

Estyn



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Our strategic objectives are to:



- **Strategic objective one**

Provide public accountability to service users on the quality and standards of education and training provision in Wales

- **Strategic objective two**

Inform the development of national policy by the Welsh Government

- **Strategic objective three**

Build capacity in the delivery of education and training in Wales

What does Estyn say about W2L?

Note:

- 💧 the positives
- 💧 the negatives

Best Practice Case Study

- ◆ <https://www.estyn.gov.wales/best-practice/welsh-second-language-comes-first>

Guidance for the inspection of primary schools

- https://www.estyn.gov.wales/sites/default/files/documents/Guidance%20for%20the%20inspection%20of%20primary%20schools%20-%202016%20handbook_0.pdf



**Guidance for the
inspection of
primary schools**
from September 2010
Updated September 2016



Guidance for the inspection of primary schools

“In coming to an overall judgement on pupils’ Welsh language development, inspectors should consider what it is reasonable to expect taking into account the linguistic background, the context of the school and the area it serves and the local authority’s Welsh language policy”.

Guidance for the inspection of primary schools

Inspectors should consider:

- ◆ pupils' attainment in Welsh or Welsh second language, as applicable, when compared with similar schools and previous attainment;
- ◆ continuity between the end of Foundation Phase and key stage 2;
- ◆ the progress pupils make in Welsh lessons;
- ◆ in the English-medium sector in particular, pupils' progress in using Welsh both passively and actively in different contexts beyond their Welsh lessons.

Guidance for the inspection of primary schools

Good standards

- ◆ Most pupils make good progress in gaining skills in Welsh language.

Guidance for the inspection of primary schools

Unsatisfactory standards

- ◆ Pupils do not make enough progress in gaining skills in the Welsh language.

Supplementary Guidance: for Welsh lessons

- ◆ Are pupils making good progress in Welsh lessons?
- ◆ Is there a sequence of learning activities that reinforces pupils' skills in speaking and listening, reading and writing Welsh and their inter-dependency?
- ◆ Is there sufficient consolidation of new vocabulary and sentence patterns to ensure pupils are able to use them with increasing independence?
- ◆ Is there sufficient teacher intervention to improve quality and accuracy of pupils' oral competence in Welsh?

Gwers / Lesson

- ⬥ <http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/Tim%20Cefnogi/Symud%20dysgwyr%20o%20lefel%203%20i%20lefel%204/Rhan%201/Deunyddiau%20fideo%20-%20Video%20materials1/Lefel%203/9%20Rogiet%20Cardiau%20Enwogion.mov>

Supplementary Guidance: Welsh in the wider school community

- ◆ ...do pupils have a good grasp of subject terminology in Welsh in subjects across the curriculum?
- ◆ ...are pupils confident and competent in using Welsh in a range of situations beyond their Welsh lessons?
- ◆ Do...teachers make increasing use of Welsh as a medium of communication, both in lessons and in other situations?
- ◆ Does the school encourage pupils and staff to make increasing use of Welsh...as a medium of informal communication?

Welsh Language Development in the Foundation Phase

- ◆ <https://www.estyn.gov.wales/sites/default/files/documents/Welsh%20Language%20Development%20in%20the%20Foundation%20Phase%20-%20January%202013.pdf>



Main findings

“Welsh Language Development is good in the majority of the schools and settings visited...”

In most of these schools and settings:

- 💧 Welsh is an integral part of daily routines
- 💧 Nearly all children enjoy learning Welsh

Main findings

- ◆ Most children make suitable progress in speaking and listening to Welsh
- ◆ Their speaking and listening skills are developing well but reading and writing are generally underdeveloped
- ◆ In one-in-ten schools, children make excellent progress in acquiring Welsh language skills. In these few schools, nearly all children have a good understanding of their Welsh work across the curriculum. They use a wide range of words and sentence patterns correctly and by the end of key stage 2 can read accurately and with expression.

Main findings

In a minority of schools staff do not devote enough time to teaching Welsh.

In a few of schools and settings visited, staff are not devoting enough direct teaching time to deliver Welsh Language Development effectively.

Main findings

Generally, when practitioners' own Welsh is fluent, children's progress in learning Welsh is better.

In a few cases, practitioners cannot sustain using Welsh long enough and use a very limited amount of incidental Welsh with the children.

Recommendations

Schools and settings should:

- ◆ ensure that enough time is devoted to the direct teaching of Welsh;
- ◆ plan good opportunities for pupils to use Welsh in other areas of learning and in outdoor activities;
- ◆ increase the level of skills input to develop pupil's writing in Welsh;
- ◆ monitor provision and progress in Welsh Language Development;
- ◆ provide practitioners with opportunities to improve their Welsh language skills and language teaching skills.

Recommendations

Local authorities should:

- ◆ provide support and training in Welsh Language Development for headteachers, Foundation Phase leaders and lead practitioners;
- ◆ provide better access to Welsh language support and training for practitioners...;
- ◆ share good practice in Welsh Language Development.

Recommendations

The Welsh Government should:

- ◆ review whether the Foundation Phase Outcomes Indicator should capture children's progress in Welsh Language Development;
- ◆ provide more exemplar materials of good practice in Welsh Language Development.

GCSE Short Course

- 💧 <https://www.estyn.gov.wales/thematic-reports/evaluation-gcse-welsh-second-language-short-course-october-2007>

Recommendations

The Welsh Assembly Government should:

- ◆ consider phasing out the short GCSE course when the staffing capacity and quality of teaching are good enough to sustain delivery of the full GCSE course to increased numbers of pupils;
- ◆ increase the number of specialist Welsh second language teachers to meet demand.

Local education authorities should:

- ◆ identify and support the schools that allocate too little time to Welsh second language in key stage 4;

Schools should:

- ◆ ensure that enough time is allocated to all their Welsh second language courses in key stage 4;
- ◆ offer pupils a range of opportunities to hear and practise using Welsh beyond formal Welsh lessons.