

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

Welsh in Education

Strategic Plan 2022 to 2032



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RHONDDA CYNON TAF

Forward

Rhondda Cynon Taf County Borough Council is committed to supporting Welsh Government's strategy 'Cymraeg 2050: A Million Welsh Speakers', which contributes to the delivery of one of the overarching goals of the Well-being of Future Generations (Wales) Act 2015 namely, to create 'A Wales of vibrant culture and thriving Welsh language'.

The Council's Welsh in Education Strategic Plan (WESP) sets out the priorities for improvement over the forthcoming ten years, up to and including 2032, and the actions we will take to ensure that we achieve a 10% growth in the percentage of year one learners in Welsh medium education. To achieve this, we need to ensure that parents and carers are well informed about the benefits of Welsh medium education and bilingualism and to increase the number of learners who access their education through the medium of Welsh. We will need to work creatively in partnership with providers, regional improvement services and Welsh Government to increase the number of Welsh and Welsh-medium teachers in the system so that there are sufficient high quality education professionals available to meet our local needs.

This ambition needs to be facilitated by improved marketing and continued investment in Welsh medium nursery provision, and the development of new and significantly refurbished Welsh medium schools fit for the 21st century. A significant growth in the number of learners accessing Welsh medium education also needs to be coupled with measurable gains in the attainment of Welsh in English medium schools. Opportunities to communicate in Welsh need to be experienced in all phases of education so that the Welsh language continues to thrive and flourish in our schools, workplaces, and communities. Strengthening the use of Welsh beyond the school gates in social spaces, in the workplace and across our communities will also be an integral part of creating a thriving and growing Welsh language in Rhondda Cynon Taf.

Rhondda Cynon Taf County Borough Council is hosting the National Eisteddfod in 2024, which will provide an excellent platform and opportunity for everyone to enjoy our unique heritage and culture and deliver enhanced opportunities for growing the Welsh language. As the Local Authority with the largest number of Welsh speakers in the region, we are well placed to build on the use of the Welsh language in our communities and to ensure that everyone sees the Welsh language as something that has to be nurtured and belongs to us all.

Together with our partners, we will endeavour to work innovatively and creatively to secure these aspirations for the benefit of our communities and the endurance of the Welsh language for generations to come.

Councillor Rhys Lewis

Cabinet Member for Education, Youth Participation and Welsh Language

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OUR VISION

As Rhondda Cynon Taf Council looks to the future, we hope to build on what we have already achieved to ensure that every town and community is a great place to live, work and play. Our overarching vision for the County Borough is for everyone to be as healthy, independent, and prosperous as possible. Enabling access to a good education, providing good employment opportunities, and developing the skills of all our residents are key priority areas.

Our Welsh in Education Strategic Plan (WESP) plays a key role in realising this ambition, and as such we will show clear leadership and a focused commitment, as we strive to deliver our vision for Welsh medium and Welsh language education. At the core of this document is our primary target to:

Increase the percentage of year one learners in Welsh medium education by 10% during the ten year lifespan of this WESP, increasing the percentage of year one learners being taught through the medium of Welsh in Rhondda Cynon Taf to 30%. This equates to an increase from 524 to 795 year one learners in Welsh medium education.

This target is driven by the Cymraeg 2050 milestone of 30% of learners receiving their education through the medium of Welsh by 2031. For a more detailed explanation of the methodology used for setting this target, see Annex One – Methodology for Target Setting. Through achieving our target, this will not only contribute towards improving the numbers of Welsh speaking residents of Rhondda Cynon Taf, but it will also positively contribute to Welsh Government’s target of achieving one million Welsh speakers in Wales by 2050, as set out in ‘Cymraeg 2050: A Million Welsh Speakers’.

We will deliver our vision by supporting children to have the best start in life through an improved early years system, supporting families through the childcare offer and by continuing to invest in new and significantly improved school and community facilities through the Welsh Government’s Sustainable Communities for Learning Investment Programme.

Recognising the importance of Cymraeg 2050 and how essential the education system is to achieve its overarching vision, this WESP sets out the Local Authority’s ten year plan for contributing towards our shared vision. Our main objectives for the duration of this WESP are to:

- Build and maintain constructive working relationships with internal and external officers, partners, groups, and organisations who contribute towards the WESP.
- Proactively market and publicise the benefits of bilingualism and Welsh medium education so that parents/carers are well equipped to make informed and timely decisions about their child’s education very early on in their child’s life.
- Ensure that every Welsh medium primary school within the County Borough will have a Welsh medium childcare and early years setting co-located on the primary

school site, or within walking distance, to provide a seamless transition from early years to Welsh medium statutory education.

- Subject to the relevant approvals, aim to establish both Welsh and English medium provision where local development plan sites warrant enhanced school capacity.
- Ensure that every child in the County Borough has access to Welsh medium education in a school of their choosing and that there is sufficient supply to meet demand.
- Deliver significant investment to improve and provide modern educational facilities for Welsh medium schools and increase Welsh medium learner places at both primary and secondary school level.
- Establish and maintain Welsh language immersion provision to support latecomers to the Welsh language and Welsh medium education.
- Strengthen opportunities for learning Welsh as a second language in accordance with the new Curriculum for Wales and provide learners with the necessary Welsh language skills to succeed in the world of work, life and study.
- Extend Welsh medium Learning Support Classes and ALN provision for across primary and secondary school settings.
- Continue to work collaboratively with the Central South Consortium Joint Education Service (CSCJES), Welsh Government and other Local Authorities to commit to effectively planning and increasing the Welsh medium education workforce for Welsh medium schools.



ACHIEVING OUR VISION

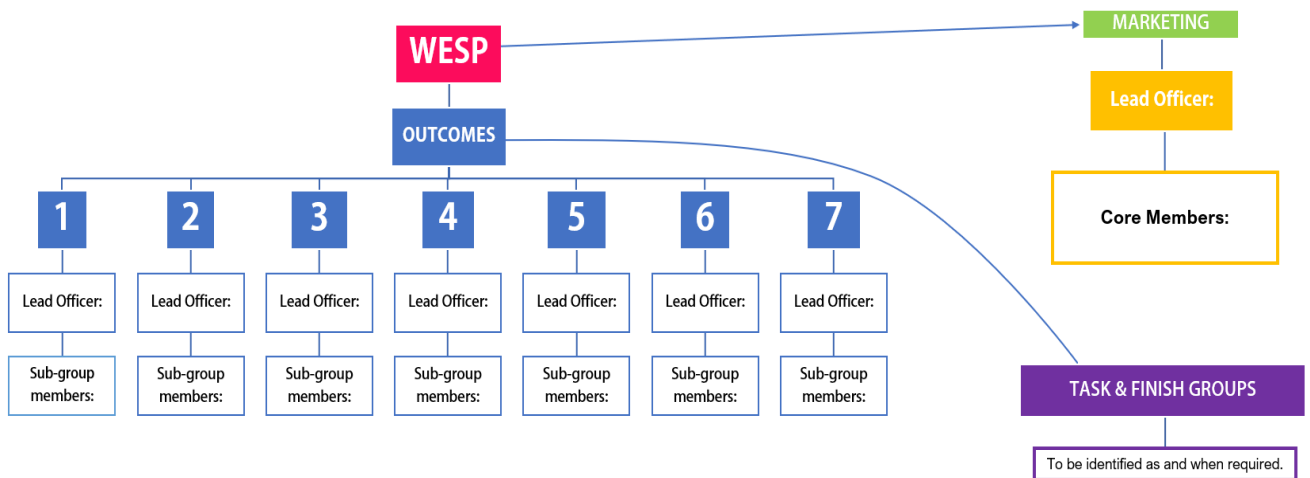
In order to achieve this vision, we will make every effort to continue to build and maintain constructive working relationships with all relevant groups and organisations. Our aspirational vision will only be achieved through effective partnership working, high accountability and innovation.

A strategic group has been established with our key partners to ensure our vision is achieved across our education settings, schools, workplaces and communities. Alongside the WESP Strategic Group, and of upmost importance to the success of this WESP, is the Marketing and Promotion Sub-Group, comprised of Local Authority officers and external partners and organisations.

Beneath the strategic group, Outcome Delivery Sub-Groups will sit, again comprised of the key internal and external partners. Each group will focus on and prioritise their specific outcome ensuring that achieving each outcome over the period of the WESP is its primary objective. Each sub-group will be led by a senior officer from the Local Authority and will be guided by approved Terms of Reference.

Where and when necessary, further 'Task and Finish' projects will be established at varying times throughout the ten year period to provide a further targeted approach. Task and Finish Groups will be specifically created to deliver focussed projects and members of the group will be established depending on the remit of the project identified - this will be a process approved by the Strategic Group. Again, each group will be led by an officer from the Local Authority.

An organogram depicting the relationships between each of the groups is shown below.



STRATEGIC CONTEXT

In developing this WESP, all current and relevant local, regional, and national legislation, strategies and policies have been considered in order to ensure and encourage the long-term growth in Welsh medium education and Welsh language education in Rhondda Cynon Taf.

NATIONAL STRATEGIES

Cymraeg 2050

In 2017, the Welsh Government shared its strategy '**Cymraeg 2050: A million Welsh speakers**' outlining the long term approach to achieving a million Welsh speakers by 2050. Its vision for the year 2050 is:

The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society and economy of Wales.

The strategy recognises that education is key to achieving the target of a million Welsh speakers and so its vision remains central to this WESP and each individual outcome.

The ALNET Act 2018

The Additional Learning Needs and Education Tribunal (Wales) Act, (ALNET Act) was introduced in September 2021 through implementation of a new statutory framework, underpinned by three overarching objectives:

- A unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE).
- An integrated, collaborative process of assessment, planning and monitoring of the support provided to ALN learners which facilitates early, timely and effective interventions.
- A fair and transparent system for providing information and advice, and for resolving concerns and appeals.

At the core of the ALNET Act is the aim of creating a bilingual system of support for learners with ALN. Local Authorities and Governing Bodies are required to consider whether a learner should receive additional learning provision in Welsh and must ensure that all reasonable steps are taken to secure the provision. When reviewing the arrangements for ALN learners and the extent to which those arrangements are sufficient to meet the needs of children and young people, Local Authorities are required to consider the sufficiency of additional learning provision made in Welsh. If the Local Authority considers the arrangements to not be sufficient, all reasonable steps must be taken to remedy the matter.

The Childcare Act 2006 (the 2006 Act)

The 2006 Act places a duty on all Local Authorities to secure, as far as is reasonably practicable, sufficient childcare and early years settings for parents/carers who require childcare to work, undertake training or education or to prepare for work. Local Authorities have a lead role in facilitating the childcare market to ensure it meets the needs of parents/carers, particularly those on low incomes, those with children with ALN or those who wish for their children to attend Welsh medium childcare and early years settings. Under the Act, each Local Authority is required to prepare a Childcare Sufficiency Assessment (CSA) to gain an understanding on the provision in the area and to develop an action plan to address any gaps identified. Outcomes from the 2022 to 2025 CSA have been taken into consideration and are reflected in this strategic plan.

School Standards and Organisation Act (2013)

School Organisation is a statutory duty placed upon the County Borough and is detailed within this Act. The capacities of all schools are kept under annual review by the Local Authority's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from Cwm Taf Morgannwg University Health Board (CTMUHB). Any increase in birth rates and learner populations, particularly within Welsh medium education, is closely monitored and, if the increase is sustained and clear within the catchment area of a particular school, is used to inform school organisation planning and provision.

The Welsh Language (Wales) Measure 2011 (the 2011 Measure)

The 2011 Measure requires the Local Authority to produce a five year strategy to facilitate and promote the Welsh language. The first five year strategy was approved in 2016 and outlined several key policy areas to maintain and increase the number of Welsh speakers during its lifecycle. The Welsh Language Promotion Strategy 2022 - 2027 will be Rhondda Cynon Taf County Borough Council's second strategy under Standard 145 of its Compliance Notice (Section 44 Welsh Language (Wales) Measure 2011) and is a continuation of the first strategy (2016-2021) building on the work done by the Council and our partners to promote and facilitate the language over the past five years. There will be synergy and alignment across this key strategy and this WESP, as reflected in the themes below:

Theme 1: Increasing the number of Welsh speakers

- Language transmission in the family
- The early years
- Statutory education
- Post-compulsory education
- The education workforce, resources and qualifications.

Theme 2: Increasing the use of Welsh

- The workplace
- Services
- Social use of Welsh.

Theme 3: Creating favourable conditions – infrastructure and context

- Community and economy
- Culture and media
- Wales and the wider world

- Digital technology
- Linguistic infrastructure
- Language planning
- Evaluation and research.

The Learner Travel (Wales) Measure 2008 (the Measure)

The measure places a statutory duty on all Local Authorities to provide learners with free transport to their nearest suitable school if they reside beyond safe walking distance. The term suitable school applies to the catchment area for Welsh and English medium, dual language, voluntary aided (faith) mainstream primary, secondary, special school/class or Pupil Referral Unit (PRU) as appropriate. The law relating to safe walking distance is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education. The Local Authority has exercised the discretionary powers afforded to it under the Measure to make a more generous provision to learners, as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles.
- Free transport to the nearest suitable school, where places are available, is provided to learners who meet the ½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than the start of compulsory education (the start of the school term after their fifth birthday).
- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles.
- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16). This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.
- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.

The Local Authority's Learner Travel Policy, Information and Arrangements contains information and advice for parents/carers and learners on how the policy is practically implemented and ensures that it is applied consistently and equitably. The current policy is that learners attending the nearest Welsh medium or dual language school receive free transport in accordance with its agreed policy on walking distance and safe routes.

LOCAL STRATEGIES

'Making a Difference' - The Council's Corporate Plan 2020-2024

Rhondda Cynon Taf's Corporate Plan is a continuing thread throughout this WESP with its values supporting the delivery of each outcome. These important values are:

- Ensuring people are independent, healthy and successful.
- Creating places where people are proud to live, work and play.
- Enabling prosperity to be innovative, be entrepreneurial, and fulfil their potential and prosper.

Rhondda Cynon Taf's Education and Inclusion Services Strategic Plan 2022-2025

This plan underpins all strategic developments delivered within education. The plan has a simple mission: 'to deliver equity and excellence in Education and enhanced well-being for all'. The cross-cutting priorities of the plan are detailed below, and each clearly link with the outcomes of the WESP:

- Developing a highly skilled educational workforce and excellent leadership at all levels.
- Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.
- Ensuring equity and support for vulnerable learners and their families.
- Enhancing the well-being of our learners and the workforce.
- Delivering 21st Century learning environments and innovative services for our learners and communities.

School Modernisation Investment Programme

The Local Authority continues to deliver and support its long-term strategic investment programme of modernisation to create school environments that meet the needs of our communities and provide the best learning provision and outcomes for children and young people, and the wider community. This long term strategic investment programme is supported with Local Authority and Welsh Government funding including but not limited to:

- Sustainable Communities for Learning Programme Band B Capital Grant.
- Sustainable Communities for Learning Programme Band B Mutual Investment Model.
- Community Hub Grant.
- Community Infrastructure Levy Grant.
- Welsh Medium Capital Grant.
- Childcare Capital Grant.

Band B of the Welsh Government's Sustainable Communities for Learning Programme will invest £2.3billion in school and college infrastructure across Wales. Rhondda Cynon Taf has an ambitious Band B Programme, with planned investments of £252million.

One of the key investment objectives is to provide efficient and effective educational infrastructure to meet current and future demand. Investment has been made across Welsh medium education over the previous five years up to and including the years 2021–2022 providing additional Welsh medium learner places and delivering significantly improved accommodation for staff and learners. This has been achieved through the Local

Authority's Capital Investment Programme which includes a combination of refurbishments, remodelling, demolitions, and new builds. Over the same timeframe, the Local Authority's Planned Minor Capital Works Programme, which includes an on-going rolling programme of investment in schools, has invested approximately £4.7 million in Welsh medium primary and secondary schools.



OUTCOME 1: MORE NURSERY/THREE YEAR OLDS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

There are currently eighteen Cylchoedd Ti a Fi's and twenty Cylchoedd Meithrin located throughout the County Borough. Data outlines the number of Cylchoedd Meithrin has decreased, however there are a number of factors which influence the data and as such a setting changing its registration to full day care instead of sessional care can appear to reduce the number of Cylchoedd Meithrin. The numbers transitioning from Cylchoedd Meithrin to Welsh medium education has increased over recent years, however, it is still lower than the national average. We will continue to work with the sector to improve transition rates through supporting an increase in Welsh medium childcare provision over the lifespan of this WESP and coordinating an enhanced marketing campaign. For further information regarding numbers attending Cylchoedd Ti a Fi and Cylchoedd Meithrin and the numbers transferring onwards into Welsh medium education, please see Annex Three.

Data demonstrates a stability in the ratio split of primary school aged learners attending Welsh and English medium primary schools for the previous four academic years up to and including 2021–22. Over the same timeframe, the number of nursery/three year old learners who receive their education through the medium of Welsh has also remained stable. Further information on the data can be found on page 15.

Cymraeg for Kids, working alongside Cwm Taf Morgannwg University Health Boards (CTMUHB) Midwifery and Health Visiting Team ensure that parents/carers receive key early messages regarding a Welsh language education during the ante-natal period.

To inform parents/carers of the advantages of the Welsh language from an early age, the Local Authority has recently updated its Being Bilingual booklet. The booklet is designed to provide information on the benefits of being bilingual whilst also outlining the path to Welsh medium education and answering frequently asked questions regarding choosing a Welsh medium future. The booklets are currently distributed via CTMUHBs Midwifery and Health Visiting Team and Flying Start Provision (FSP) childcare and early years settings.

The Local Authority is committed to providing childcare to families eligible for the Welsh Government's FSP. Historically, Rhondda Cynon Taf Council commissioned 25% of our FSP childcare places within 9 Welsh medium settings. Although the childcare offer is made in the language of choice stipulated on the childcare application, some families still decline the offer and opt for the nearest setting or preferred session available before their chosen language.

A review of the childcare commissioning model took place in 2021–2022 to ensure that commissioned childcare places are at the correct level, in the right areas and meet the needs of families (including the choice of language). As a direct response to this, the model has been replaced by a new Flying Start 'Approved Provider List' and since January 2022 the focus has been on increasing the number of Welsh medium providers offering FSP.

This new model will enable the Council to spot purchase places when and where required and will enable the places to increase as the FSP expansion continues. Many settings are also mixed economy so this will allow working parents to be able to purchase additional childcare hours if required. The number of Welsh medium FSP settings is currently 16, this is set to increase further as the new model is rolled out and expansion continues. This change will increase the availability of Welsh medium Flying Start places across the County Borough and provide greater parental choice and a better geographical spread.

An Early Years, Childcare and Play Partnership Group, which includes officers from the Local Authority and Welsh medium childcare and early years providers and organisations has recently been re-established.

Using data derived for the Local Authority's Child Sufficiency Assessment (CSA) for the period 2022 to 2027, an Action Plan was devised. Included in the Action Plan is the overarching goal to support the aims of the WESP in order to increase transition rates from Welsh medium childcare to Welsh medium education. As a result of this, six main priorities were identified in relation to Welsh medium childcare and early years settings:

- Engage with, and support, unregistered, Welsh medium, out of school care providers to register with CIW and extend services to provide holiday care in areas of identified demand.
- Explore the demand for new Cylchoedd Meithrin in geographical areas identified via the mapping exercise.
- Investigate possible gaps in Welsh medium sessional and full day care in South Rhondda.
- Offer support and training to non-confident Welsh speakers to encourage use of the Welsh language in their settings and to promote themselves as Welsh medium or bilingual settings.
- Promote the Flying Start Active Offer to settings and encourage participation.
- Undertake a promotion campaign to attract more Welsh speaking childminders.

Following successful submission of capital funding bids to support the development of Welsh medium childcare and early years settings, via the Childcare Offer Capital Grant Scheme and the Welsh Medium Capital Grant Scheme, a number of projects have been developed to facilitate growth and specifically develop and/or expand Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The following projects have been completed:

- Ysgol Gynradd Gymraeg Evan James – reconfiguration works completed in 2019 to provide a dedicated childcare facility on site increasing the sessions on offer and doubling the number of places available.
- Ysgol Llanhari – purpose built childcare facility opened in 2020 increasing the number of registered places by 69.

- Ysgol Gynradd Gymraeg Ynyswen – the new childcare facility opened in September 2020, increasing the number of registered places to 30 and extending the services on offer.
- Ysgol Gynradd Gymraeg Castellau – refurbishments made to the outdoor play area, completed in 2021 providing additional play space and quiet areas for both the nursery and the wraparound service.
- Ysgol Gynradd Gymunedol Gymraeg Llantrisant – extension completed in 2021, increasing capacity at the school by 30 places.
- Ysgol Gynradd Gymraeg Abercynon – new sessional care facility on the school site opened in 2022, creating an additional 24 registered places.
- Dolau Primary School (dual language) – new dedicated facility opened on the school site in 2022, offering a Welsh medium childcare setting for 24 registered places and a dual language wraparound care in the afternoons.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP?

- The Local Authority continue to carry out a mapping exercise of all Welsh medium childcare and early years settings on an annual basis to identify any gaps or changes to demand and respond accordingly. These exercises will be used as a basis for exploration of future developments.
- Continue to undertake a detailed analysis and monitor the transition between Welsh medium early years settings and schools to ensure we see a growth of 5% over the first five years, taking the transition rate above 70%.
- Continue to work with Mudiad Meithrin and Welsh medium early years settings to support providers and provide guidance to enable them to join the FSP 'Approved Provider List'. The Local Authority are also appointing an additional Quality Assurance Officer through the FS expansion admin grant specifically to support the new settings registering to deliver FS childcare.
- As part of the FSP Phase One expansion, it is envisaged that approximately 20% Welsh medium places will be required. We aim to increase this to 25% within the first five years of this WESP through partnership working and an enhanced and targeted marketing campaign to actively encourage parents/carers to consider this as an option for their child.
- Continue to distribute our Being Bilingual booklets and marketing materials to parents/carers through NHS Health Visitors and birth registration services. Distribution will be extended to include Welsh medium childcare and early years settings to support parents/carers with choosing Welsh medium education for their child, as well as public buildings throughout the County Borough.
- Undertake a review of our online schools' admissions process through using the Choice Architecture Model to assist with the uptake of Welsh medium education, by ensuring options around Welsh medium education are made available to parents/carers whilst completing their child's online application.

- The Local Authority Childcare Team to continue to share information about events and courses that parents/carers can attend with their children, this will also continue to be shared via Council networks and officers will continue to promote and raise awareness of the Welsh medium childcare available to parents/carers.
- Strengthen partnership working between Local Authority officers and external partners such as Mudiad Meithrin, RhAG and Menter Iaith to develop and extend the childcare services available through the medium of Welsh and to enable effective and co-ordinated planning of Welsh medium childcare provision to support new Welsh medium school developments proposed during the lifespan of this plan.
- Promote wider access to Welsh medium education by ensuring availability of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites to aid the continuum of linguistic progression into primary education.
- Further Welsh medium childcare and early years settings projects to be delivered to facilitate growth and provide new and modern facilities. The projects due for completion within the first five years of this WESP are detailed below:
 - Ysgol Gynradd Gymraeg Aberdar – a new sessional childcare facility on the Welsh medium primary school site is due to open late in 2022, creating an additional 30 registered places.
 - Ysgol Gynradd Gymraeg Llyn-y-Forwyn – a new dedicated childcare facility to be co-located on the new site of the brand new Welsh medium primary school, due for completion in 2024.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

- Every Welsh medium primary school within the County Borough to have a Welsh medium childcare and early years setting co-located on the primary school site or within walking distance to provide a seamless transition from early years to Welsh medium statutory education.
- Currently we have two Welsh medium all-through 3–19 schools in Rhondda Cynon Taf with Welsh medium childcare and early years settings co-located onsite. Any new Welsh medium 3–19 school development will have a Welsh medium childcare and early years setting co-located on the school site.
- Have strong and established working relationships with external partners such as Mudiad Meithrin and RhAG to support parents/carers of children attending both Welsh and English medium childcare and early years settings, to continue their child's statutory education journey into Welsh medium education.
- The Croesi'r Bont programme, which supports children using the Welsh language in Welsh medium childcare and early years settings, to be established in all settings and actively used.

- The Clebran programme, which supports the use of the Welsh language in English medium childcare and early years settings, to be established in all settings and actively used.
- Further investment in Welsh medium childcare and early years settings to be delivered to facilitate growth and provide excellent childcare facilities. Potential projects to be delivered throughout the lifespan of this WESP, in order to facilitate anticipated growth, are:
 - Ysgol Gynradd Castellau – create a new Foundation Phase nursery unit within the school facilitated through providing an extension at the existing school. This will allow the setting to extend their services and offer Welsh medium childcare on the school site throughout the day, increasing availability of places by 30.
 - Outdoor nursery – creating a new facility embracing the outdoor learning environments, this will be the first of its kind in Rhondda Cynon Taf and will work towards achieving a net zero carbon structure.
 - New development in Nantgarw/Treforest area – opening a new Cylch Meithrin in this area of the County Borough, which is currently identified as a service gap within the CSA, to provide 30 registered Welsh medium places offering two sessions a day, out of school and holiday care.

In order to reach our goal of increasing the percentage of year one learners in Welsh medium education by 2032 by 10%, our targets for the next ten years, in relation to outcome one, are below. (Note: the impact of the interventions we will be delivering to increased learner numbers may take time to embed, so increases may not always follow a linear trend as depicted in the next table).

Number and % of 3 Year Olds Receiving Their Education Through the Medium of Welsh									
2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
511	21%	540	22%	565	23%	590	24%	614	25%
2026–2027		2027–2028		2028–2029		2029–2030		2030–2032	
639	26%	663	27%	688	28%	713	29%	737	30%

The main partners responsible for implementing the actions included for this outcome are:

- RCT Council
- RCT Schools
- Welsh Government
- Mudiad Meithrin
- RhAG
- Children's Services
- Local Health Board.

OUTCOME 2: MORE RECEPTION/FIVE YEAR OLDS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

There are currently seventeen Welsh medium primary schools located throughout the County Borough. This includes thirteen primary schools, two all through 3 to 19 schools and two dual language primary schools.

Data demonstrates stability in the ratio split of primary school aged learners attending Welsh and English medium primary schools for the previous four academic years up to and including 2021–2022. Over the same timeframe, the number of reception/five year old learners attending Welsh medium primary schools has increased. For further information on this data, please see Annex Three.

Based on February 2022 PLASC data, cumulatively Welsh medium primary schools have 24.2% surplus capacity. The individual surplus capacities of each of the seventeen schools is varied, the reasons for which are multi-faceted.

To date, the following projects have been completed increasing the number of Welsh medium learner places available within the County Borough:

- Ysgol Gynradd Gymraeg Llwynceilyn – expansion into the former English medium school building adjacent to the school and refurbishments throughout, completed to 21st Century Schools standard.
- Ysgol Garth Olwg – merging of the primary and secondary schools to expand into the surplus capacity available and delivering significant refurbishments to create a Welsh medium all through 3 to 19 school.
- Ysgol Gynradd Gymraeg Tonyrefail – expansion into the former English medium school building to increase Welsh medium capacity. The project included refurbishment works throughout.
- Ysgol Gynradd Gymraeg Penderyn – transitioned from a dual language primary school to a Welsh medium only primary school in September 2021, increasing the number of Welsh learner places available in the area.

Funding was obtained in 2021, via the Welsh Government’s Welsh Language Immersion Support Grant, to pilot the creation of Welsh language immersion support for latecomers to the Welsh language, or to provide additional targeted support for those learners within Welsh medium primary schools who required it. We are currently developing another bid to develop and establish a new peripatetic model of Welsh language immersion provision that will support learners throughout the whole of Rhondda Cynon Taf.

In partnership with the Central South Consortium Joint Education Service (CSCJES), the distribution of ‘Pecynnau Trochi Iait’h’ (Language Immersion Packs) were extended to each

Welsh medium and dual language primary school in the County Borough to further support learners with their Welsh language skills.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP?

- The Local Authority to carry out a mapping exercise of all Welsh medium primary schools on an annual basis using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB to ensure any alterations to capacity are completed appropriately. Any identified data changes of concern will be actioned accordingly.
- Analyse findings from the PLASC annually to monitor surplus capacities across all Welsh medium primary schools. Schools with the highest percentage of surplus capacity will be prioritised and we will work closely with the schools, and external partners, to implement positive intervention, including marketing and promotional strategies, to increase the number of learners.
- Establish Welsh language immersion provision to support learners who are latecomers to Welsh medium education, or those who need additional support with their Welsh language skills. This provision will adopt a flexible and peripatetic model of service delivery and will be pupil led.
- Undertake a review of our online schools' admissions process through using the Choice Architecture Model to assist with the uptake of Welsh medium education, by ensuring options around Welsh medium education are made available to parents/carers whilst completing their child's online application.
- Continue to deliver investment in Welsh medium primary education through the ambitious Band B Sustainable Communities for Learning Programme, to include:
 - Ysgol Gynradd Gymraeg Aberdar – deliver an extension to provide an additional 72 places, to be completed by September 2022.
 - Dolau Primary School (dual language) – expansion of the school building to provide a total of 540 Welsh medium places in the area, due to be completed by September 2024.
 - Ysgol Gynradd Gymraeg Llyn-y-Forwyn – creation of a brand new school on a new site, delivering improved facilities and expanding the local Welsh medium primary offer, due to be completed by September 2024.
 - Opening of a new Welsh medium primary school in Rhydyfelin – to accommodate learners currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium learners attending the dual language school at Heol y Celyn Primary, due to open by September 2024.
 - To complete a statutory school organisation consultation on a new Welsh medium all through 3 – 19 school in the Rhondda area.
 - Ysgol Llanhari – to undertake a mix of refurbishment and new build work, to significantly improve the teaching and learning environments.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

- When additional funding is made available during the lifespan of the WESP, we will make further bids for funding to further invest in Welsh medium primary education in Rhondda Cynon Taf.
- To have opened a new Welsh medium all through 3 – 19 school in the Rhondda area.
- Established a successful Welsh language immersion support model to provide immersive support to latecomers to the Welsh language and Welsh medium education.

In order to reach our goal of increasing the percentage of year one learners in Welsh medium education by 10% by 2032, our targets for the next ten years are as set out below. (Note: the impact of the interventions we will be delivering to increase learner numbers may take time to embed, so the increase may not always follow a linear trend as is depicted in the following table.)

Number and % of 5 Year Olds Receiving Their Education Through the Medium of Welsh									
2021–2022		2022–2023		2023–2024		2024–2025		2025–2026	
532	21%	544	22%	569	23%	594	24%	618	25%
2026–2027		2027–2028		2028–2029		2029–2030		2030–2032	
643	26%	668	27%	693	28%	717	29%	742	30%

The main partners responsible for implementing the above actions included for this outcome are:

- RCT Council
- Welsh Government
- CSCJES
- RCT Schools
- RhAG
- Mudiad Meithrin.

OUTCOME 3: MORE CHILDREN CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER

WHERE ARE WE NOW?

Data demonstrates during the academic year 2016–2017, all children leaving Cylchoedd Meithrin transferred into primary schools, of which 68.9% of children transferred into Welsh medium primary schools. During the academic year 2020 to 2021, this percentage increased to 72.4% of children transferring into Welsh medium primary schools. Please see Annex Three for further information.

Transition Between Each Key Stage for the Previous Four Academic Years				
Transition	Year			
	2018–2019	2019–2020	2020–2021	2021–2022
Foundation Phase to Key Stage Two	97.4%	97.5%	96.1%	95.8%
Key Stage Two to Key Stage Three	97.3%	94%	94.7%	95.4%
Key Stage Three to Key Stage Four	98.2%	97.3%	98.7%	98.3%
Key Stage Four to Key Stage Five	53.5%	55.9%	48.5%	48.9%

Data demonstrates an increase in transition rates between key stage two and three due to Ysgol Gyfun Rhydywaun having learners attend from Merthyr Tydfil County Borough, due to there being no Welsh medium secondary school in that county. Similarly, Ysgol Llanhari in the South Taf area sees learners attending from Bridgend County Borough due to the only Welsh medium secondary school in that county being located in Maesteg. The Local Authority will continue to conduct cross border planning with all neighbouring Local Authorities in order to work towards achieving our target of 795 year one learners in Welsh medium education by 2032.

The transition rates of learners between each key stage for both Welsh medium primary and secondary schools do not appear to be a problem. The dip in transition between key stage four and five is also reflected in the dip in transition between these key stages for English medium secondary schools, as learners decide to leave school and pursue other workplace, training or vocational opportunities.

We must also acknowledge that the COVID-19 pandemic presented challenges for schools and families which impacted transition rates as a small number of families chose to remove their children from Welsh medium education. We envisage this as a short-term impact and will continue to closely monitor the situation.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP?

- Successful promotion of wider access to Welsh medium education by ensuring availability of Welsh medium childcare and early years settings, co-located on Welsh medium primary school sites to support transition rates.

- Undertake a review of our online schools' admissions process through using the Choice Architecture Model to assist with the uptake of Welsh medium education, by ensuring options around Welsh medium education are made available to parents/carers whilst completing their child's online application.
- Working proactively with schools and parents/carers to ensure that their children remain within Welsh medium education throughout each key stage.
- Undertake an in-depth analysis on the data to identify settings where there are comparatively low transition rates, establishing reasons for discontinuation and targeted support where this is required.
- Evaluate the advice and guidance provided to families on individual school websites on the benefits of bilingual education and resources provided to reassure parents/carers that addresses potential issues of concern.
- The Local Authority will continue to work with Welsh medium primary and secondary schools to strengthen transition arrangements through providing initiatives to support transition rates between each key stage, some of these initiatives include:
 - Learners in year six spending time in their new secondary school prior to the start of their first term at the school.
 - Teachers from secondary schools attending primary schools to provide activity sessions.
 - The Urdd Gobaith Cymru (The Urdd) assisting Welsh medium primary schools to organise residential trips to Llangrannog with their secondary school cluster.
 - Facilitate collaborative working across Welsh medium schools and further education institutions to ensure a more extensive Welsh medium curriculum offer for key stage 5 to support retention of learners.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

- Sufficient investments in Welsh medium childcare and early years projects to be completed over the duration of the WESP to support the development of settings co-located on Welsh medium primary schools' sites to enable a seamless journey into Welsh medium primary education.
- Continuation of initiatives to support transition rates of learners between each key stage for Welsh medium education, in collaboration with partners such as The Urdd and Menter Iaith.
- Effective working relationships to be established between the Local Authority, schools and parents/carers to ensure parents/carers are made aware of the Welsh language support available to both children and parents/carers, and to be informed of any key messages regarding Welsh medium education and the Welsh language.

- Reviewed and implemented changes to the online school admissions process having used the Choice Architecture Model, ensuring the process is easy, attractive, sociable and timely (EAST).

The main partners responsible for implementing the above actions included in this outcome are:

- RCT Council
- RCT Schools
- Welsh Government
- CSCJES
- Mudiad Meithrin
- The Urdd.



OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

There are currently four Welsh medium secondary schools located throughout the County Borough, this includes two secondary schools and two all through 3 to 19 schools.

Data demonstrates stability in the ratio split of secondary school aged learners attending Welsh and English medium secondary schools for the previous four academic years, up to and including 2020–2021. Over the same timeframe, the number of year ten learners attending Welsh medium secondary schools has increased. Based on February 2022 PLASC data, Welsh medium secondary schools have 26.6% surplus capacity. There are some schools where growth in capacity is needed and as such, the following projects are underway to address this:

- Ysgol Gyfun Rhydywaun – brand new block being built on the school site to provide increased capacity at the school, increasing the number of learner places by 187 and due to open in September 2022.

The data in the table that follows, outlines the percentage of year eleven learner entries for GCSEs in Welsh (first or second language) and those not registered for Welsh GCSEs in secondary schools in RCT for the previous four academic years.

Total Percentage of Year Eleven Learner Entries for GCSEs in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Four Academic Years				
Category	Academic Year			
	2017–2018	2018–2019	2019–2020	2020–2021
Welsh (First Language)	17%	17%	18%	18.4%
Welsh (Second Language)	45%	59%	63%	62.1%

The data demonstrates an increase in the percentage of year eleven learners registering for GCSEs in Welsh over the four years. Over the same timeframe the percentage of learners who have not registered for Welsh GCSEs has decreased at a greater percentage.

Total Percentage of Year Twelve and Thirteen Learner Entries for AS and A Level in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Four Academic Years				
Category	Academic Year			
	2017–2018	2018–2019	2019–2020	2020–2021
Welsh (First or Second Language)	4.2%	3.7%	3.5%	3.7%

The data for AS and A Level Welsh (first or second language) demonstrates a slight decrease in the percentage of learner entries over the previous four academic years,

however most recent data from academic year 2020–2021 shows a slight increase again in the percentage of learner entries.

The CSCJES has engaged significantly with the Welsh medium secondary school Headteachers across the five County Boroughs that comprise the service. During the financial year 2020–2021, the CSCJES funded £30,000 towards Gyda'n Gilydd (Welsh Medium Secondary Headteachers Association) to develop bespoke provision. Through working collaboratively, options for creating more accessible qualifications, especially vocational qualifications through the medium of Welsh, will be explored.

The Local Authority piloted the Welsh Government's Gatsby Good Career Benchmarks Programme in secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners. All schools that participated acknowledged positive impacts and outlined recommendations which were developed into an action plan. Building on this, the Local Authority developed the Gatsby+ Model, which is an extension of the programme, to support learners who are underachieving or in danger of becoming not in education, employment or training (NEET). The Local Authority has committed to continuing the work for a further two years in all secondary schools.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP?

- Continue to develop learning pathways for 14 to 19 year olds through the Gatsby Good Careers Benchmarks Programme and the Gatsby+ Model to support all secondary aged learners. The focus will be on developing a wider range of options for learners in preparation for the world of work, training and further education.
- Create a system of support and training for Career Leaders in secondary schools to facilitate the incorporation of Benchmark Four of the programme – Linking Curriculum Learners to Careers – into the new Curriculum for Wales 2022.
- Establish constructive working relationships with all Welsh medium secondary schools and Coleg y Cymoedd to maintain and broaden GCSE, AS and A Level provision through the medium of Welsh. An area of focus will be exploring the E-sgol project to provide learners with the provision of a wider range of subjects through the medium of Welsh delivered via virtual pedagogy.
- Work collaboratively with CSCJES and Welsh medium secondary schools to address the disparity in the number of accessible qualifications, especially vocational qualifications, available through the medium of Welsh. The CSCJES will continue to work with Gyda'n Gilydd group and the WJEC to utilise funding towards the creation of more accessible qualifications, mainly developing Level Three Welsh medium vocational qualifications.
- Analyse findings from the PLASC annually to monitor surplus capacities across all Welsh medium secondary schools. Schools with the highest percentage of surplus capacity will be prioritised and we will work closely with the schools, and external partners, to implement marketing and promotional strategies to increase/retain the number of learners.

- Develop investment proposals for Welsh medium secondary schools through the Welsh Government's Band B Sustainable Communities for Learning Programme, where growth in capacity or improvement works are required, to include:
 - Ysgol Gyfun Rhydywaun – open a brand new block on the school site to increase capacity at the school, increasing the number of learner places by 187.
 - To complete a statutory school organisation consultation on a new Welsh medium all through 3 – 19 school in the Rhondda area.
 - Ysgol Llanhari –to undertake a mix of refurbishment and new build work, to significantly improve teaching and learning environments.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

- Investments made on Welsh medium secondary schools over the duration of the WESP to be completed, namely Ysgol Gyfun Rhydywaun, Ysgol Llanhari and a new all through school in the Rhondda area. These projects will provide modern teaching and learning environments for the schools, improved accommodation and additional learner places.
- Collaborative working relationships to be established between the Local Authority, Welsh medium secondary schools and Coleg y Cymoedd to widen GCSE, AS and A Level provision through the medium of Welsh, through expansion and promotion of options such as E-sgol qualifications.
- A wide range of learning pathways for 14 to 19 year old learners to be developed and implemented through the Gatsby Good Career Benchmarks programme and the Gatsby + Mentoring Model, with a focus on Welsh medium learning pathways.
- We expect to see the percentage of qualifications studied through the medium of Welsh to increase gradually every year.
- We expect to see an increase in pupils' and parents' confidence to choose Welsh medium education.

The main partners responsible for implementing the above actions included in this outcome are:

- RCT Council
- Welsh Government
- Coleg y Cymoedd
- CSCJES
- RCT Schools.

OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL

WHERE ARE WE NOW?

In recent years, a range of initiatives have been implemented to promote and increase learners' use of the Welsh language in primary and secondary schools and in social contexts. The aim of these initiatives is to embed positive habits towards the language through purposeful planning to promote the informal use of the Welsh language amongst learners. In partnership with the CSCJES and the Urdd, the following initiatives are being promoted:

- Welsh Language Charter – implemented in all Welsh medium schools to develop learners' use of the language. Currently, all Welsh medium primary schools have achieved the bronze award, whilst eight have achieved the silver award. All four Welsh medium secondary schools are currently working towards achieving the bronze award.
- Cymraeg Campus – an equivalent to the Welsh Language Charter which has been implemented in English medium primary schools. To date, eight schools have achieved the bronze award. Two English medium secondary schools are currently part of a pilot, if successful this will be implemented in all English medium secondary schools.
- Cymraeg Bob Dydd – an initiative to support English medium secondary schools with the informal use of the language and intensive learning opportunities through the medium of Welsh.
- Publishing a toolkit for Welsh medium secondary schools to embed learners' use of the language and to develop activities to encourage the informal use of the language.

The Local Authority's Cultural Service Team employs officers whose skills, expertise and knowledge support the development of opportunities in community settings to use Welsh in different contexts, including:

- Presenting a theatre piece at a theatre for foundation phase and key stage two learners.
- Participating in a performing arts workshop at Ysgol Garth Olwg Lifelong Learning Centre for key stage two, three and four learners.
- Co-producing and presenting a theatre piece for key stage three and four learners.

The Local Authority's Youth Engagement Participation Service (YEPS) employ Welsh speaking engagement officers, located in every Welsh medium secondary school, providing a range of activities for learners to use the Welsh language in different contexts and normalising and encouraging the use of the language outside the classroom. These activities are provided informally in community settings and include:

- Offering 'positive activities' after the school day, five days per week and delivered through the medium of Welsh.
- Offering extended provision through the medium of Welsh, two evenings a week. This provision covers education, employment and training, advice and guidance and leisure, sporting and cultural opportunities.

In addition, the YEPS team have a Service Level Agreement (SLA) with Menter Iaith to lead on the development of Welsh Language Youth Forums in each secondary school.

The Urdd provide a range of opportunities for young people over the age of seventeen to gain employment, practical experience and professional qualifications. Working alongside other organisations, they have developed Welsh medium apprenticeships within the outdoor activity, sports, and youth and community services.

Communities for Work, a partnership programme between the Local Authority and the Department for Work and Pensions, offer pre-employment activities that introduce conversational Welsh to parents/carers and the wider community, and a pathway to employment course that includes basic Welsh language skills which can lead onto a Welsh for Adults course.

WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THE WESP?

- All Welsh medium primary schools to have achieved the silver Welsh Language Charter award and to be working towards achieving the gold award.
- All Welsh medium secondary schools to have achieved the bronze Welsh Language Charter award and to be working towards achieving the silver award.
- All English medium primary schools to have achieved the bronze Cymraeg Campus award and to be working towards achieving the silver award.
- Review and evaluate the piloting of Cymraeg Campus in English medium secondary schools, if successful this will be implemented in all English medium secondary schools.
- The Local Authority's Cultural Services team and the YEPS team will continue to develop further opportunities for learners to use the Welsh language in different contexts in community settings/outside of the classroom.
- Under the SLA, the YEPS team will work collaboratively with Menter Iaith to ensure a Welsh Language Youth Form is developed in each Welsh medium secondary school.
- Links with the Urdd will be strengthened to provide learners with a wide range of activities to use the Welsh language in different contexts in all Welsh medium schools.
- The YEPS team, Menter Iaith and the Urdd to continue to meet regularly to co-produce opportunities for learners to use the Welsh language in different contexts.

- Implementation of a marketing campaign for the National Eisteddfod for Wales, which is being held in RCT in 2024. The campaign will promote the use of the Welsh language for learners and the wider community through using the language in different contexts at school and beyond.

WHERE DO WE EXPECT TO BE BY THE END OF OUR WESP?

- More opportunities to be available for learners to participate in a wide range of cultural, social and sporting activities through the medium of Welsh to improve their confidence and to retain fluency.
- Strong working relationships established between Cultural Services, YEPS, Menter Iaith and the Urdd to share information, opportunities and best practices.

The main partners responsible for implementing the above actions included in this outcome are:

- RCT Council
- Cultural Services
- YEPS
- CSCJES
- Menter Iaith
- The Urdd
- RCT Schools.



OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ALN (IN ACCORDANCE WITH THE DUTIES IMPOSED BY THE ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018)

WHERE ARE WE NOW?

Since the ALNET Act 2018 was introduced, each Local Authority is required to keep the arrangements for supporting learners with ALN between the ages of 0 to 25, under regular review. Mainstream primary and secondary schools are able to access the Additional Needs Funding (ANF) to ensure schools have robust, inclusive provision for learners with ALN. For learners who experience difficulties coping in mainstream education, specialist provisions are provided, located throughout the County Borough which include:

- 44 Learning Support Classes (LSCs)
- 2 Pupil Referral Units (PRUs)
- 4 Special Schools.

PLASC data for 2022 shows that Welsh medium learners made up 18.62% of the total school population in RCT, accounting for 11.7% of the overall cohort of learners with ALN. For Welsh medium learners with ALN who experience significant difficulties accessing learning within a mainstream setting, support is provided through an inclusive delivery model by a specialist peripatetic team – the Welsh Complex Needs Team (WCNT) which is made up of a Welsh medium specialist teacher and two learning support assistants. There are 13 learners ranging from National Curriculum Year 1 to Year 11 who currently access this provision across the County Borough and this number has remained relatively stable over the past five years. Analysis suggests that learners accessing support from the WCNT are making progress that is comparable to that of their peers in equivalent English medium schools. However, over the past three years 5 pupils have left Welsh medium education to access specialist learning support class provision.

Over the past three academic years between 2019–2020 and 2021–2022 (up to 8th June 2022) 11% of the referrals received by Access and Inclusion related to Welsh medium learners. Data demonstrates that the three areas of SEN/ALN with the highest number of referrals to the Learner Support Service were Specific Learning Difficulties, Social, Emotional and Behavioural Difficulties (SEBD) and Autism Spectrum Disorder (ASD) respectively, although it is referrals for ASD that have increased the most comparatively over the past three years. In light of the requirements of the Act and due to an increase in requests for placements for learners with SEBD, it was necessary to enhance the provision of our LSCs. Following a successful consultation period, the proposal for a Welsh medium LSC at Ysgol Garth Olwg for learners in key stage three and four with significant ALN was approved and will be opening in September 2022.

As part of a Local Authority wide strategy to enhance the continuum of SEBD provision across its mainstream schools, funding was awarded to two Welsh medium schools to establish school-based SEBD provisions for learners in key stage 3 and 4 with significant SEBD and/or wellbeing needs as part of a two year pilot. A key element to the pilot is to

support schools to establish effective and sustainable school-based additional learning provision.

The Regional ALN Transformation Plan highlighted actions to develop a regional approach to supporting Welsh medium provision to increase the consistency and sharing of best practices.

WHERE DO WE EXPECT TO BE WITHIN FIVE YEARS OF THIS WESP?

- Keep under review the sufficiency of Welsh medium additional learning provision in our locality for learners with ALN to consider the extent to which the arrangements are sufficient to meet the needs of learners and to identify any actions in line with emerging needs/gaps in provision.
- Review and monitor the size and capability of the workforce available through specialist workforce audits. If the demand for provision increases, workforce planning will be required to ensure we have sufficient numbers to support ALN provision.
- Welsh medium LSC provision to be established and accessed by key stage three and four learners with ALN at Ysgol Garth Olwg in September 2022.
- To consult on establishing a Welsh medium foundation phase and key stage two ALN provision in the new Welsh medium primary school in Rhydyfelin, which is due to open within the first five years of the WESP.
- Work collaboratively with the CSCJES to ensure effective ALN provision is available for learners in mainstream education and special school/classes.
- The continuing development of Welsh medium ALN provision to form part of the Local Authority's Access and Inclusion Services' action planning, monitoring, evaluating and reviewing processes.
- Review of Access and Inclusion Services to be undertaken to ensure that each service area has 'Welsh essential' posts in its structure.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

- Through working collaboratively with relevant Local Authority officers and the CSCJES, we will have robust processes in place to ensure Welsh medium and bilingual ALN provision is available to any learner who requests it. Key to this is ensuring a workforce of sufficient size and capability to meet changing demands for Welsh medium ALN provision in Rhondda Cynon Taf.
- Create more LSC Welsh medium provision in our schools to support learners within Rhondda Cynon Taf County Borough.

The main partners responsible for implementing the above actions included in this outcome are:

- RCT Council
- CSCJES
- RCT Schools
- Local Health Board.



OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND TEACH THROUGH THE MEDIUM OF WELSH

WHERE ARE WE NOW?

As of February 2022, data from the School Workforce Annual Census (SWAC) shows the number of school based staff employed through the Local Authority is 5,544. Of this figure, 19.3% (1,071 people) have fluent or fairly fluent Welsh language skills (levels three, four and five). Data demonstrates that 21.7% of the school-based workforce employed by the Local Authority are teaching/working through the medium of Welsh, whilst 6.8% are able to teach/work through the medium of Welsh but are not doing so in their current post.

To achieve our targets, a collaborative approach to workforce planning is needed. This work will be driven by the Welsh Government and the CSCJES who are implementing \ numerous strategies such as:

- A programme of activities aimed at increasing the number of secondary school aged learners who are assessed for AS and A Level Welsh (first and second language).
- Promoting pathways into teaching Welsh as a subject, through schemes such as the Welsh Language Sabbatical Scheme (WLSS).
- Piloting transition courses for teachers with Qualified Teacher Status (QTS) who teach in primary schools to receive additional training and support to teach in secondary schools.
- Working closely with the Education Workforce Council (EWC) and Initial Teacher Education (ITE) providers to deliver ITE accredited programmes and to complement and support recruitment across Wales.
- Distribution of specific funding to regional education consortia to develop alternative routes into teaching.
- Implementing a digital marketing campaign, specifically marketed to groups of potential teachers.

The WLSS is offered at various language proficiency levels, providing opportunities for specialised and continual professional development. The aim of the scheme is to increase number of school based workforce who can teach bilingually or through the medium of Welsh. The CSCJES provides continued professional learning, networking and opportunities to share best practices with the school-based workforce that comprise the CSCJES.

The table that follows shows the number of school based workforce employed by the Local Authority that have participated in and completed the scheme over the previous four academic years.

Number of School Based Workforce Employed by the Local Authority and Have Participated in and Completed the WLSS	
Academic Year	Number
2017–2018	1
2018–2019	3
2019–2020	5
2020–2021	3*

**A further two school teachers and school learning support assistants were offered places but decided to defer until 2021-2022 due to the COVID-19 pandemic.*

There are currently two Welsh medium secondary schools (Ysgol Garth Olwg and Ysgol Gyfun Rhydywaun) who run the ITE programme, in alliance with two cross border Welsh medium secondary schools and in partnership with the Cardiff Metropolitan University. The programme supports PGCE students through providing placements for students within one of the allied schools. During the academic year 2020–2021, the programme was accessed by fifteen students.

WHERE DO WE EXPECT TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP?

- Undertake regular analysis of all data sources to understand trends in the demand for Welsh medium teachers through projecting annual transition rates of learners from primary to secondary schools, looking at trends in terms of teachers moving into leadership roles, moving schools/leaving post, retiring.
- Work collaboratively with Mudiad Meithrin to ensure there is sufficient workforce to provide early immersion in the Welsh language at Welsh medium childcare and early years settings.
- The PLASC and SWAC to be analysed on an annual basis to monitor linguistic competency and identify any professional learning needs of the school based workforce.
- Promote the local, regional and national training programmes which are available to assist the school-based workforce with language progression.
- Two additional practitioners within Rhondda Cynon Taf will be attending the Welsh in a Year Sabbatical Scheme 2022–2023. We will work collaboratively with the CSCJES annually to roll out this programme.
- Work collaboratively with CSCJES to increase leadership capacity at all levels in the Welsh medium education sector through developing and promoting programmes such as the Aspiring Headteacher Programme and the National Professional Qualification for Headship Programme. Current data shows there are eighteen Welsh medium schools in the Local Authority participating in both programmes, we hope to increase this number.
- The Local Authority and the Urdd to work in partnership to strengthen links to create alternative, additional pathways for learners through the development of Welsh medium apprenticeships. We will explore how our Apprenticeship

Programme could be utilised to provide school based workforce apprenticeship opportunities within Welsh medium schools.

- Continue to support the delivery of the ITE programme in alliance with the secondary schools that have formed a partnership with Cardiff Metropolitan University. Support will also be provided to current school based workforce to progress through completing their ITE programme.
- The Local Authority's Adult Education Team will continue to investigate alternative professional learning pathways.

WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?

Works and initiatives established and undertaken during the first five years will be strengthened and will continue to be rolled out. To meet our target to increase the percentage of year one learners in Welsh medium education by 2032, collaborative working is vital to ensuring we have a school based workforce of sufficient size and capability.

Our education system is dependent on its workforce, and we must continue to work locally, regionally and nationally to create a workforce with robust linguistic skills.

The main partners responsible for implementing the above actions included in this outcome are:

- RCT Council
- CSCJES
- Mudiad Meithrin
- The Urdd.

ANNEX ONE: METHODOLOGY FOR TARGET SETTING

Cymraeg 2050 sets out the overall long term target of one million Welsh speakers in Wales by 2050. In order to achieve this target, the strategy sets out a long-term trajectory which includes milestone targets set out in ten year increments. Targets have been set for each Local Authority and have been calculated by the Welsh Government in order to establish a clear path to reach the national target.

The methodology implemented by the Welsh Government uses baseline data from the 2019 PLASC, more specifically, the number of year one learners being taught through the medium of Welsh. The data from each Local Authority has been compared and Local Authorities have been grouped together based on this and other factors including the linguistic nature and models of Welsh medium education provision adopted by each Authority. This methodology is considered to be fair, as it acknowledges the different challenges faced by each Local Authority.

Each group has a set target to increase the percentage of year one learners taught through the medium of Welsh by a fixed range of percentage points. Rhondda Cynon Taf CBC is in Group Three as demonstrated in the table that follows:

LA Group Three Targets						
LA	2019 Baseline (PLASC 2019)		2032 Target			
	Number	%	Lower Range		Upper Range	
			Number	%	Number	%
Caerphilly County Borough Council	359	17.9%	520	26.0%	600	30.0%
Cardiff City Council	702	16.9%	1,035	25.0%	1,200	29.0%
Merthyr Tydfil County Borough Council	100	14.0%	155	22.0%	185	26.0%
Rhondda Cynon Taf County Borough Council	506	19.1%	720	27.0%	825	31.0%
Swansea Council	390	15.4%	590	23.0%	695	27.0%
Vale of Glamorgan Council	221	14.3%	345	22.0%	405	26.0%
Wrexham County Borough Council	235	15.0%	360	23.0%	425	27.0%

According to data from the 2019 PLASC, between 14% and 19% of year one learners in the Local Authorities that comprise Group Three, were taught through the medium of Welsh. In Group Three, the percentage point ranges are between 8% and 12%. The lower range has been set for each group so that the national target of 30% is achieved during the lifespan of this WESP.

Data taken from February 2022 PLASC demonstrates an increase in the number of year one learners in Welsh medium education in Rhondda Cynon Taf to 524 learners. Although the figures in the tables above are lower, we are still working to achieve the same target of an increase between 8% to 12%. As such, our WESP reflects our target to increase the number of year one learners by 10% to meet the Welsh Government's Cymraeg 2050 vision of 30% of learners being in Welsh medium education by 2032.

ANNEX TWO: LINGUISTIC PROFILE OF THE COUNTY BOROUGH

Every ten years the nation sets aside one day for the Census, a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.

The 2011 Census indicated that of the 225,555 residents living in the County Borough, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.7% (197,776) were not able to speak Welsh. This can be compared to the all-Wales figures that showed of the 2,955,841 residents living Wales, 19% (562,016) were able to speak Welsh, whilst the remaining 81% (2,393,825) were not able to speak Welsh.

The Annual Population Survey collects information about respondents' Welsh speaking ability and includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. For the quarter ending June 2021, the survey reported that 19.6% of respondents living in the County Borough said they could speak Welsh, this is compared to the all-Wales percentage of 25.9% of respondents. This can be further broken down in the data contained in the table that follows.

Welsh Language Skills of Residents – (%)		
	Rhondda Cynon Taf County Borough	Wales
Can Read Welsh	19.6%	25.9%
Can Write Welsh	18.1%	23.7%
Can Understand Spoken Welsh	24.1%	33.6%

The data demonstrates that in each Welsh language skill area, the all-Wales percentages are notably higher than the County Borough percentages. However, the current data shows an increase in the number of residents that can read, write, and understand spoken Welsh since the 2011 Census.

When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough compared to the all-Wales responses.

Residents Frequency of Speaking Welsh – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Speak Welsh Daily	8.1%	15.4%
Speak Welsh Weekly	5.0%	5.1%
Use it Less Often	7.0%	5.6%

The data demonstrates that the percentage of respondents who speak Welsh daily is far lower for the County Borough than the all-Wales percentage.

The Welsh Language Use Survey for the years 2013 to 2015 contains detailed information about Welsh speaker's fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority,

45%, learned to speak Welsh at home, followed by 26% who learned to speak Welsh at nursery and primary school between the ages of 2 to 10 and 14% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2% learned to speak Welsh in other settings, including at Welsh for Adults courses.

ANNEX THREE: BASELINE DATA

OUTCOME 1: MORE NURSERY/THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

The data in the table that follows is derived from the Local Authority's CSA for the period between 2022 to 2027. It demonstrates the total number of registered and unregistered Welsh and English medium childcare and early years settings alongside the number of places available across the County Borough.

Total Number of Welsh and English Medium Childcare and Early Years Settings Available Across the County Borough					
Childcare Type		Total Number of Registered Settings	Total Number of Places	Total Number of Unregistered Settings	Total Number of Places
Childminder		96	778	0	0
Day Care	Full Day Care	56	2,030	0	0
	Sessional Day Care	25	75	7	25
	Crèches	0	0	0	0
	Out of School Care	10	357	6	0
	Open Access Play Provision	5	345	3	0
	Nanny	2	0	0	0
Total		194	3,585	16	25

The data in the table that follows, again derived from the Local Authority's CSA for the period between 2022 to 2027, demonstrates the total number of registered and unregistered Welsh medium childcare and early years settings (both Welsh medium and bilingual) alongside the number of places available across the County Borough.

Total Number of Welsh Medium Childcare and Early Years Settings Available Across the County Borough					
Childcare Type		Total Number of Registered Settings	Total Number of Places	Total Number of Unregistered Settings	Total Number of Places
Childminder		1	25	0	0
Day Care	Full Day Care	10	599	0	0
	Sessional Day Care	5	177	0	0
	Crèches	0	0	0	0
	Out of School Care	3	144	5	Unknown
Total		26	771	5	0

Under the new FSP commissioning model, a set number of Welsh medium places are no longer commissioned. The FSP team work closely with childcare settings to spot purchase places as and when they are required. The table in the data that follows shows the number of commissioned settings, split by the language used. The Welsh and English language option means FSP is provided, 1 session per day in each language. As such, we currently have 16 settings available to deliver services through the medium of Welsh. The changes to the commissioning process will mean more Welsh medium FSP childcare places are available to those families that choose it.

Number of FSP Commissioned Childcare Settings Split by Language Used	
Language Used	Number of Settings
Welsh	9
English	27
Welsh and English	7
Total	43

The data in the table that follows is the latest data provided by Welsh Government and outlines the total number of children attending Cylchoedd Meithrin over the previous five academic years up to and including 2020–21.

Total Number of Children Attending Cylchoedd Meithrin Over the Previous Five Academic Years					
Settings	Academic Year				
	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Number of Settings	24	25	23	19	18
Number of Children Attending	813	804	860	669	731

The data in the table that follows is derived from PLASC and outlines the number of pre-nursery, pre-nursery part time, nursery and nursery part time learners attending Welsh medium primary schools for the previous three academic years up to and including 2021–2022.

Total Number of Pre-Nursery, Pre-Nursery Part Time, Nursery and Nursery Part Time Learners Attending Welsh Medium Primary Schools Over the Previous Three Academic Years			
Year Group	Academic Year		
	2019–2020	2020–2021	2021–2022
Pre-Nursery	27	26	18
Pre-Nursery Part Time	29	39	32
Nursery	406	437	366
Nursery Part Time	130	95	145
Total	592	597	561

OUTCOME 2: MORE RECEPTION/FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

The data in the table that follows is derived from PLASC and outlines the total number of primary school aged learners attending primary schools across the County Borough, split by Welsh and English medium for the previous four academic years up to and including 2021–2022.

Total Number of Primary School Aged Learners Attending Primary Schools Split by Welsh and English Medium Over the Previous Four Academic Years								
Category	Academic Year							
	2018–2019		2019–2020		2020–2021		2021–2022	
Number of Learners Attending Welsh Medium Primary Schools	4,269	19%	4,220	19%	4,152	18.8%	4,097	18.9%
Number of Learners Attending English Medium Primary Schools	18,153	81%	18,078	81%	17,894	81.2%	17,627	81.1%
Total Number of Learners Attending Primary Schools	22,422		22,298		22,046		21,724	

The data in the table that follows is derived from PLASC and outlines the total number of reception/five year old learners attending Welsh medium primary schools for the previous four academic years up to and including 2021–2022.

Total Number of Reception/Five Year Old Learners Attending Welsh Medium Primary Schools Over the Previous Four Academic Years				
Year Group	Academic Year			
	2018–2019	2019–2020	2020–2021	2021–2022
Reception	517	565	528	532
Reception Part Time	1	0	0	0
Total	518	565	528	532

OUTCOME 3: MORE CHILDREN CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER

The data in the table that follows is the latest information provided by Welsh Government and outlines the transition rates of children attending Cylchoedd Meithrin into Welsh medium primary schools for the previous five academic years.

Transition Rates of Children Attending Cylchoedd Meithrin into Welsh Medium Primary Schools Over the Previous Five Academic Years					
Settings	Academic Year				
	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
Percentage Transitioning to Welsh Medium Primary Schools	68.9%	68%	70.5%	72.1%	72.4%

The data in the table that follows is derived from PLASC and outlines the transition rates of learners between each key stage for Welsh medium primary and secondary schools for the previous four academic years up to and including 2021–2022.

Transition Rates of Learners Between Each Key Stage for Welsh Medium Primary and Secondary Schools for the Previous Four Academic Years				
Transition	Academic Year			
	2018–2019	2019–2020	2020–2021	2021–2022
Foundation Phase to Key Stage Two	97.4%	97.5%	96.1%	95.8%
Key Stage Two to Key Stage Three	97.3%	94%	94.7%	95.4%
Key Stage Three to Key Stage Four	98.2%	97.3%	98.7%	98.3%
Key Stage Four to Key Stage Five	53.5%	55.9%	48.5%	48.9%

OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH

The data in the table that follows is derived from PLASC and outlines the total number of secondary school aged learners attending secondary schools, split by Welsh and English medium for the previous four academic years up to and including 2021–2022.

Total Number of Secondary School Aged Learners Attending Primary Schools Split by Welsh and English Medium Over the Previous Four Academic Years								
Category	Academic Year							
	2018–2019		2019–2020		2020–2021		2021–2022	
Number of Learners Attending Welsh Medium Secondary Schools	3,058	19.4%	3,141	19.6%	3,197	19.3%	3,136	19%
Number of Learners Attending English Medium Secondary Schools	12,685	80.6%	12,868	80.4%	13,346	80.7%	13,365	81%
Total Number of Learners Attending Secondary Schools	15,743		16,009		16,543		16,501	

The data in the table that follows is derived from PLASC and outlines the total number of year ten learners attending Welsh medium secondary schools for the previous four academic years up to and including 2021–2022.

Total Number of Year Ten Learners Attending Welsh Medium Primary Schools Over the Previous Four Academic Years				
Year Group	Academic Year			
	2018–2019	2019–2020	2020–2021	2021–2022
Year Ten	496	513	517	533

The data in the table that follows is derived from Welsh Government data and outlines the total percentage of year eleven learner entries for GCSEs in Welsh (first or second language) for the previous four academic years up to and including 2020–2021.

Total Percentage of Year Eleven Learner Entries for GCSEs in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Four Academic Years				
Category	Academic Year			
	2017–2018	2018–2019	2019–2020	2020–2021
Welsh (First Language)	17%	17%	18%	18.4%
Welsh (Second Language)	45%	59%	63%	62.1%

The data in the table that follows is derived from Welsh Government data and outlines the total percentage of year twelve and thirteen learner entries for AS and A Level Welsh (first

or second language) attending secondary schools for the previous four academic years up to and including 2020–2021.

Total Percentage of Year Twelve and Thirteen Learner Entries for AS and A Level in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Four Academic Years				
Category	Academic Year			
	2017–2018	2018–2019	2019–2020	2020–2021
Welsh (First or Second Language)	4.2%	3.7%	3.5%	3.7%

OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL

The data in the table that follows is provided by the CSCJES and outlines the total number of Welsh and English medium primary and secondary schools that have achieved the Welsh Language Charter and Cymraeg Campus to date.

Total Number of Welsh and English Medium Primary and Secondary Schools that have Achieved the Welsh Language Charter and Cymraeg Campus				
Level	Welsh Language Charter		Cymraeg Campus	
	Welsh Medium Primary School	Welsh Medium Secondary School	English Medium Primary School	English Medium Secondary School
Achieved Bronze Award	17	All 4 secondary schools working towards achieving the bronze award	11	N/A
Achieved Silver Award	10	N/A	1	N/A
Other	N/A	N/A	N/A	2 English medium secondary schools are part of the Cymraeg Campus pilot

OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ALN (IN ACCORDANCE WITH THE DUTIES IMPOSED BY THE ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018

N/A

OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND TEACH THROUGH THE MEDIUM OF WELSH

The data in the table that follows is provided by the Local Authority's Welsh Language Unit and outlines the total number and percentage of staff who identified themselves as fluent or fairly fluent in the Welsh language and was correct as at February 2022:

Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh							
Number of Staff with Welsh Language Skills		Fluent (Welsh Language Level Four and Five)		Fairly Fluent (Welsh Language Level Three)		Total (Welsh Language Level Three, Four and Five)	
Category	Total Number of Staff	Number	%	Number	%	Number	%
School Based Staff	5,544	870	15.7%	201	3.6%	1,071	19.3%
Non-School Based Staff	7,352	660	8.9%	146	2.0%	806	10.9%
Total	12,896	1,530	11.8%	347	2.7%	1,877	14.5%

The data in the table that follows is derived from SWAC and outlines the Welsh language ability of the Local Authority's school based workforce for the academic year 2020–2021.

Welsh Language Ability of Total Teachers (Including Headteachers, School Teachers and School Learning Support Workers) Employed by the Local Authority		
Skill Level	Academic Year 2020–2021	
	Number	%
No Skills (NS)	450	21.2%
Entry Level (EL)	499	23.4%
Foundation Level (FL)	329	15.5%
Intermediate Level (IL)	167	7.9%
Advanced Level (AL)	137	6.4%
Proficient Level (PL)	523	24.6%
Information Not Obtained (INO)	21	1%
Total	2,126	100%

The data in the table that follows is derived from SWAC and outlines the total number of school-based workforce (including headteachers, school teachers and school learning support workers) employed by the Local Authority, teaching/working through the medium of Welsh for the academic year 2020-2021.

Total Teachers Employed by the Local Authority Teaching/Working Through the Medium of Welsh		
Category	Academic Year 2020–2021	
	Number	%
Teaching/Working Through the Medium of Welsh in Current Post	462	21.7%
Able to Teach/Work Through the Medium of Welsh but not doing so in Current Post	144	6.8%
Unable to Teach/Work Through the Medium of Welsh	859	40.4%
Teaching Welsh as a Subject Only	661	31.1%
Total	2,126	100%

The data in the table that follows is derived from PLASC and outlines the total percentage of teachers employed by the Local Authority who are able to teach through the medium of Welsh for the previous four academic years.

Total Percentage of Teachers who are able to Teach through the Medium of Welsh				
	Academic Year			
	2018–2019	2019–2020	2020–2021	2021–2022
Qualified Teachers Teaching Welsh as a First Language	10.9%	9.7%	8.8%	14.1%
Qualified Teachers Teaching Welsh as a Second Language (Only)	38.6%	39.6%	36.3%	36.3%
Qualified Teachers Teaching Other Subjects through the Medium of Welsh	8.4%	9.7%	11.2%	5.5%
Qualified Teachers Able to Teach through the Medium of Welsh, but not doing so	6.3%	3.8%	3.4%	2.9%
Not Qualified to Teach through the Medium of Welsh	35.9%	37.2%	40.3%	41.2%