



# Complete Agenda

Democratic Services  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**EDUCATION AND ECONOMY SCRUTINY COMMITTEE**

Date and Time

**10.30 am, THURSDAY, 20TH JUNE, 2019**

**NOTE: A BRIEFING SESSION WILL BE HELD FOR MEMBERS AT 10.00AM IN  
YSTAFELL GWYRFAI**

Location

**Siambwr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH**

**\* NOTE**

**This meeting will be webcast**

[https://gwynedd.public-i.tv/core//en\\_GB/portal/home](https://gwynedd.public-i.tv/core//en_GB/portal/home)

Contact Point

**Eirian Roberts**

**01286 679018**

**eirianroberts3@gwynedd.llyw.cymru**

(DISTRIBUTED 13/6/19)

# **EDUCATION AND ECONOMY SCRUTINY COMMITTEE**

## **MEMBERSHIP (18)**

### **Plaid Cymru (10)**

#### Councillors

Steve Collings  
E. Selwyn Griffiths  
Elin Walker Jones  
Huw Gruffydd Wyn Jones  
Mair Rowlands

Aled Ll. Evans  
Judith Mary Humphreys  
Gareth Jones  
Olaf Cai Larsen  
Paul John Rowlinson

### **Independent (5)**

#### Councillors

Freya Hannah Bentham  
Beth Lawton  
Elfed Powell Roberts

Elwyn Jones  
Dewi Wyn Roberts

### **Llais Gwynedd (2)**

#### Councillors

Alwyn Gruffydd

Gareth Williams

### **Gwynedd United Independents (1)**

Councillor  
Dewi Owen

### **Ex-officio Members**

Chair and Vice-Chair of the Council

## **CO-OPTED MEMBERS:**

### **With a vote on education matters only**

Anest Gray Frazer

Church in Wales

[vacant seat]

The Catholic Church

Dylan Davies

Meirionnydd Parent/Governors  
Representative

Karen Vaughan Jones

Dwyfor Parent/Governors'  
Representative

[vacant seat]

Arfon Parent/Governors' Representative

### **Without a Vote**

Dilwyn Ellis Hughes

UCAC

David Healey

ATL

# AGENDA

**1. ELECTION OF CHAIRMAN**

To elect a Chairman for 2019/20.

**2. ELECTION OF VICE-CHAIRMAN**

To elect a Vice-chairman for 2019/20.

**3. APOLOGIES**

To receive any apologies for absence.

**4. DECLARATION OF PERSONAL INTEREST**

To receive any declarations of personal interest.

**5. URGENT BUSINESS**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

**6. MINUTES**

6 - 9

The Chairman shall propose that the minutes of the previous meeting of this committee held on 21st March, 2019 be signed as a true record (attached).

**7. SECONDARY SECTOR LANGUAGE STRATEGY**

10 - 12

**Cabinet Member – Councillor Cemlyn Williams**

To consider a report on the above (attached).

\*10.30am – 11.30am

**8. GWYNEDD PRIMARY SCHOOLS WELSH LANGUAGE CHARTER**

13 - 15

**Cabinet Member – Councillor Cemlyn Williams**

To consider a report on the above (attached).

\*11.30am – 12.30pm

\*estimated times

An informal session will be held for members at the close of the meeting.



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## EDUCATION AND ECONOMY SCRUTINY COMMITTEE 21/03/19

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**Present:** Councillor Beth Lawton (Chair).  
Councillor Paul Rowlinson (Vice-chair).

**Councillors:** Freya Bentham, Aled Evans, Alwyn Gruffydd, Judith Humphreys, Elwyn Jones, Huw Wyn Jones, Cai Larsen, Dewi Roberts, Elfed Roberts, Mair Rowlands, Cemlyn Williams and Gareth Williams.

**Co-opted Member:** Dilwyn Ellis Hughes (UCAC).

**Ex-officio Member:** Councillor Edgar Owen.

**Officers present:** Vera Jones (Members Manager – Democratic Services) and Eirian Roberts (Member Support Officer).

**Present for item 5 below:**

Councillor Gareth Thomas (Cabinet Member for Education)  
Garem Jackson (Head of Education Department)  
Ffion Edwards Ellis (Senior Manager - ALN and Inclusion)

**Present for item 6 below:**

Councillor Gareth Thomas (Cabinet Member for Education)  
Garem Jackson (Head of Education Department)  
Debbie A.W.Jones (Education Corporate Services Officer)  
Owen Owens (Senior Manager - Schools)  
Diane Jones (Gwynedd Area Education Officer)

**Present for item 7 below:**

Councillor Gareth Thomas (Cabinet Member for Education)  
Garem Jackson (Head of Education Department)  
Debbie A.W.Jones (Education Corporate Services Officer)  
Owen Owens (Senior Manager - Schools)  
Diane Jones (Gwynedd Area Education Officer)  
Ffion Edwards Ellis (Senior Manager - ALN and Inclusion)

**Present for item 8 below:**

Councillor Dyfrig Siencyn (Council Leader)  
Iwan Trefor Jones (Corporate Director)

**Present for item 9 below:**

Councillor Ioan Thomas (Cabinet Member for Economic Development)  
Sioned Williams (Head of Economy and Community Department)  
Hugh Edwin Jones (Events Manager)

Councillor Dewi Roberts was welcomed to his first meeting of this committee.

Councillor Cemlyn Williams was congratulated on his new role as Cabinet Member for Education from April onwards. The current Cabinet Member for Education, Councillor Gareth Thomas, was thanked for his willing cooperation over the past few years and he was wished well in his new role as the Cabinet Member for Economic Development and Community. The current Cabinet

Member for Economic Development, Councillor Ioan Thomas, was also thanked and wished well in his new role as the Cabinet Member for Finance.

The current Cabinet Members thanked staff for all their support over the years.

## **1. APOLOGIES**

Councillors Selwyn Griffiths and Dewi Owen.

Dylan Davies (Meirionnydd Parents / Governors' Representative), Anest Gray Frazer (Church in Wales) and David Healey (ATL)

## **2. DECLARATION OF PERSONAL INTEREST**

No declarations of personal interest were received from any members present.

## **3. URGENT ITEMS**

None to note.

## **4. MINUTES**

The Chair signed the minutes of the previous meeting of this committee held on 24 January, 2019 as a true record.

## **5. CONSULTATION ON THE DRAFT ADDITIONAL LEARNING NEEDS CODE AND THE PROPOSED REGULATIONS**

Submitted - the report of the Cabinet Member for Education summarising the main principles of the Draft Additional Learning Needs Code, the planning work for the changes and the risks to the authority.

The Cabinet Member and officers expanded on the content of the report, and also responded to questions / observations from the members.

The main conclusions of the discussion were as follows:

- That the committee appreciated the comprehensive report that had been prepared by the Senior Manager - ALN and Inclusion in response to the consultation.
- Despite the Government's assumption that changes would be cost-neutral, that the committee fully accepted the explanation provided by the Senior Manager - ALN and Inclusion, and which was reiterated by the Head of Education Department, that it was not cost-neutral, especially given that the age would be extended from 0-25, and included pre-school children and young people who had left school.
- There was concern regarding capacity, not only in terms of additional costs but also in terms of the number of staff with expertise and sufficient resources etc.
- That concern had also been expressed, especially by the unions' side, but also by the Department regarding work pressures on coordinators, given that the headteacher was the coordinator undertaking the additional work in many small schools.
- That members agreed with the direction in terms of early intervention as this improved the situation for the child and ensured that problems were dealt with early.
- That concern had been expressed regarding Education Tribunals and continuing to review support for coordinators had to be ensured, and facilitating matters electronically would assist in this.

- It had to be ensured that collaboration took place, especially with the Health Board ensuring clarity regarding roles and responsibilities. Concern was expressed that no designated education clinical lead officer had yet been appointed as this was a strategic and key post.
- There was a need to address the shortage of education psychologists who could undertake the work through the medium of Welsh. Concern was expressed that an insufficient number were currently being trained in Cardiff University and it was suggested that Bangor University should be contacted to try to encourage Welsh-speaking Psychology students to consider a career as education psychologists.
- The additional requirements on the authority in terms of children in independent schools were noted, and especially children who were home-schooled as it was difficult to reach them.
- That members shared the concerns of the Service regarding the proposed changes and supported officers in their efforts to present the committee's viewpoint to the Assembly.
- There were concerns that the changes would potentially go against what was being done in Gwynedd, and it was very much hoped that it would be possible to find some middle ground that was acceptable by everyone.

## **6. EDUCATION AREA OFFICES - PROJECTS TO REDUCE WORKLOAD**

Submitted - the report of the Cabinet Member for Education inviting the observations of the committee on:

- The direction of the Area Education Offices from 2018/19 onwards;
- The definition of the purpose of education in the context of Ffordd Gwynedd;
- The projects to reduce the workload of headteachers.

The Cabinet Member and officers expanded on the content of the report, and also responded to questions / observations from the members.

The main conclusions of the discussion were as follows:

- The fact that support continued in order to identify ways of reducing the workload of headteachers was welcomed, and it was challenged whether or not other areas could be improved or to reduce the workload further.
- That there was a financial challenge to ensure that the arrangements of area offices were self-sustaining, but the Department was confident that this could be ensured.
- It appeared that there was slight vagueness regarding the current role of the area Education Scrutiny Boards, and there was room to improve this and to improve members' understanding of this.
- A composite report was required on the main messages, the responses of the Authority and what difference was made by the Area Education Scrutiny Boards.

## **7. EDUCATION ANNUAL REPORT 2017-18**

Submitted - the report of the Cabinet Member for Education enclosing the Education Annual Report 2017/18.

The Cabinet Member and officers expanded on the content of the report, and also responded to questions / observations from the members.

The main conclusions of the discussion were as follows:

- That the Annual Report enabled members to receive an update on a number of items and to scrutinise what occurred in the fields of ALN, TRAC and language, and standards to an extent, and hope was expressed that further information would be available on this next year.
- That scrutinising attainment was exceptionally difficult at present and it was enquired whether there was room to enable scrutiny committee members to receive further information to be able to scrutinise and for scrutiny to be an appropriate intervention by the Authority via GwE?

## **8. NORTH WALES GROWTH DEAL BID**

Submitted - the report of the Leader providing an update on the North Wales Growth Deal and presenting the Draft Implementation Plan.

The Leader and the Corporate Director expanded on the content of the report, and also responded to questions / observations from the members.

The main conclusions of the discussion were as follows:

- It was appreciated that work was progressing and the opportunity to challenge from the Authority's perspective to ensure accountability for Gwynedd was welcomed.
- An understanding of the current situation in terms of the accountable body was provided, and that Gwynedd held this role at present. Therefore, it was possible to ensure that Gwynedd principles, e.g. procurement arrangements and keeping the benefit local were being addressed.
- It was seen that the programme was ambitious. It was suggested that perhaps there was room for better engagement with projects that had recently failed and there was also scope to seek funding beyond the Growth Deal, e.g. lagoon project across the north Wales coast.
- There was a need to connect the Seren Network with the type of schemes and type of requirements / skills that derived from these schemes in order to bring the business and education worlds closer together.
- That clarity was needed regarding how to secure Shared Prosperity Fund funding and other funds for smaller / other projects in future.
- That a response to Brexit was required, whatever would happen in due course.
- It was greatly hoped that it would soon be possible to proceed with the Growth Deal, without any further delay, as it was anticipated that exciting opportunities would arise.

## **9. THE EFFECT OF EVENTS IN GWYNEDD**

Submitted - the report of the Cabinet Member for Economic Development demonstrating the effect of events supported by the Council on Gwynedd.

The Cabinet Member and officers expanded on the content of the report, and also responded to questions / observations from the members.

The main conclusions of the discussion were as follows:

- That the report was very interesting and showed that the £50,000 of resources that had been allocated to support events during 2019 had gone very far.
- It was very encouraging to see that events were being held across the county.

The meeting commenced at 10.30am and concluded at 3.00pm.  
(with a one-hour lunchbreak).

# Agenda Item 7

<b>Meeting</b>	Education and Economy Scrutiny Committee
<b>Title</b>	Secondary Sector Language Strategy
<b>Date of Meeting</b>	20 June 2019
<b>Author</b>	Garem Jackson, Head of Education
<b>Cabinet Member</b>	Councillor Cemlyn Rees Williams

## 1. **BACKGROUND**

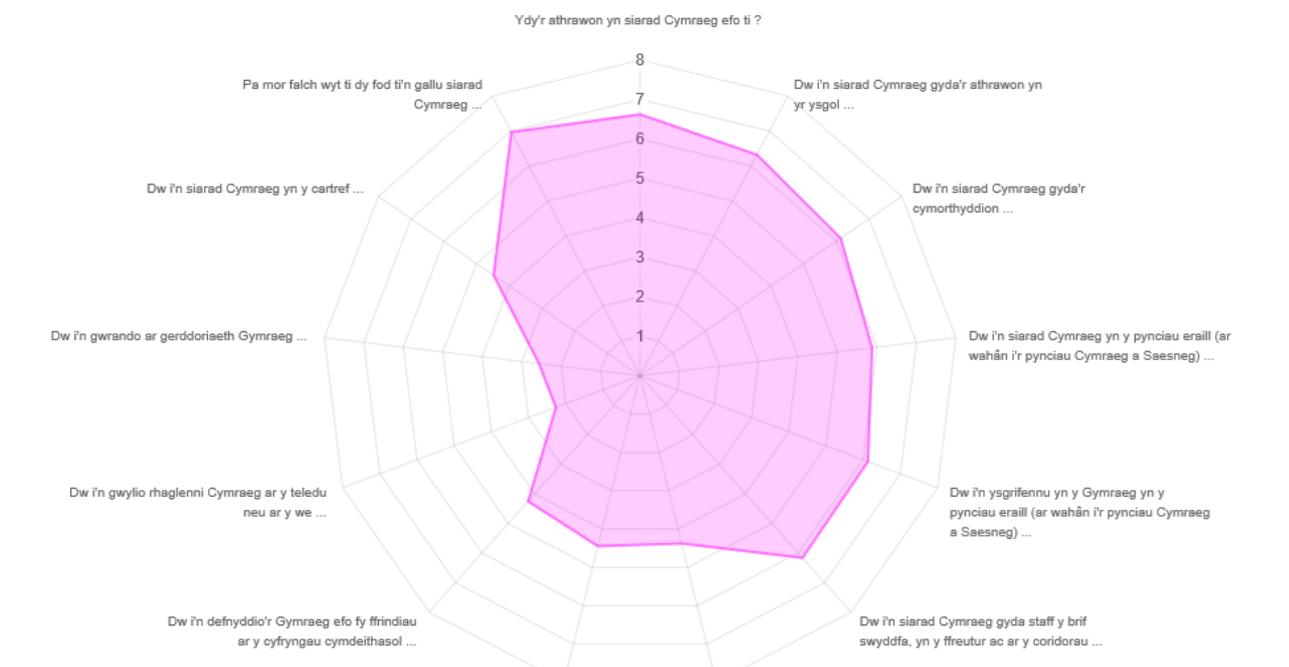
- 1.1 One of the main aims in establishing the Secondary Sector Language Strategy in Gwynedd is to ensure a firm succession for the Welsh Language Charter (Primary), which was established in order to influence children's social use of Welsh. One of the Language Strategy's objectives is to provide clear guidance to the 14 secondary schools within the Authority on potential techniques and strategies which can positively influence the linguistic habits of pupils socially, during and outside school hours. The Secondary Sector Strategy also looks at curricular aspects of the language e.g. medium of subjects.
- 1.2 As is the case with the Primary Sector Language Charter, a contribution is expected from each and every member of the school community - the school council, the pupils, the workforce, the parents, the governors and the wider community must take full ownership of the Strategy if it is to succeed.

## 2. **DEVELOPMENTS**

- 2.1 Monitoring of the Strategy's implementation:  
Each school is required to draw up action plans to demonstrate how they plan to satisfy the requirements of the Language Strategy. In order that this should be done in an effective manner, the existing template was amended following discussions with representatives of Headteachers and Language Co-ordinators. The effect of this will be to ensure that clear evidence of achievements and fields for further development are available in order to act upon them. Visits to each school had been arranged by the Strategy Co-ordinator, in order to discuss their plans before the end of June.
- 2.2 Language Web:  
This is the on-line questionnaire used to measure children's social use of the Welsh language. It was piloted in 2016/17; however, in the 2018 autumn term,

it was ensured that every year 7 and 8 pupil from each secondary school had completed it. Gratitude must be expressed to the schools for their willing co-operation in ensuring that this happened. The results were shared with the schools and with Hunaniaith officers for their designated schools.

This is an image of the Language Web (Autumn 2018), which is a baseline for the comparing and contrasting of any changes which may happen the next time it is filled in July. The data collected will feed into school self-evaluations, and will be a foundation for their future actions. Ensuring the input of every pupil in years 7 and 8 will be a way to make sure that the data collected is valuable in looking at the changes to patterns and tendencies between schools.



### Secondary Sector Language Web, autumn 2018

#### 2.3 Language Practices Support Project (PCAI):

Each of the 14 schools applied for the funding (£1000) this year. The purpose of the grant is to encourage the schools' older pupils to organise activities that will attract the younger pupils to want to be involved, with the intention of trying to encourage their use of the Welsh language. Various activities were seen to be organised - gigs, a poetry workshop, and a clog dancing workshop, to name but a few. A report was received from each school in order to be able to share successes and good practices. The schools' enthusiasm was clear to see, and it is hoped that this will be maintained in order to fire up the children's interest and to promote their collaborative skills.

#### 2.4 Materials for the promotion of bilingual education:

Following a request from a number of the schools' Language Co-ordinators, a sub-group convened to co-design resources which could be used by the schools

at parents' evenings, for example, to promote the benefits of bilingual education and, perhaps more importantly, linguistic continuity when moving from one key stage to the next. Representatives of each school were invited to be part of a video filmed at Gwersyll yr Urdd Glan-Ilyn. An excellent day was had, and it is hoped that the visual resources - booklets and posters, along with the video - will be launched soon.

By emphasising the Welsh language, the aim is to satisfy the objective for the children and young People of Gwynedd to be bilingually proficient and confident, taking pride in the additional value bestowed upon them through the ability to communicate in two languages, socially and professionally, once they leave the education system; and for them to be able to proudly pass that on to the next generation in Gwynedd.

#### 2.5 Regional Collaboration:

Meetings of the following project teams were attended: Project Team for the Planning of Welsh-medium Education and Welsh-medium/Bilingual Learning, Project Team for the Informal/Social use of the Welsh Language, and the Project Team for Workforce Training. In addition, Language Psychology Training led by Gareth Ioan at Ysgol Bro Idris, Dolgellau, was attended in March.

### 3. **PRIORITIES FOR 2019/20**

- Implementation of the Language Strategy: Further cascade good practices by reporting on progress and cross-county developments by the end of the summer term. These reports will be provided by the schools' Language Coordinators.
- Language Web: Further amend the questions asked in order to collect data around learners' language habits as they grow older. This will offer evidence which will allow us to plan effectively in order to influence older pupils within the schools, and will provide an opportunity to consider whether or not the strategies used with the schools' younger pupils are as relevant in the case of this target audience.
- Language Medium of Subjects: Present a questionnaire to Headteachers, which will focus on the language medium of teaching subjects at the school. It is intended that attention will be given to the language medium of subjects in Key Stages 3, 4 and 5 - thus establishing a baseline of the current situation as the first step. This will enable the Authority to identify priorities and draw up targets for the Welsh in Education Strategic Plan, which will be a language planning document over a period of 10 years.

<b>Meeting</b>	Education and Economy Scrutiny Committee
<b>Title</b>	Gwynedd Primary Schools Welsh Language Charter
<b>Date of Meeting</b>	20 June 2019
<b>Author</b>	Garem Jackson, Head of Education
<b>Cabinet Member</b>	Councillor Cemlyn Rees Williams

## 1. BACKGROUND

- 1.1. In 2010, a Working Group was set up to look at increasing the social use of the Welsh language in response to the findings of research work commissioned into the social use of Welsh by children in Gwynedd primary school.
- 1.2 The Working Group was led by the Education Department and Hunaniaith. Its membership was formed from elected members and primary schools. The idea of establishing a Language Charter was developed from the discussions of this Working Group, and the Charter is by now implemented in all Gwynedd primary schools, and during the past few years, has been extended across north Wales and nationally with the support of the Welsh Government.
- 1.3 *The simple objective of the Language Charter is to provide a clear framework, which can be used to promote and increase the use of Welsh by children in a social context. In a nutshell, the Charter's aim is to encourage and inspire children to speak Welsh.*
- 1.4 The Language Charter exhorts participation from every member of the school community, and members of the school workforce and council, the pupils and their parents, school governors and the wider community are all encouraged to take full ownership of it.
- 1.5 The Language Charter, in its original form, was launched at a conference in Nant Gwrtheyrn in June 2011. Following that, the Language Charter was piloted in a limited number of schools, and then in the summer of 2013, a Language Charter Co-ordinator was appointed, and was then responsible for extending the Charter to the remaining primary schools in Gwynedd.

## 2. IMPLEMENTING THE LANGUAGE CHARTER

- 2.1 Since the launch of the Language Charter, the guidance for schools was developed four times, without losing sight of the fundamental vision of making sure that the children of Gwynedd use the Welsh language socially.
- 2.2 The Education Department is responsible for a network of 13 Language Co-ordinators, which ensures that there is one point of contact to disseminate information, ensure appropriate guidance and support, as well as share Language Charter resources amongst the schools in their catchment area.
- 2.3 The Language Co-ordinators are also a key resource when ensuring the attainment of schools in the context of the Language Charter bronze, silver and gold awards.
- 2.4 On a yearly basis, the schools also receive £200 each to plan and hold activities to support the aim of the Language Charter. In Gwynedd, the schools now plan the use of this funding

as a catchment area, and below are some examples of the type of activities and resources created with the money given to support the aim of the Language Charter:

- Resources and guidance on how to play new playground games
- Catchment area raps created to reiterate language accuracy in a fun and modern way. The Welsh-medium raps and music is played through loudspeakers during break time in 3 catchment areas.
- A CD of songs and nursery rhymes created for pre-school, nursery and Foundation Phase. The songs are played on a daily basis in order to strengthen the oral language and reiterate accurate language patterns and enrich the vocabulary of pupils in the schools within one catchment area.
- The learners of every school in a catchment area have worked with a composer to compose a suitable and inspiring 'Language Charter' song, the song is played for the schools' parents and friends through social media, at meetings and at concerts.
- Create YouTube channels for catchment areas of learners holding question and answer sessions with famous Welsh people in order to raise awareness of Welsh 'celebrities'.

2.5 In addition, the Language Charter has led to holding:

- a number of activities e.g. Miri Mehefin, Hwyl Haf, Pared Gŵyl Ddewi;
- a number of training sessions e.g. language acquisition to the early years workforce, language skills for ancillary staff;
- performing workshops and composing workshops with contemporary Welsh bands
- the creation of Welsh medium tour guide working in collaboration with the Welsh Book Council

### **3. DEVELOPING THE GWE-IAITH**

3.1 One important step to measure the impact of implementing the Language Charter as well as all the relative activities was establishing the Gwe-laith.

3.2 The Gwe-laith was developed by the Council's IT Unit in partnership with the Education Department and Hunaniaith. The Gwe-laith is an online questionnaire, which asks a series of questions to children in the context of the Welsh language. Every school operate the Gwe-laith twice a year, in September in order to establish a baseline of children's use and attitudes towards the Welsh language at the beginning of the school year, and then the Gwe-laith is operated again in June, in order to assess if there was been an increase in the use made of the Welsh language against the baseline that was established.

### **4. LANGUAGE CHARTER – TOWARDS THE FUTURE**

4.1 The Language Charter was established here in Gwynedd, and the Education Department and Gwynedd Council alike are proud of the success, as well as the effort and enthusiasm of all the stakeholders in our schools to realize the aim.

4.2 Following this success, and with the support of the Welsh Government, the Language Charter was extended to bilingual and Welsh medium schools across the north Wales region, and more recently, the Language Charter was extended to Welsh medium and bilingual schools throughout Wales.

- 4.3 The Welsh Government now funds a Language Charter Co-ordinator post in every regional education consortia across Wales, and the Welsh Government is looking to publish a single national framework which will reflect the Language Charter whilst bringing a number of other schemes in the same field together, such as *Cymraeg Campus* and *PCAI*.
- 4.4 In addition, it is a period of major changes in education at the moment, with the scale and extent of these changes on the school organization like never before: changes to the organisation of the schools inspectorate (Estyn), as well as considerable changes to the curriculum and organisation of our schools following Professor Donaldson's recommendations. These changes offer clear challenges and opportunities for the Language Charter as we look forward to the next phase in the life of the Language Charter.