



## Welsh in Education Strategic Plans 2017-20 National Overview

### Context and general conclusions

In the main we consider the second round of the draft Plans submitted by the counties to be inadequate and to unambitious. There is a general lack of concrete and measurable targets. Given that only around 22% of children aged 7 receive Welsh-medium education at present, the idea that the 2020 target of 30% will be met is a pipe dream.

When the Welsh Government's Welsh-medium Education Strategy was launched in 2010 and a system of Welsh in Education Strategic Plans (WESPs) introduced, it was hoped that the new system would offer a historic opportunity to ensure sound, proactive planning on a statutory basis, which would contribute to the Government's national targets.

RhAG was of the firm view that launching the Strategy was only the first step in the process of speeding up the response to the growing demand for Welsh-medium Education, and that the only way of achieving the targets specified in it was to implement the work programme effectively.

Back in 2013, as one of the stakeholders who participated in the scrutiny process and who contributed comments on each county's draft WESP, it became clear that the majority had not in reality embraced the new approach expected of them.

Nearly seven years later, it seems history is repeating itself.

RhAG is concerned that the Plans in their current form do not reflect the spirit or the letter of the School Standards and Organisation (Wales) Act 2013 by outlining how each local authority will achieve the results and targets set out in the Welsh-medium Education Strategy.

Furthermore, the Plans as they stand offer no hope of achieving the Government's target of a million Welsh speakers by 2050. The education system has a crucial role in helping to reach that ambitious goal, but the existing Plans will not facilitate this.

Each strategic plan should be an effective vehicle to remove the current barriers that hinder the growth of Welsh-medium education and to enable Local Authorities to increase capacity and expand provision. Local authorities therefore need to set clear and coordinated targets based on the vision that they now have a duty not only to meet demand, but to promote growth.

We need Plans that offer a completely transformative and revolutionary vision.

We identify below the main areas of concern:

## 1. Framework

We are concerned that the current framework of the WESPs is flawed. A framework that is fit for purpose is needed. Based on the experience of scrutinizing the first set and having viewed the draft Plans for 2017-20, it is a concern that the current system does not provide the best framework to reach the goal.

In the main, the shortcomings remain, with insufficiently ambitious Plans, which means no hope of contributing to the national target.

The main problem is the structure of the targets – it seems that it will not be possible to ensure growth within the 3-year cycle since the children in question are already in the system. A large number of counties seem to be transferring the responsibility to their next Plan, creating a vicious circle of stagnation. Targets have been set without a meaningful way of measuring them. The current targets system does not reward counties that open nursery / reception classes within the three years because it would not lead to more 7-year-old children in the system by 2020. Interim targets must be recognized.

## 2. Creating the demand

We believe that specific growth targets need to be set for the Nursery sector and Reception classes, since this is where growth can be driven in order to measure the success of Outcome 1. We call for the creation of an additional measure (an increase in Reception places), which will enable counties to demonstrate progress and success in promoting continuity from the Nursery sector to the primary sector.

We believe that focusing on strategies to increase the numbers in Nursery and Reception classes is the way to ensure that a high number of children aged 7 receive their education through the medium of Welsh.

There is a lack of specific growth targets – that is, opening new schools. It is good to see some counties referring to the establishment of new schools e.g. Pembroke shire, although some of the developments have already been approved before the Plan comes into force e.g. Cardiff. We understand that there are plans afoot in some places where details cannot be given at present, e.g. Powys (Welshpool). There is some discrepancy in the plans as there is no definite date or location for every proposal. With regard to the rest of the counties, there are plans to relocate or expand existing provision e.g. Cardiff, Bridgend (where relocation of provision will take place but no increase of the available capacity).

A number of counties, including Swansea, Cardiff and Wrexham see annual growth of 5%+, but the Plans in their current form do not plan for meeting that growth, let alone creating further growth.

Throughout the Plans there is too much emphasis on narratives about the past, with Plans continuing to focus on preambles about what has already been achieved and decisions approved during the first round of Plans, rather than detailing future proposals. This can create a fundamental misconception and veers towards insincerity.

RhAG appreciates the fact that some local authorities are aware of the important role they play in promoting the use of Welsh in the context of the objectives and targets of the Welsh Government's Welsh-medium Education Strategy. However, we note that this does not mean that counties are now adopting a proactive approach to stimulate and promote growth in the sector.

The growth identified in a number of WESPs would occur naturally since the children are already in the system. Many of the plans are merely a reflection of the current situation. Rather than putting in place significant steps towards increasing the number of children who receive their education through the medium of Welsh, many of the Plans are no more than a description of the *status quo*. If the counties are serious about their responsibility to develop Welsh-medium education, a much more daring and ambitious strategy is needed. We are concerned that the lack of detail in the draft Plans will give the impression to councillors that there are no issues. For example, in Monmouthshire, the WESP still notes that there will be possible pressures on school places in Ysgol y Fenni from 2017-2020, although evidence shows clearly that the school is already overcrowded in KS1/2 and has been for over a year, and that the county has failed to plan for the need for an additional class for September 2017. The draft plan presented to councillors in October 2016 gives the impression that the school has empty places, even though officials were aware that these empty places will have completely disappeared by September 2017.

Although the plans generally indicate that local authorities want to see Welsh-medium education succeed, generally there is a lack of vision and proactive, concrete actions in order to achieve the targets of the Welsh-medium Education Strategy. Many of the plans are descriptive rather than developmental, and there are very few specific targets in terms of pupil numbers or the number of new Welsh-medium schools. There is not enough evidence that Local Authorities understand the need to stimulate and promote the growth of Welsh-medium education. This is reflected in the weak language seen in many of the Plans, including ambiguous statements that counties will 'consider', 'aim' or 'monitor the situation' rather than take serious action.

There is not enough local analysis from the perspective of individual schools that can transform the situation in a county. Very little attention is paid to schools that are within 10% of their capacity e.g. Caerphilly, Wrexham, Bridgend, Newport. There are too many general, vague and indefinite statements and targets, which give a false impression of the situation of the whole county, and mask weaknesses that may be associated with parts of those counties or individual schools. More often than not, a great deal of what happens is dependent on individual schools, and so these must be identified in the plan and specific actions drawn up to address the situation e.g. Carmarthenshire, Ceredigion.

Whilst recognizing the fact that a lack of detail is inevitable in some cases, measurable targets are needed to expand the current provision, with the emphasis on establishing new schools so that Welsh-medium education is available more locally and within reasonable distance from homes.

RhAG estimates that an additional 300 + streams (of 30 children) are needed in order to reach the goal. Currently the Plans fall well short of that target, and therefore fall short of the Welsh Government's target.

Each chronological Plan needs to feed into the next, and each local plan needs to contribute to reaching the national target of the Welsh-medium Education Strategy and the wider target of the Welsh Language Strategy. Currently it is not clear that this is the case.

We do not feel that the counties have embraced the need to **stimulate demand**. Counties need guidance to do this. In addition, consideration should be given to 5-year plans that enable counties to assess demand, respond to demand, plan new starter classes and measure the number of 7-year-olds receiving Welsh-medium education.

### 3. Promotion

The WESPs needs to be plans for promotion, with promotion being a central element that drives every aspect of the document.

There is a lack of emphasis on promoting Welsh-medium education proactively to stimulate growth, and in the case of several counties, no emphasis whatsoever. There are few targets in terms of a coherent, integrated strategy to provide clear information to parents based on international research in the field. There is no acknowledgement of language transmission in the home and bridging language use outside the classroom by adopting the mindset of the whole family's language journey. There is little reference to the assimilation of the Welsh Government's Welsh-medium Education Promotion Campaign as an integral part of the Plans.

Councils, and the Government, need to lead on the work of promoting and stimulating interest and awareness of Welsh-medium education, by taking steps such as:

- ensuring that information about the two school systems is sent together to Flying Start groups, English language and Welsh language playgroups, carer and child groups, and to parents with registration forms, and that this should include information on transport arrangements, since Welsh-medium schools serve larger catchment areas than English-medium schools
- ensuring that information about the two school systems is available to both estate agents and rental agencies in the area, to be provided for families who move in
- ensuring that the website and the Parent Information Booklet is balanced in its information (to be fair, there has been some improvement in this regard recently)
- providing language awareness training and training on the benefits of Welsh-medium / bilingual education to Council front-line staff, working with the local Health Board to provide the same training for midwives and health visitors, and finding ways of sharing positive messages in a consistent and thorough way.
- working closely with the Cymraeg for Kids scheme.

Furthermore, a much closer relationship is needed between the WESPs, Welsh Language Standard 145 and the Welsh Language Strategy: a million speakers.

Specific targets are needed for growing the number of Welsh speakers: it is inevitable that the education sector will be the main engine for generating speakers of the language. When the original draft of the Welsh-medium Education Strategy was published, there was a table identifying expected growth, depending on the % of Welsh-medium provision at the time, for each county. Such local targets must be set once again, and it must be noted that high population areas with the lowest density of Welsh speakers will have to do most to contribute towards achieving the target.

### 4. Measuring the demand

There is not enough in the Plans on measuring the demand or responding to surveys already carried out. There are very few specific, challenging and measurable targets that will lead to real progress. It is not sufficient to recognize that there is a gap in terms of the service provided: we need action

e.g. Neath Port Talbot, Rhondda Cynon Taf. The inconsistencies in terms of methodology continue.

RhAG is aware of several cases where a survey was conducted to measure demand, and despite evidence of demand, no new schools have been opened in response. This is what happened in Rhondda Cynon Taf (2008), the Vale of Glamorgan (2013) and Neath Port Talbot, where the demand was measured three times, but no plan was made to open any new Welsh-medium primary schools.

Some counties have conducted a survey to measure the demand recently, e.g. Torfaen, which showed that over 22% of parents are eager to choose Welsh-medium Education. But the County decided not to include this information in the Plan, choosing to submit a Plan that will stick to the existing provision, which is about 15%.

Surveys to measure the demand consistently prove that the demand is twice or even three times the level of current provision.

Counties are very reluctant to take action and to open a new school without having evidence. Is that the case when opening English-medium schools?

The fear of 'creating surplus places' by opening a new school is still an issue in some counties and hinders any progress.

## **5. Surplus places**

The capacity of existing schools is an issue that causes great frustration, with counties being unwilling to acknowledge the fact that many of the surplus places are found at the top of the schools, and using these surplus places as an excuse not to expand nonetheless.

Newport, for example, sees filling schools to capacity as a target – and although this will increase numbers, no effort will have gone into increasing capacity or into promotion to ensure growth from the bottom up. Swansea, very deceptively, is suggesting that 10.7% of places in Welsh-medium schools are empty. But most of this is attributable to one new school that is still developing. Of the 11 primary schools in the county, 8 are within 10% of capacity, and 5 are overcrowded.

Another example is Monmouthshire's draft WESP, which states that there are surplus spaces (5.9%, 14 places) in Ysgol y Fenni, but these surplus places are only in Years 5 and 6. The school is overcrowded at Reception (40) / Year 1 (38) with 34 already registered for September 2017.

Some plans, such as Wrexham's, avoid reflecting the fact that the County's Nursery schools are close to being full in their official figures, even though the majority of the Welsh-medium schools are within 10% of capacity. There is a need to expand the provision in order to sustain these encouraging numbers.

The very limited number of surplus places that exist are likely to be in places that are inaccessible to children who have been unable to go to their parents' first choice school or even to their catchment area school. It is therefore misleading to state that there are surplus places in a number of schools, because those are often too far away from the child's home e.g. Caerphilly, Cardiff, Wrexham.

There are examples of local authorities failing to take advantage of opportunities to expand Welsh-medium education in creating these plans. In Caerphilly and Rhondda Cynon Taf there are empty buildings available, or there will be soon, in areas where there are growing pressures on Welsh -

medium schools at present, but the authorities have not taken advantage of this to establish more Welsh-medium schools.

We note that there is a difference between capacity management and plans to expand provision. Counties need to be more transparent about their intentions to achieve this within the lifetime of these Plans.

Counties should provide numbers by year and by school as an appendix to their WESPs, and link these figures with demand surveys to identify areas of unmet demand.

## 6. Progression

Progression rates from Nursery Groups to Welsh-medium schools are low in many areas, e.g. Risca, Tredegar.

This can be attributed to the fact that the distance to the nearest Welsh-medium school, along with travel times, are significant barriers for parents. The solution is simple: local schools need to be established to serve these areas.

There is a lack of targets to close the gap in linguistic progression between primary and secondary. There is a general lack of ambition in terms of achieving this.

**The pattern of 'linguistic slippage' that occurs mainly among school pupils in the traditionally Welsh-speaking areas needs to be stopped.** A high percentage of these pupils transition to secondary schools where they will follow a Welsh second language course and receive all or most of their education through the medium of English.

The patterns of slippage vary by area and county. Conwy, Carmarthenshire and Neath Port Talbot are among the weakest counties in terms of linguistic progression. Of the 120 pupils in the Swansea Valley that could have transitioned to Welsh-medium education this year, 40 went to an English-medium secondary school.

The impact of this lack of progression is the loss of language skills that were gained in the primary sector, and a completely unfair advantage for these pupils in examinations over their second language peers.

Carmarthenshire County Council's agreeable policy of moving primary schools along the language continuum is a policy that other counties should adopt.

There should be a comparison between the percentage of pupils studying Welsh as a first language in KS3 and KS4 and the number/percentage of Welsh speakers in the county. This should serve as an axis for the Plan and a close correlation established between the two as a language planning tool.

## 7. Language categories

Although linguistic definitions have been proposed nationally for various educational institutions, local education authorities often do not often give parents clear information about their schools.

We encourage the adoption of the recommendation in the Welsh Government's Welsh-medium Education Strategy which notes that Welsh-medium education should be provided within institutions where there is a Welsh language environment, rather than in bilingual schools where a great deal of the interaction between staff and pupils takes place in English.

There should be an urgent review of the document 'Defining schools according to Welsh medium provision' (information document number 023/2007, October 2007). At secondary school level, categories 1 and 2A should be combined and new categories of 2B, C and Ch created for schools; a more transparent system should be established nationally to calculate the number of pupils in each class, being examined in each subject and the attached funding arrangement; and a system should be established that would prevent the dilution of Welsh-medium provision e.g. the downgrading of a school's language category.

We understand that some secondary schools in Gwynedd have started to introduce more subjects through the medium of English. We understand that this is a reaction to recent Estyn inspections, which have highlighted challenges in standards of English. The reactions of schools, it seems, is to introduce an increasing number of subjects through the medium of English in order to address the situation. Many parents are concerned that up to a third of education in some schools is now being delivered in English, against the wishes of parents. If there is a need to strengthen and reinforce the English language skills of some pupils in some schools, surely the most logical solution is to invest further in the English departments of those schools rather than mainstream English through the whole school curriculum?

## **8. School Admission Arrangements**

There is a need to review the School Admissions process. Bearing in mind the desire to create more Welsh speakers, it should be noted that counties such as Caerphilly and Cardiff are turning pupils away from Welsh-medium schools. Some parents are forced to send their children to local English-medium schools because there is no room for those children in their first choice school. (Quite often the most accessible school is not the child's catchment school).

Sometimes it is not known that a child has been rejected from a Welsh-medium school, since parents have placed an English-medium local school as a second or third choice. Local authority staff, in complete accordance with policy, then offer the child an English-medium school. It would be valuable for this task to find out exactly how many children have been affected in this way.

The process can be deceptive. We need clarity about this in each county.

We propose that the Plans should include the details of the number of annual applications for places in Welsh-medium schools, the capacity of the provision and information about the number of appeals received for places in Welsh-medium schools. They should also include information on the number of successful appeals and the offer given to parents who were unsuccessful.

We suggest there is a need to review the admissions process and consider setting outline catchment areas to advise parents and consider models within the School Organisation Strategy to ensure that there is local provision for all parents who apply for Welsh-medium education.

## 9. Transport

There is a lack of reference to transport. The success of Welsh-medium education depends on transport. The Plans do not set out how Local Authorities will 'promote access to education through the medium of the Welsh language' through transport, as required of them by the Learner Travel (Wales) Measure 2008

Some plans mention an intention to review the council's current transport policy e.g. Blaenau Gwent and Swansea.

A number of Plans miss the opportunity to declare and acknowledge that, generally, more pupils in Welsh-medium schools have to travel to receive their education.

We ask the Counties to accept that a higher percentage of children travel to Welsh-medium schools, that they are dependent on free transport by the County, and that outcome 1 in its entirety could be jeopardized if transport to school for the youngest children was withdrawn.

Other aspects also cause concern, such as post-16 travel – there is growing evidence now of pupils choosing English-medium education and Further Education Colleges (including some in England) that attract pupils by offering free transport. Any cut in statutory age and post-16 transport policy would work directly against any plans to develop Welsh-medium education.

Counties must be asked to declare if they are charging parents to send their children to Welsh-medium schools. Counties tend to report a lack of post-16 progression as 'parental choice', but RhAG has evidence that the counties' policy of charging for transport is having a disproportionate impact on the Welsh-medium sector, and that this affects parents' choices before pupils embark on their A levels, but also affects rates of progression from primary to secondary school.

## 10. Workforce

What work has been undertaken to map the current situation in order to set a baseline to determine targets for forward planning?

Has an exercise been conducted to gain an understanding of the language skills of the whole workforce, including the language skills of the workforce in the English-medium sector?

Who is responsible for collecting, collating and analysing data in the field at present?

What discussions have been held with the teacher training colleges and other training providers to increase capacity across all sectors? What is the holistic action plan for increasing capacity?

There is no coherent plan at present to train new teachers. A long-term plan is needed urgently that sets out an action plan and sets short and medium-term targets to produce the workforce needed.

The lack of practitioners in Early Years needs serious attention. Mudiad Meithrin is facing increasing difficulty in finding qualified individuals to lead the work of their Nursery Groups.

RhAG is aware of the fact that there is a number of Welsh speakers who have just retired or returned to the world of work having had children, who have expressed an interest but have no childcare qualifications. It appears that most of the schemes are aimed at improving the Welsh



language skills of people who already have Early Years education qualifications. Are there enough courses to train people who already have the language skills to teach in the field?

A challenging situation was experienced recently while attempting to appoint a head for Ysgol Gyfun Gwynllyw, Torfaen; the post was advertised but no applications were received. Setting conditions on appointments (i.e. an NPQH qualification) can result in a recruitment crisis. A head has now been appointed, as long as she manages to gain the relevant qualification by April 2017. The governors were happy to appoint her without it. England does not require the NPQH qualification. Why does the Welsh Government insist on placing additional barriers in the way of aspiring heads? There is a need to review the need for heads to hold the NPQH.

It would also be worth considering other models of managing schools, and consider federalization of schools or the Gwynedd model of appointing 'Strategic Heads' to be responsible for more than one school.

## **11. Additional Learning Needs**

The Special Educational Needs provision is lacking in many parts of Wales, with some elements being worse than others. A general audit of the provision needs to be undertaken by county, with collaboration across counties being facilitated to provide fairness for pupils who are already suffering from learning difficulties or disabilities. This cross-county collaboration could be in the form of centres of excellence to support regional satellite centres.

It is vital that Welsh-medium supplementary provision, e.g. speech and language therapy, psychiatry, dyslexia support, behaviour support, class observation, etc., is a statutory requirement.

Examples are still seen of 'experts' advising parents to move their children from the Welsh-medium sector to the English-medium sector, stating that the child 'will benefit' from doing so. This is done to avoid providing services in Welsh, and denies the pupil's right to have their education in Welsh.

The Plans need to reflect the proposed Additional Learning Needs Bill and the associated Code of Practice.

## **12. Learning resources**

There is a significant lack of resources and textbooks in Welsh. It has been suggested that as little as 10% of the current provision is available in Welsh, with some subjects suffering badly from a lack of materials. This limits the ability of teachers to deliver the subject effectively, adds further workload on teachers who face having to translate material themselves and can adversely affect the language of the class.

WJEC does not appear to fall within the scope of the Welsh Language Measure, and yet the education system is an integral part of the machinery needed to meet the Government's targets of a million Welsh speakers.

There is a complete inequality in the current system. To remedy the situation there is an urgent need for a strategy, an action plan and adequate investment.

### **13. Resources and capital expenditure**

Inevitably, substantial additional funding is needed to expand Welsh-medium Education.

There is a lack of projects in the 21<sup>st</sup> Century Schools Programme relating to Welsh-medium education. That causes concern, as the programme's initial funding period does not end until 2019/20. Strangely, some of the counties that are planning to invest have omitted to mention that fact, e.g. Carmarthenshire.

What are the priorities of the 21<sup>st</sup> Century Schools Fund? Clarity is needed in terms of the programme's priorities for the next funding period e.g. what is the situation in relation to the agenda of getting rid of surplus places?

The priorities of the previous programme was of no help to Welsh-medium Education whatsoever, and so an adjustment is needed to respond to that fact.

Where is the additional funding to support the sector's growth?

If the Government's intention is to reach one million speakers, how can this be achieved without the appropriate resources? What resources have been allocated to ensure this?

We believe strongly that the 21<sup>st</sup> Century Schools Programme needs to be reviewed and that increasing Welsh-medium education should be a criterion in the new programme after 2019/20. In practice, there needs to be a review of measures to convert classes to Welsh-medium, and start up new nursery/reception classes. Numbers at age 7 should be a means of monitoring rather than a means for praising or rejecting a plan.

### **14. Inclusive and holistic provision**

We believe there should be a much greater emphasis on the contribution of Welsh-medium Education in terms of Tackling Poverty, and it would be good to see what specific strategies counties could adopt to implement this.

More focus is needed on less obvious audiences, who do not have easy access to Welsh-medium education at present. That includes addressing:

Vocational provision

Additional Learning Needs education

Pupils from less privileged backgrounds & Flying Start provision

Ethnic Minority Communities

NEET's

### **15. Urban planning**

There are inadequate references to Local Development Plans and the likely impact on the demand for Welsh-medium education. These Plans should include a policy statement regarding new housing developments, to ensure that a fair percentage of the schools resulting from the construction of new

housing estates are Welsh-medium schools. Substantial housing developments are planned in a number of counties, including Rhondda Cynon Taf, the Vale of Glamorgan, Cardiff, but there is no recognition of the demand for Welsh-medium education in those proposals or proposals to establish new Welsh-medium schools.

Consequently, it is essential that there is clear and explicit cross referencing between the Welsh in Education Strategic Plan and the Local Development Plan, to show what work has been carried out to assess the sufficiency of Welsh-medium places in those areas, using recent evidence about proposed housing sites as well as current evidence of the demand for Welsh-medium education.

It is vital that counties avoid the tendency and historical assumption that new schools will be English-medium by default.

We believe there is a need to include a policy "to increase the provision of Welsh-medium education in areas where new houses are being built", among the general policies.

Urban development and the Local Development Plans: clear guidance from the Minister is needed in determining the linguistic character of any schools that are opened in light of new housing developments.

## **16. Political motivation**

We need strong political will and commitment behind these Plans, or the whole process will just be a paper exercise. We are concerned that this is lacking on the ground in many counties.

## **17. Other agencies**

We suggest that Estyn is a link between Government, LEAs and schools in terms of:

- i. The linguistic progression of pupils from one educational stage to the next
- ii. Provision to strengthen the Welsh language in educational institutions
- iii. A sensible interpretation of bilingualism in school inspection

The relationship between the Health Boards and the Local Authorities needs to be formalized, and they should be given a seat at the table in Welsh in Education Forums.

## **18. General**

A more holistic approach is needed that coordinates all policies affecting Welsh-medium Education including the Early Years, Flying Start, School Admissions, Transport etc. Clear policy statements are needed in relation to all these key areas in the body of these Plans.

Achieving the aims and objectives of the Welsh-medium Education Strategy is a partnership between central and local government, with responsibilities on both sides. The link between central government and local government is an ongoing problem. The implementing powers in several areas are in the hands of local authorities, but for the first time ever central government is taking the lead with a national policy on planning Welsh-medium education.

It is clear that most of these plans have not reached the required standard, since there is a significant lack of clarity on the way in which local authorities will achieve the targets expected of them.

RhAG calls on the Welsh Government to respond robustly to this, and urges the Education Minister to use his powers to reject weak, generic and vague plans.

A clear message must be sent that non-compliance will not be acceptable, in order to take the opportunity to turn national consensus and political will into serious action on the ground during the second round of these Plans.

## WESPs: key points

County	Key points	RhAG recommendation	Reason
Swansea	<ul style="list-style-type: none"> <li>The County does not mention the 8 Welsh-medium schools that are either close to capacity or overcrowded, and therefore it does not offer a means of solving the situation. The Plan does not provide growth targets. A vision of 'monitoring' trends is not sufficient. The County does not refer to the intention to move Ysgol Gynradd Tirdeunaw from its current site, and does not discuss the adverse effect of moving one of the most successful Welsh-medium schools in Swansea. The County does not adhere to the Government's methods of measuring demand, so any monitoring will be based on erroneous grounds.</li> </ul>	Reject the draft plan	<ul style="list-style-type: none"> <li>Need concrete plans to solve the situation of the 8 schools that are close to capacity or overcrowded</li> <li>Need specific targets to deal with areas where there are no Welsh-medium schools.</li> <li>No ambitious targets to increase numbers.</li> <li>The plan does not forecast or prepare for growth.</li> </ul>

<p><b>Blaenau Gwent</b></p>	<ul style="list-style-type: none"> <li>The Plan does not give growth targets, or an intention to open new schools in areas where there is demand e.g. Tredegar. Indeed, only 4.6% of 7 year olds (36) were in Welsh-medium Education in 2016, a reduction on the 2014/15 percentage of 5.4%. There are no growth targets set for 2019 or 2020, although there are already 41 children in the Nursery class in 2016/17. Progression rates from Nursery to Primary are low. An intention to review transport policy in 2016-17, which causes concern. The Plan does not address the current challenges facing parents in the County, i.e. the distance between provision and the home, travel times and lack of transport for pre-school age children. These barriers mean that Welsh-medium education is not a fair choice.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>Need specific targets to deal with areas where there are no Welsh-medium schools e.g. Tredegar, Ebbw Vale</li> <li>There are no ambitious targets to increase numbers.</li> <li>There are no concrete targets for growth in the Nursery sector.</li> </ul>
<p><b>Vale of Glamorgan</b></p>	<ul style="list-style-type: none"> <li>Lack of commitment to increase the availability of Welsh-medium Education in the County. No plans to set up new schools in areas where there are pressures on</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>Need specific targets to expand the provision in areas where there is increasing pressure on school places e.g. Barry,</li> </ul>

	<p>school places / no Welsh-medium education within reasonable distance: Cosmeston (meeting demand in Sully and the south side of Penarth); Headland (meeting demand in the town centre); the Waterfront development, Barry; adding a stream to Ysgol Iolo Morgannwg, Cowbridge. There is a severe lack of Welsh-medium childcare provision in the Penarth area. No commitment to promote and stimulate growth in the demand for Welsh-medium Education in the County.</p>		<p>Penarth, Cowbridge, Rhoose</p> <ul style="list-style-type: none"> <li>• No commitment to promote and stimulate growth in the demand for Welsh-medium Education in the County.</li> </ul>
<p><b>Cardiff</b></p>	<ul style="list-style-type: none"> <li>• The Plan does not include proposals to establish new schools in areas where there is pressure on school places at present: Ely Mill/Nant Caerau, starter class for the new development in Radyr/ Rhydlafar/ Creigiau, Llandaf (additional stream). No plans to address the need for a fourth high school. No commitment to promote and encourage growth in the demand for Welsh-medium Education.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No proposals to establish new schools for Ely Mill/Nant Caerau, starter class for the new development in Radyr/Rhydlafar/Creigiau, Llandaf (additional stream).</li> <li>• No ambitious targets to increase numbers.</li> <li>• No commitment to promote and encourage growth in the demand for Welsh-medium Education in the County.</li> <li>• No target to plan for a fourth high school.</li> </ul>

<p><b>Caerphilly</b></p>	<ul style="list-style-type: none"> <li>• It must be acknowledged that Caerphilly County Borough Council has led the way in recent years by responding proactively and increasing the provision of Welsh-medium education. The County should refrain from resting on its laurels and continue to respond proactively by extending the provision in parts of the County that (i) are buckling under increasing pressure for additional places, (ii) need new local schools in order to offer provision within a reasonable distance</li> <li>• Statistics, for some time now, have shown growth in the Risca and Crosskeys area; the middle of Sirhowy Valley; Caerphilly Basin, but this Plan does not set out proposals to meet that demand. A large number of the County's Welsh-medium schools are within the capacity threshold of 10% but the Plan does not go into any detail on this. The figures show the need for additional secondary provision during the next 7 or 8 years. Considering how much time it took to set up the Gwyndy site in an existing</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• Need specific targets to expand the provision / establish new schools in areas where there is no local provision at present: Risca; Bedwas, Trethomas and Machen; Blackwood</li> <li>• No details about expanding secondary provision.</li> <li>• No concrete target for latecomer immersion provision in the County.</li> </ul>
--------------------------	--	-------------------------------------	--

	<p>building that was already empty and available, it is now time to consider further secondary provision. The Plan does not address this.</p>		
<p><b>Neath Port Talbot</b></p>	<ul style="list-style-type: none"> <li>The plan is inadequate and reflects a lack of commitment to expand and increase the provision of Welsh-medium education. The Plan is merely a reflection of the current situation. The Plan needs proposals to promote Welsh-medium education and open Welsh-medium schools in areas such as Skewen where council data has already demonstrated demand for Welsh-medium primary education. The growth identified in this document will occur naturally - these children are already in the system. A much more daring and ambitious strategy is needed. The County provides 40 Flying Start childcare places through the medium of Welsh, equivalent to 7.84% of the existing provision. The percentage of children aged 7 in Welsh-medium education is at 18.3%, so it is clear that the</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>Need specific targets to expand provision / establish new schools in areas where there is no local provision at present: Llandarcy / Skewen, Neath, Pen Afan, Taibach, Bryncoch</li> <li>No growth targets in the Nursery sector and Flying Start provision</li> <li>No commitment to promote and stimulate further growth in the demand for Welsh-medium Education in the County.</li> <li>No new Welsh-medium primary schools have been opened in the County since 1997</li> </ul>



	<p>provision does not come close to the current percentage receiving Welsh-medium education in Neath Port Talbot.</p>		
<b>Newport</b>	<ul style="list-style-type: none"> <li>There is no growth here over the next 3 years. The commitment to open a fourth Welsh-medium Primary School on the western side of the city within the Plan's lifetime should be noted. Not enough attention is given to specific areas of Newport e.g. exploring the development of Welsh-medium Education in the south-west where no local Welsh-medium school exists and where the new secondary school Ysgol Gyfun Gwent Is Coed will be based from September 2018. There is nothing about the way in which pre-school provision is going to feed into the early years. A target is needed to establish provision in partnership with Mudiad Meithrin. There are no details about how exactly the Authority will promote Welsh-medium Education over the plan's lifetime or how this</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>No growth targets in the Nursery sector</li> <li>No commitment to promote and stimulate further growth in the demand for Welsh-medium Education in the County.</li> <li>Need specific targets for expanding provision / establishing new schools in areas where there is no local provision at present.</li> </ul>

	will impact future numbers.		
<b>Ceredigion</b>	<ul style="list-style-type: none"> <li>There are no details about how the percentage of children aged seven in Welsh-medium education will increase. It is stated that 75% is relatively stable, and the targets are aiming for 78%-80%. What evidence is there about this in terms of the pupils already in school reception classes? It is stated that the challenge is to maintain the baseline of more than 70%, but there are no targets for increasing Welsh-medium education, particularly in the Aberystwyth area, where the percentage in Welsh-medium education is around 30%, which is disappointing. Close attention needs to be paid to Aberaeron, Cardigan, Bro Pedr and Penglais schools in terms of pupils studying subjects through the medium of Welsh. This is the weakest part of first language education in Ceredigion. Countywide, fewer than half the first language pupils study at least two subjects through the medium of Welsh. This is likely to lead to the loss of</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>The Council needs to tackle the balance of Welsh-medium/English-medium education specifically in the Aberystwyth area, and in Cardigan.</li> <li>There is no information here about how the Council will provide parents with information about the benefits of Welsh-medium education except through the Erw Welsh Language Charter.</li> <li>More challenging targets need to be set for increasing the number of first language pupils sitting 5 or more GCSEs through the medium of Welsh.</li> </ul>

	<p>Welsh language skills. The percentages of first language pupils sitting 5 or more GCSEs through the medium of Welsh are very low. This is again a major weakness.</p>		
<b>Conwy</b>	<p>The Plan proposes an increase from 25% to 26%. Demand will be measured in 2017. An ORS survey has shown that 70% of parents aged 25-34 would like to choose Welsh-medium education. However, the County's plans, while offering further provision in Abergele, need to reflect this desire. Transition from primary to secondary. Around 20% of first language primary school children are still being lost to Welsh-medium education in the transition. That can be inferred, even though the County does not state this. There are references to pupils transitioning to Ysgol Brynhyfryd, without information about their language of studying there. The Plan mentions Welsh first language pupils at English-medium schools, and there are no statistics about these. Questions need to be asked about these. Percentage data as well as numbers are needed. There are some promising points, but the action does not match the ambitious vision, or the ORS survey findings.</p>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase the numbers in line with surveys to measure demand</li> <li>• Need specific targets for expanding the provision / establishing new schools in areas where there is no local provision at present.</li> <li>• It would be positive for the County to adopt an official policy of moving schools along the language continuum and increase Welsh language provision at the Foundation Phase as a starting point.</li> <li>• Need to prevent slippage and close the gap in terms of linguistic progression between primary and secondary. The aim should be to close the gap completely.</li> </ul>

<p><b>Denbigh</b></p>	<ul style="list-style-type: none"> <li>• There is a lack of specific targets for increasing the number of children in the pre-school sector and growth targets in collaboration with Mudiad Meithrin. In the previous Plan there were clear, specific, measurable targets to develop the provision in new areas. This Plan needs a similar action plan. The Plan recognizes that there is considerable work to be done in terms of increasing Welsh-medium provision in the primary sector. We would welcome the adoption by the County of an official policy of moving schools along the language continuum (as Carmarthenshire County Council has done) and increasing Welsh-medium provision in the Foundation Phase as a starting point. We are very glad about the final decision made regarding Ysgol Pentrecelyn. It is vital that no proposals to reorganize or rationalize school places are introduced in the future that would lead to a dilution of the linguistic nature of the provision.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• Need specific targets to expand the provision / establish new schools in areas where there is no local provision at present.</li> <li>• We would welcome the adoption by the County of an official policy of moving schools along the language continuum and increasing Welsh-medium provision in the Foundation Phase as a starting point.</li> <li>• Work is needed to prevent slippage and close the gap in terms of linguistic progression between primary and secondary. The aim should be to close the gap completely.</li> </ul>
-----------------------	--	-------------------------------------	---

<p><b>Flintshire</b></p>	<ul style="list-style-type: none"> <li>• The Plan mentions growth from 6.6% to 7.4% in Welsh-medium education by 2019. But since the number of pupils in Welsh-medium education at Year 1 is 113, the growth in numbers is almost negligible statistically. The County argues that their problem is that there are too many surplus places in Welsh-medium schools (e.g. Mornant, 37 pupils with room for 81, Terrig with 46 pupils, room for 93). But in the larger primary schools (Glanrafon and Croes Atti), things are different: in response to Ysgol Glanrafon (292 pupils, room for 287) the solution is to provide the school with a cabin. Much more creative thinking is needed, and consideration for where an additional school should be located. At Ysgol Croes Atti (217 pupils with room for 237 pupils) the response is better, with an additional site under its control. This, at least, is needed for Ysgol Glanrafon.</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• Need specific targets for expanding provision / establishing new schools in areas where there is no local provision at present.</li> <li>• Need more adventurous and creative plans to expand the provision</li> <li>• No commitment to promote and stimulate further growth in demand for Welsh-medium Education in the County.</li> </ul>
<p><b>Gwynedd</b></p>	<ul style="list-style-type: none"> <li>• It is pleasing to see that the County is managing to keep the percentage of children who study</li> </ul>	<p><b>Accept the draft plan with some amendments</b></p>	<ul style="list-style-type: none"> <li>• Need to set targets to strengthen linguistic progression from primary to secondary.</li> </ul>

	<p>Welsh as a first language close to 100%. Considering the success of Welsh-medium primary education in Gwynedd, there is some concern about progression to the secondary sector. The progression percentage in 2016 is similar to 2011, and it would be useful to have stronger targets that are more ambitious, as there is no educational reason for not ensuring progression.</p> <ul style="list-style-type: none"> <li>• Alongside this, there is a drop in the number of pupils studying subjects through the medium of Welsh. With pupils aged 16-19, the percentage of subjects being studied through the medium of Welsh are lower again, and the percentage of subjects being studied bilingually is high. There are no statistics here on the examinations taken through the medium of Welsh, and there are reasons to believe that only a minority of 'bilingual' students are choosing to gain their qualifications through the medium of Welsh. The figures and percentages for these need to be noted, and specific growth targets set. It</li> </ul>		<ul style="list-style-type: none"> <li>• The County should be more open about the lack of progression, which is mainly attributable to one school. This Plan needs to specify the progression percentage of this school, and set targets for the coming years.</li> <li>• There is a collapse of 16% by KS3, and while there has been some success in recent years, the Plan needs to narrow the gap further.</li> <li>• It is strange to see that the County has relatively high numbers and percentages studying Welsh as a second language, when most of these pupils have studied Welsh as a first language in the primary sector. Serious questions need to be asked about whether this means that there is a measure of deception in the second language system in the county.</li> <li>• If there is a need to strengthen and reinforce the English language skills of some pupils in some schools, surely the most logical solution is to invest and further support English departments in those schools rather than mainstream the English language throughout the whole school curriculum?</li> </ul>
--	--	--	--

	<p>appears that some secondary schools in Gwynedd have started introducing more subjects through the medium of English. Many parents are concerned that up to a third of the education in some schools is now being delivered in English, against the wishes of parents.</p>		
<b>Merthyr</b>	<ul style="list-style-type: none"> <li>• A lack of commitment to promote and stimulate growth and plan provision that is local and accessible to meet the growing demand for Welsh-medium education. The Plan refers to a 'steady increase' in the number of children aged 7 who have been receiving Welsh-medium Education in the County over the last few years. This is a growth of 1.8% which corresponds to an increase of 2 children since 2014. Figures show that one school (Rhyd-y-grug) will be full within a year. The Plan does not specify how the County will respond to this. No plans for responding to the needs of latecomers in the County. Only 9% of the County's Flying</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• No targets to remove current barriers, i.e. the distance of provision from family homes and travel distances/times.</li> <li>• Need specific targets for expanding provision / establishing new schools in areas where there is no local provision at present e.g. Bedlinog (for the Taff Bargoed Valley) &amp; Dowlais / Cefn-coed-cymer</li> <li>• No new Welsh-medium primary schools have opened in the County since 1976.</li> </ul>

	<p>Start provision is available in Welsh (24 childcare places). The progression rates of some of the Welsh-medium Nursery Groups are low. The County must respond to this by increasing the availability of Welsh-medium primary schools.</p>		
<b>Monmouthshire</b>	<ul style="list-style-type: none"> <li>The latest survey (WESP: Annex 4) shows that there is demand for a Welsh-medium school in Monmouth (which reflects the findings of each survey since 2009). Combining this with the fact that the KS1 class at Ysgol y Fenni is overcrowded in 2016-17 and is likely to be in a worse situation by 2017-18, there is no definite plan in the WESP to open a new school in 2017 to reduce the pressure on Ysgol y Fenni and meet the demand in the Monmouth area.</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>Need a definite plan to open a new primary school in the Monmouth area and assurances of funding to enable Ysgol y Fenni to bridge the period (2017-18) until the new school is available.</li> </ul>
<b>Pembrokeshire</b>	<ul style="list-style-type: none"> <li>It is pleasing to see the aim of establishing a 3-16 school in Haverfordwest. A consideration here for 16-18 linguistic progression would be useful. We would welcome a more proactive vision that specifically mentions increasing numbers</li> </ul>	<b>Accept the draft plan with some amendments</b>	<ul style="list-style-type: none"> <li>Need more detail on the proposed increase in primary sector numbers.</li> <li>Need growth targets for the Nursery sector.</li> <li>Need to set targets to strengthen linguistic progression from primary to secondary.</li> </ul>



	<p>as a step towards the growth of Welsh-medium education as part of the goal of creating a million Welsh speakers. There is a lack of specific targets for increasing the number of children in the pre-school sector and growth targets in collaboration with Mudiad Meithrin. These should be incorporated into the Plan. We need to know why 27% of pupils are lost to the second language sector in transitioning to secondary school. This percentage is among the highest in Wales, and a detailed study is needed to find the reasons for this as well as a solution.</p>		
<b>Bridgend</b>	<ul style="list-style-type: none"> <li>Although there is a vague reference to 5% growth over the next three years, there is a lack of concrete targets in terms of increasing numbers. The Plan confirms that one primary school is full and 3 of the 4 schools are within 10% of capacity, but there are no proposals to respond to this. Ysgol Bro Ogwr has been overcrowded for years and has had to refuse children for that reason. A concrete plan is</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>No firm targets to increase numbers.</li> <li>No targets to remove current barriers, i.e. distance of provision from homes and travel distance/times.</li> <li>Specific targets for new schools are needed in areas where there is no local provision at present / where there is pressure on places e.g. Pen-y-bont, Sarn/Tondu, Porthcawl</li> <li>No new Welsh-medium primary schools have been opened in the county since 1988.</li> </ul>

	<p>needed to take pressure off the school and increase the provision in the town of Bridgend. The success of the Plan depends on a commitment to open new schools. A clear strategy is needed to address the significant numbers of children who are lost between KS2 and KS3.</p>		
<b>Powys</b>	<ul style="list-style-type: none"> <li>The proposal to establish a primary school in Welshpool is positive. The Plan remains deficient in terms of the secondary sector. There is no firm commitment to open designated Welsh-medium secondary school(s). Lack of equality. Lack of full linguistic progression. Continues to stifle and hinder growth in the primary which is a fundamental weakness in the Plan.</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>Need growth targets for the Nursery sector.</li> <li>Failure to promote and encourage growth</li> <li>Need further targets for expanding / establishing new schools in areas where there is no local provision at present.</li> <li>Need an unambiguous policy statement that adopts the principle that the preferred model in the delivery of Welsh language education in the primary and secondary sectors is the Designated Welsh-medium Schools model.</li> </ul>
<b>Rhondda Cynon Taf</b>	<ul style="list-style-type: none"> <li>There is a lack of growth targets in the Plan in question, making the commentary less meaningful. We need to know what growth is forecast by the County and how that vision will be realized. We would like to see more ambitious targets for increasing the number and percentage of</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>Lack of ambitious targets to increase numbers.</li> <li>Need specific targets to establish new schools in areas where there is no provision locally at present / where there is pressure on school places e.g. Taff's Well, Castellau and/or Gartholwg [adding a stream], middle of Cynon Valley</li> <li>Lack of a concrete target for the provision of</li> </ul>

	<p>children aged 7 receiving Welsh-medium education in the county to reach 25% by 2019/20. A number of Welsh-medium primary schools have been within 10% of capacity for years. This is especially true in southern Taff Ely and in Cynon. There is pressure on school places in the Castellau and Gartholwg area - expansion is needed there, but cannot be at Gartholwg due to the nature of the site. Lack of plans to provide language immersion for latecomers.</p>		<p>immersion for latecomers in the County.</p>
<b>Carmarthenshire</b>	<ul style="list-style-type: none"> <li>There are no firm details on how the percentage of children aged seven will increase. The Plan refers to some progress - growth of less than 3% over the Plan's lifespan - but there is no suggestion of how this could be increased, or where. There is an opportunity to focus on specific schools and districts in the County. The Council needs to tackle the balance between Welsh-medium and English-medium education in the county's urban areas, and in particular in the Llanelli and</li> </ul>	<b>Accept the draft plan with amendments</b>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>Concrete growth targets for the pre-school sector need to be set in collaboration with Mudiad Meithrin.</li> <li>A robust programme is needed to effect a significant shift in the progression percentages from KS2 to KS3.</li> <li>More challenging targets need to be set to increase the number of first language pupils sitting 5 or more GCSEs through the medium of Welsh and to improve the numbers going on to study Welsh as an A Level subject</li> <li>Need a strategy to improve the delivery of Additional Learning</li> </ul>

	<p>Ammanford areas. We already know that there has been growing demand for places over the last few years at Ysgol Gymraeg Dewi Sant. We understand that the situation is similar at Ysgol y Ffwrnes and Ysgol Brynsierfel. Only 42.2% of the County's Year 9 pupils are assessed as Welsh first language. Nevertheless, it is good to see that the traditional slide towards English-medium between KS2 and KS3 is being reduced. But this remains a significant loss compared to the number studying Welsh as a first language at KS2. The percentage of 42.2% is lower than the percentage of Welsh speakers in the County. Again, it would be good to have numbers with percentages. A target of 45% has been set by 2019/20.</p>		Needs in Welsh and fill the existing gaps.
<b>Torfaen</b>	<ul style="list-style-type: none"> <li>• While there are some positive aspects to the Plan's vision, the Plan itself offers nothing new in terms of promoting and stimulating growth in Welsh-medium Education in the County.</li> <li>• Having fewer children in Year 2 in</li> </ul>	<b>Reject the draft plan</b>	<ul style="list-style-type: none"> <li>• No ambitious targets to increase numbers.</li> <li>• No growth targets for the Nursery sector</li> <li>• A failure to promote and encourage the growth of Welsh-medium Education and expand the current provision. Only meeting the current demand: lack of vision to drive growth.</li> <li>• Need specific targets to expand the provision /</li> </ul>

	<p>2019/20 than in 2016/17 exposes the shortcomings of this Plan. Setting a growth target of 13% is not ambitious, given that this was the previous Plan's growth target. Although the county conducted a survey to measure the demand in 2016, the information is not contained in the Plan. The survey showed that over 22% of parents are keen to choose Welsh-medium Education but the Plan as it stands plans to stick to the current provision, which is about 15%.</p>		<p>establish new schools in areas where there is pressure on school places at present e.g. Cwmbrân</p>
<p><b>Wrexham</b></p>	<ul style="list-style-type: none"> <li>The current situation in the Reception classes of the Welsh-medium primary schools is a cause for concern. Over the last two years, nearly all Reception classes have been full or within 10% of capacity, and this has impacted parents' confidence. A further concern is the likely pressure on Welsh-medium schools if this trend continues. The capacity of several primary schools in the County needs to be increased, and the Plan should provide for that. It is likely</li> </ul>	<p><b>Reject the draft plan</b></p>	<ul style="list-style-type: none"> <li>No ambitious targets to increase numbers.</li> <li>No growth targets for the Nursery sector</li> <li>Failure to promote and encourage the growth of Welsh-medium Education and expand existing provision. Only meeting the current demand: lack of vision to drive growth.</li> <li>Need specific targets to expand provision / establish new schools in areas where there is pressure on places at present e.g. Wrexham Town, Gresford / Llay</li> <li>Need a strategy to expand the secondary sector</li> </ul>

	<p>that the population of Ysgol Morgan Llwyd will have reached full growth during the period 2017-20. A clear strategy is needed to determine a site, funding and planning permission for new Welsh-medium secondary provision in order to be in a position to cope with the current growth and to safeguard post-16 Welsh-medium provision in secondary schools in the County.</p>		
<p><b>Anglesey</b></p>	<ul style="list-style-type: none"> <li>• It is positive to see a goal of 86% being assessed as Welsh first language by 2019-20. Do pupil numbers in the nursery and reception classes this year justify this? Having 67.3% of first language pupils transitioning from KS2 to KS3 is a big weakness at present. The aim of increasing to 80% is positive, but this would still be among the weakest rates in Wales. The percentages of pupils currently studying 2 or 5 subjects through the medium of Welsh are very disappointing.</li> </ul>	<p><b>Accept the draft plan with amendments</b></p>	<ul style="list-style-type: none"> <li>• A robust programme is needed to see a significant shift in the transition percentages from KS2 to KS3.</li> <li>• Need to set more challenging targets for increasing the number of first language pupils sitting 5 or more GCSEs through the medium of Welsh.</li> </ul>