough to promote it actively. Most ask trainees on their application forms if they would like assessment or training in Welsh and will attempt to meet the trainees' needs if they respond positively. Where demand for bilingual training is identified during induction or at the interview stage, providers try to meet that demand but often have difficulty in getting hold of Welsh-medium materials and assessors.

Few Sector Skills Councils and awarding bodies routinely produce materials bilingually. Providers often have to request bilingual materials and this often leads to a delay in providing this material if it has not already been created or translated. Where training does take place in Welsh or bilingually, providers often produce their own bilingual training, assessment and reference materials, including those for key skills development.

Providers often miss opportunities to promote bilingualism, even when they occur naturally in the workplace. Assessors, reviewers and trainers are often happy to complete discussions and reviews in Welsh, but complete all paperwork and documentation in English only.

Good features

Learners make good progress where occupational standards have been translated into Welsh and there are Welsh-speaking trainers who can support the work. Some work placements operate effectively through the medium of Welsh and help trainees to keep and improve their language skills. One training provider offers bilingual training for the media industry, in Cardiff and Caernarfon. Trainees' work on film and television programmes in both English and Welsh and develop good oral and written skills in both languages.

Main areas of concern

- Not enough trainees develop their skills during training through the medium of Welsh or bilingually. There is not enough provision in training to offer progression from Welsh-medium or bilingual schools at the end of key stage 4. Numbers of such providers are also small in north-west and south-west Wales.
- Many trainees work in places where Welsh is the everyday language. Most trainers and assessors are happy to talk informally or to hold interviews or reviews in Welsh, but only a small number are confident to train or assess through the medium of Welsh or to complete assessments and portfolios in Welsh.
- There is a lack of relevant materials to support training and assessment through the medium of Welsh and to support the everyday language of many workplaces.

13. Careers

Findings

Careers companies continue to produce bilingual publications of high quality to help clients to make good careers decisions. They also produce bilingual materials to help inform parents about company services. Much of this material is now produced centrally by Careers Wales.

Careers companies are committed to providing services through the medium of Welsh. Some of them make great efforts to ensure that they can meet Welsh speakers' language needs. In a small minority of cases, these efforts have not been successful and the company's ability to offer guidance activities in the language preferred by the client has diminished. Several companies offer Welsh language training to staff. Staff have welcomed this, but it is not a short term solution.

A minority of companies have worked well to update material on the value of the Welsh language in the workplace, but generally this is weak.

Good features

In the majority of cases, young people and parents have access to a good range of bilingual information and publications to help them make effective career decisions.

In most places, young people and parents who wish to receive services through the medium of Welsh are accommodated easily.

A minority of companies take good account of labour market information regarding the employment prospects of Welsh speakers, and the occupations where there is a shortage of Welsh speakers.

Companies are able to produce career plans in Welsh when clients or parents request them.

Most companies identify the language needs of clients before undertaking detailed guidance activities with them.

Areas for concern

- Not all companies are proactive enough in linking bilingualism to employment opportunities.
- The demand for bilingual careers services in secondary schools is not met in all cases.
- Vacancy displays for clients are frequently not bilingual.
- Companies continue to have difficulty in recruiting staff who are bilingual.

Conclusion

There have been many improvements in standards in Welsh as a subject and in the provision of Welsh medium and bilingual education and training over the past two years. Good progress has been made in connection with many projects that were instigated as part of the action identified in Iaith Pawb. The challenge remains to continue the momentum for change and improvement that will help to realise the Welsh Assembly's vision of a truly bilingual Wales.