

Targets	How you have worked on this	An example can be found on
Target 1 Proofread to ensure clarity of expression throughout.	1. I have regularly read my extract throughout writing, to ensure clarity within my explanations.	Throughout extract.
Target 2 Further develop your criticality through the consideration of a wider range of academic sources, including competing perspectives.	2. I have used the UWTSD study skills website, where I made sure I included clear arguments to allow criticality within my writing.	Throughout extract.

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base.

Total wordcount: 2,748 (including subheadings and quotations)

Table of Contents

<i>Introduction.....</i>	<i>3</i>
<i>Literature Review.....</i>	<i>3</i>
<i>Developing an action point.....</i>	<i>6</i>
<i>Reflection and evaluation.....</i>	<i>8</i>
<i>Conclusion.....</i>	<i>9</i>
<i>Reference list.....</i>	<i>10</i>

Component 2

Introduction

This assignment seeks to analyse in depth the actions, implementation, impact, and evidence of how a school concentrates on a specific aspect of its School Development Plan (SDP). The SDP serves as a strategic 'blueprint' for enhancing the school, clearly stating its priorities, the measures in order to boost standards, the allocated resources, and the expected outcomes and targets of the priorities (Welsh Government, 2014, p. 3). The Education School Development Plans Wales Regulations (2014) apply to governing bodies of maintained schools (Welsh Government, 2022), emphasising the necessity for the governing body to establish an SDP. This plan assists the governing body in meeting its obligation to promote high educational standards (Welsh Government, 2016, p. 1).

The school mentioned in this assignment will be referred to as School A in order to protect the confidentiality and anonymity of the school and its learners (BERA, 2018). Looking at Estyn's (2023) report, School A is an English medium institution located in the Carmarthenshire County Council, with the motto 'Guiding Brighter Futures'. At the time of the report, there were 213 learners enrolled; of those learners, 1.5% speak Welsh at home, and 4% speak English as an additional language (EAL). The aspect of the SDP I am focusing on throughout this assignment is the school's 3rd priority, to 'develop pupils' Welsh second language skills' (School A, 2023).

Literature Review

Given the ongoing introduction and adaptation of the new curriculum in Wales, the Welsh Government has formulated a framework for universal adoption by schools, advocating for schools to embody the concept of 'learning organisations'. This framework emphasises the importance of schools working collaboratively to enhance learning experiences and outcomes for all learners by involving stakeholders, supporting staff in ongoing professional development, and establishing networks to enhance provision for everyone in the form of an SDP. This process involves continuous self-assessment and self-evaluation (Welsh Government, 2022).

Fullan (2005) describes school development as an intricate procedure that necessitates effective leadership and collaborative engagement. The fundamental objective of an SDP is to amalgamate the school priorities, the principal measures intended to elevate standards,

the resources allocated for these initiatives, and the essential outcomes and targets it strives to accomplish (Education Authority, 2020).

The Welsh Government emphasises that schools must establish a culture of assessment to attain success. They suggest that schools should utilise various resources to ensure that all learners in Wales can achieve their best academic outcome (Welsh Government, 2021). The OECD (2016) emphasises this point, stating that schools should prioritise continuous staff development to provide optimal support for learners. To realise this goal of progress, The Welsh Government (2022a) has issued guidelines for schools to follow, advocating for self-assessment and the collection of evidence to propel school enhancement in accordance with the principles of achievement outlined in the Curriculum for Wales.

Kilminster (2021) explores the methodology for composing self-assessment within an SDP, aligning with the aforementioned guidelines from the Welsh Government. The author discusses the importance of schools assessing their previous achievements in target areas to identify successes in meeting prior objectives and areas necessitating enhancement in order to establish future goals. Goldstone (2022) emphasises the necessity of fostering collaboration in the formulation of an efficient SDP, underscoring the significance of scheduling time for peer evaluations and reviews to cultivate a sense of ownership and engagement among all stakeholders. Education Scotland (2018) also underscores the engagement of learners in crafting a SDP, asserting that their perspectives and contributions are pivotal in advancing schools towards their goals, given their crucial role as recipients of the forthcoming improvements.

Estyn (2022, p. 1) delineates the distinct features necessary for enhancing school performance. The outlined characteristics emphasise the importance of school leaders in defining a clear vision for learners' education and well-being, as well as the necessary teaching strategies to accomplish this goal. In line with the Curriculum for Wales, Estyn believes that it is vital for leaders to regularly review this vision, promote professional values and behaviours among staff to support continual growth and effective collaboration, and prioritise enhancing teaching as the fundamental process that contributes to the learners' progress and well-being.

The highlighted priority ('to develop Welsh as a second language') arises from the Estyn report of School A in 2023. This priority has been acknowledged by parents and carers, staff, the Senior Leadership Team (SLT), and school governors as an aspect needing improvement.

The recent report released by the Welsh Government (2023) revealed their disappointment in the decrease in Welsh speakers aged 3 years or older, dropping from 562,000 (19.0%) in 2011 to 538,300 (17.8%) in 2021. In response, the Welsh Government outlined a strategic vision to reach one million Welsh speakers by 2050 ('Cymraeg 2050', 2017). The goal is to promote language transmission within families, introduce Welsh to children at an early age, and cultivate a greater recognition of Welsh language proficiency in the workplace (Welsh Government, 2017).

The enhancement of Welsh as a second language encompasses not just linguistic skills but also the promotion of Welsh culture, identity, and heritage. Being bilingual offers various cognitive and academic advantages to learners (Bialystok, 2015); hence, fostering the growth of Welsh as a second language is not only a requirement of the Welsh Government (The Welsh Government, 2008, p. 5), but also a means to enhance learners' educational journeys and future careers, as mentioned in the 'Cymraeg 2050' document. Bialystok's statement is also connected to School A's motto, which the headteacher describes as fostering a sense of identity among the learners, thereby incorporating the Welsh language into their identities.

One of the main arguments supporting the teaching of languages in primary schools is the cognitive benefits it offers. Both Piaget and Vygotsky have proposed that acquiring language in early childhood can improve cognitive flexibility and problem-solving abilities (Piaget, 1959; Vygotsky, 1978; McLeod, 2024). Studies have shown that bilingual children tend to outperform monolingual peers in tasks related to cognitive control and attention, as suggested by Bialystok (2011) and Kroll & Bialystok (2013). These findings suggest that introducing a second language early on can have a positive influence on children's cognitive development overall.

However, critics of teaching languages in primary schools raise valid concerns about the possible difficulties and disadvantages. Some researchers argue that introducing a second language at a young age may result in language confusion and delays in first language acquisition (Cummins, 1979; Skutnabb-Kangas, 1981). Moreover, there are practical issues to consider, such as the availability of qualified teachers, the financial implications of implementing language programmes, and the risk of unequal access to these opportunities among various socioeconomic and cultural groups (Liddicoat & Curnow, 2014).

Martin (2007) explores the three main approaches to teaching languages in primary schools. These approaches include "Language Competence Programmes," "Language Sensitization Programmes," and "Language Awareness programmes." Depending on the age group in primary

school, learners are mostly involved in either "language sensitization" or "language competence" programmes. Hunt et al. (2013) delves into the variation in linguistic teaching levels nationally at the primary school level. They point out that the level of provision is often influenced by the dedication of individual head teachers or the SLT in each school.

Contrastingly to this statement, Myles (2017) states that it appears that only a few studies have shown a slight advantage for an early start in educational settings with intensive instruction. Young children seem to primarily learn through hands-on experience rather than conscious effort, meaning they acquire knowledge more implicitly compared to older children. Therefore, they require ample exposure and meaningful interaction to facilitate their natural learning processes.

However, without adequate staffing, proper funding, and sufficient staff training, teaching a language to young children might not be feasible. Agreeing with this statement, the European Commission (2012) and OECD (2014) conclude that older children aged 11 and over can utilise their enhanced cognitive abilities and literacy skills to enhance their learning, whereas younger children are not at that stage yet. It is important to highlight that the one hour per week in Wales falls significantly short in comparison to the several hours per week provided in numerous countries (European Commission 2012; OECD 2014). This suggests the need to either significantly increase the weekly hours or adjust expectations in primary schools.

The Welsh Government (2021) clarifies that learners attending English-medium primary schools will be taught Welsh as a component of the Languages, Literacy, and Communication Area of Learning and Experience. Additionally, a minimum of 15% of learners' school-related tasks, whether inside or outside the classroom, will be conducted in Welsh. This aligns with the Four Purposes for Learners as it fosters individuals who are prepared to be "citizens of Wales and the world" (Welsh Government, 2020).

Developing an action point

Within the SDP of School A, numerous crucial points are outlined under the 'action needed' section, which includes various interventions to achieve their goals. The SDP indicates the importance of effective planning by identifying targets through self-assessment, using evidence to emphasise the impact of actions, and efficiently allocating resources and finances to implement these actions (Welsh Government, 2021a; OECD, 2016; Welsh Government, 2022a; Kilminster, 2021; Goldstone, 2022; Education Scotland, 2018). School A's SDP undergoes a review within one year of its implementation, allowing stakeholders

ample time to implement and adjust any specified intervention within a reasonable period (Underdown, 2021).

School A's SDP planning process ensures that every parent, member of staff, member of the SLT, and the school governors are involved in refining the processes of the SDP, making them all feel like a part of school improvement. The participation of key stakeholders in the evaluation process of SDP results in clear, transparent systems that evolve to address the school's current requirements. All staff members show a sincere commitment to excellence and follow an annual monitoring plan that clearly defines accountability and minimum expectations (School A, 2023).

When examining the initial action point in the school's SDP for the period from Autumn 2023 to Summer 2024, there is a focus on staff utilising progressive planning, teaching, and learning materials, such as 'Slot Drilio' (School A, 2023). Throughout my time at the school, I was fortunate to participate in this initiative, where I organised fortnightly events to honour the Welsh language under the supervision of my mentor. The school has evidently followed a model where they identified areas for enhancement and formulated this action plan accordingly (Kilminster, 2021).

School A specifies that progress will be gauged against the 'Siarter' project, mandated by the Welsh Assembly for all schools in Wales, aiming to foster the Welsh language, cultivate a Welsh culture, and motivate learners to enhance their Welsh language proficiency (Trelewis Primary School, 2022). During my time at the school, I observed some effectiveness in this approach, with numerous staff members demonstrating proficiency in delivering Welsh lessons and conducting 'Drilio' sessions with their learners. However, there is no reference to key stakeholders who will participate in bringing this target to fruition. According to the Department of Education Northern Ireland (2010), involving stakeholders is crucial for achieving optimal results in relation to this priority. School A has room for improvement in this particular area to reap future benefits, as it is noted that School A's SDP does not address stakeholder involvement during each target, consequently preserving anonymity in assessments and observations.

The school's Welsh language coordinator, who was skilled at teaching the language, led many lessons because it was clear that the staff members had low levels of linguistic confidence. Conversations with my class mentor revealed that although confidence was improving, teachers were still not fully equipped to deliver advanced Welsh lessons, focusing instead on reinforcing fundamental phrases and structures that had been previously taught. This situation aligns with the findings of Myles (2017), suggesting insufficient funding within

the school's budget for staff to improve their Welsh language proficiency in cases where they are not fluent. It also highlights the issue of inadequate recruitment of staff with prior training in these schools, resulting in a lack of comprehensive knowledge in teaching the language without appropriate preparation.

The second action point regarding my selected topic involves the school enhancing the visibility of the Welsh language by consistently organising celebration days. The school plans to assess this by holding regular activities and assemblies to gauge the learners' interest in and involvement in the language. I had the opportunity to participate in events like the Eisteddfod and St. David's Day, which boosted the children's enthusiasm temporarily, although it didn't last beyond the actual celebration day. Contrastingly, there was a noticeable increase in Welsh enthusiasm among learners due to the school's continuous emphasis on this language, with School A's use of incidental Welsh rewards amongst the classes being utilised. Although I was not able to witness the outcomes, a survey on Welsh events was carried out by the headteacher in collaboration with all class teachers and parents on a regular basis during my presence. The purpose was to determine whether parents and learners consider celebration days to be a crucial aspect of their learning journey.

Furthermore, the final action point is closely connected to the previous one and aligns with Education Scotland's guidelines (2018) by involving learners in the development plan to enhance their sense of progress, evident in their growing enthusiasm for Welsh. This action point focuses on maintaining the "Criw Cymraeg" to encourage Welsh language use throughout the school. The primary objective of the "Criw Cymraeg" is to enhance awareness of Welsh language and culture and foster an appreciation for the language throughout the school community (School A, 2023). The "Criw Cymraeg" gather weekly to talk about their observations of classmates using Welsh, and they then share their ideas with the Welsh language coordinator to enhance the use of Welsh across all classes. Similar to the previous point, the impact of this action will be evaluated based on the learners' enthusiasm levels.

Reflection and evaluation

From my conversations with staff members and my observations in the school, it is clear that the action points outlined in the SDP have effectively promoted the Welsh language throughout the school, and overall, the primary goals of the SDP have been achieved within the school. However, it is evident that there are areas within the SDP that could be enhanced based on the previous guidance provided.

The Department of Education Northern Ireland (2010) emphasises that successful school development should stem from the learners' learning, with "attainment being central to the development planning process." Nevertheless, both from the SDP and the procedures I observed during my placement, there was little evidence of this approach being utilised to support my specific action point. I suggest that for improvement, the school should prioritise focusing on learners' attainment to further enhance its integration of the language into the school.

Moreover, the Department of Education Northern Ireland (2010) highlights the importance of "regular and systematic review and evaluation of progress" throughout the year to guide practice changes and inform future development strategies. Unfortunately, this element seemed lacking in the school I visited, as there were no apparent reviews of lessons and activities stated in the SDP. Additionally, there was no explicit mention of staff members in each target within the SDP. The involvement of key stakeholders in the advancement of Welsh as a second language in School A's SDP is not clearly defined. The Department of Education Northern Ireland (2010) states that identifying key stakeholders is crucial to establishing effective mechanisms for self-assessment and action within each target of the SDP to drive continuous improvement in the school, including specifying who will be engaged in achieving these targets. This is an area where School A could enhance its approach, as it would provide a more cohesive framework for staff and SLT members to ensure clarity in achieving each priority.

Conclusion

Throughout this assignment, I have explored the process of school development and the essential steps needed to create an effective school development plan. Having thoroughly assessed the SDP of a familiar school, I now comprehend the importance of having a well-crafted development plan and its positive influence on the school's future progression.

More specifically, by focusing on a particular action point, I now understand the benefits of implementing an SDP, especially when working towards a specific objective such as improving the quality and efficacy of language instruction. The enthusiasm and confidence of school staff can have an impact on the calibre of teaching, as Hunt et al. (2013) suggest. Therefore, having a clear roadmap with assigned duties can significantly aid in ensuring the delivery of excellent educational services.

Continuous professional development is crucial for educators at every stage of their careers. The demands of the teaching profession are constantly evolving, requiring teachers to stay

updated on the latest research and most effective techniques to provide high-quality education to their learners. By consistently engaging in critical reflection and learning, teachers can enhance their skills and knowledge while maintaining enthusiasm and dedication to their profession. As a prospective educator, I am dedicated to upholding professional teaching standards throughout my career.

The professional teaching standards in Wales emphasise the importance of ongoing professional learning, stating that "continuous critical reflection and learning by the teacher is crucial for promoting further professional development" (Welsh Government, 2019). The National Education Union (n.d.) also underscores that "continuous professional learning throughout an educator's career is essential for achieving outstanding public schools.

Reference List

- BERA (2018). *Ethical Guidelines for Educational Research, Fourth Edition (2018)*. [online] Bera.ac.uk. Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online>. [Accessed 27th April 2024].
- Bialystok, E. (2015). Bilingualism and the Development of Executive Function: The Role of Attention. *Child Development Perspectives*, [online] 9(2), pp.117–121. doi:<https://doi.org/10.1111/cdep.12116>.
- Blau, P.M. and Duncan, O.D. (1967). *Status Attainment - Sociology of Education - iResearchNet*. [online] Sociology. Available at: <https://sociology.iresearchnet.com/sociology-of-education/status-attainment/#:~:text=On%20the%20basis%20of%20their> [Accessed 27 Apr. 2024].
- Central South Consortium (2016). *Language Mats - Welsh 2nd Language resources - CSC*. [online] www.cscjes-cronfa.co.uk. Available at: <https://www.cscjes-cronfa.co.uk/repository/resource/3a48e9f7-f852-4538-8547-295e8be912b9/overview> [Accessed 26 Apr. 2024].
- Cummings, J. (1979) and Skutnabb-Kangas, T. (1981). *Developmental Interdependence of Literacy Skills Across Languages: Implications for the Instruction of Language Minority Children - ProQuest*. [online] www.proquest.com. Available at: <https://www.proquest.com/openview/3bf0c762cd0013d0f78b9756666174aa/1?pq-origsite=gscholar&cbl=2029838> [Accessed 26 Apr. 2024].
- Department of Education (2010). *Every School a Good School Every School a Good School SCHOOL DEVELOPMENT PLANNING*. [online] Available at: <https://www.easds.org.uk/userfiles/every-school-a-good-school-school-development-planning-guidance-2010-english-version.pdf>. [Accessed 27th April 2024].
- Education Authority (2018). *School Development Planning*. [online] Education Authority Northern Ireland. Available at: <https://www.eani.org.uk/school-management/school-governors/school-improvement/school-development-planning>. [Accessed 27th April 2024].
- Education Scotland (2018). *How good is OUR school? A resource to support learner participation in self-evaluation and school improvement Part One*. [online] Available at: <https://education.gov.scot/media/x44kf045/hgiours-part1.pdf>. [Accessed 27th April 2024].
- Estyn (2022). *Leadership and school improvement The characteristics of effective school*

improvement. [online] Available at: https://www.estyn.gov.wales/system/files/2023-03/Estyn_Leadership%20and%20school%20improvement_A3%20poster%284pp%29_E%282%29.pdf. [Accessed 27th April 2024].

Estyn (2023). *A report on [REDACTED] May 2023 by Estyn, His Majesty's Inspectorate for Education and Training in Wales*. [online] Available at: [https://www.estyn.gov.wales/system/files/2023-06/Inspection%20report%20\[REDACTED\]%20Community%20Primary%202023_0.pdf](https://www.estyn.gov.wales/system/files/2023-06/Inspection%20report%20[REDACTED]%20Community%20Primary%202023_0.pdf) [Accessed 8 Feb. 2024].

European Commission. Directorate-General For Education And Culture (2012). *First European survey on language competences : final report*. Luxembourg: Eur-Op.

Fullan, M. (2005). The future of educational change: system thinkers in action. *Journal of Educational Change*, 7(3), pp.113–122. doi:<https://doi.org/10.1007/s10833-006-9003-9>.

Goldstone, R. (2022). 'School self-evaluation for school improvement: Principles of effective practice'. Available at: <https://arbor-education.com/blog-effective-school-improvement-plan/>. [Accessed 27th April 2024].

Hunt, M. et al. (2013) '*Primary modern foreign languages: an overview of recent research, key issues and challenges for educational policy and practice*', Research Papers in Education, 20(4), pp. 371-390.

Khan (n.d.). *Theories of the early stages of language acquisition (article)*. [online] Khan Academy. Available at: <https://www.khanacademy.org/test-prep/mcat/processing-the-environment/language/a/theories-of-the-early-stages-of-language-acquisition#:~:text=The%20learning%20theory%20of%20language>. [Accessed 27th April 2024].

Kilminster, M. (2021). *How to Write an Effective School Development Plan - Arbor | School Improvement*. [online] Arbor. Available at: <https://arbor-education.com/blog-effective-school-improvement-plan/>. [Accessed 27th April 2024].

Kroll, J.F. and Bialystok, E. (2013). Understanding the consequences of bilingualism for language processing and cognition. *Journal of Cognitive Psychology*, [online] 25(5), pp.497–514. doi:<https://doi.org/10.1080/20445911.2013.799170>.

Liddicoat, A.J. and Curnow, T.J. (2014). Students' home languages and the struggle for

space in the curriculum. *International Journal of Multilingualism*, 11(3), pp.273–288.
doi:<https://doi.org/10.1080/14790718.2014.921175>.

Martin, C. (2007). 'Modern Foreign Languages at primary school: a three-pronged approach?' *The Language Learning Journal*, pp.22(1), pp. 5-10.

McLeod, S. (2024). *Vygotsky's sociocultural theory of cognitive development*. [online] Simply Psychology. Available at: <https://www.simplypsychology.org/vygotsky.html>. [Accessed 27th April 2024].

Myles, F. (2017). *Multilingualism: Empowering Individuals, Transforming Societies (MEITS)*. [online] www.meits.org. Available at: <https://www.meits.org/policy-papers/paper/learning-foreign-languages-in-primary-schools-is-younger-better>. [Accessed 27th April 2024].

National Education Union (n.d.) Professional Learning. Available at: <https://www.nea.org/professional-learning> [Accessed 28th May 2024].

OECD (2014). *Education at a Glance 2014 OECD Indicators*. OECD Publishing.

OECD (2016). *What makes a school a learning organisation? A guide for policy makers, school leaders and teachers*. [online] Available at: <https://www.oecd.org/education/school/school-learning-organisation.pdf>. [Accessed 27th April 2024].

School A (2023). *School Development Plan (2023-24)*. Unpublished..

The Welsh Government (2008). *Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau Department for Children, Education, Lifelong Learning and Skills Welsh Language Development*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2018-02/welsh-language-development.pdf>. [Accessed 27th April 2024].

The Welsh Government (2021). *Primary school categorisation guidance: Information for parents and carers*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2021-12/school-categories-according-to-welsh-medium-provision-information-for-parents-and-carers.pdf>. [Accessed 27th April 2024].

The Welsh Government (2023). *Cymraeg 2050: Welsh language strategy action plan 2023 to 2024 [HTML]*. [online] GOV.WALES. Available at: <https://www.gov.wales/cymraeg-2050->

[welsh-language-strategy-action-plan-2023-2024-html](#). [Accessed 27th April 2024].

Trelewis Primary School (2022). *Siarter Iaith | Trelewis Primary School*. [online] [www.trelewisprimary.wales](https://www.trelewisprimary.wales/siarter-iaith-1/#:~:text=The%20Siarter%20Iaith%2C%20is%20a). Available at: <https://www.trelewisprimary.wales/siarter-iaith-1/#:~:text=The%20Siarter%20Iaith%2C%20is%20a> [Accessed 26 Apr. 2024].

Underdown, A. (2021). *How to write an effective school development plan - Arbor | School Improvement*. [online] Arbor. Available at: <https://arbor-education.com/blog-effective-school-improvement-plan/#:~:text=Track%20the%20success%20of%20your%20plan&text=That> [Accessed 27 Apr. 2024].

Welsh Government (2014). *School development plans Guidance*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/school-development-plans.pdf>. [Accessed 27th April 2024].

Welsh Government (2016). *School Development Plans 28. School Development Plans*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/28-school-development-plans.pdf>. [Accessed 27th April 2024].

Welsh Government (2020). *Developing a vision for curriculum design - Hwb*. [online] hwb.gov.wales. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>. [Accessed 27th April 2024].

Welsh Government (2021a). *Global Futures: A plan to improve and promote modern foreign languages in Wales 2020 to 2022 [HTML]*. [online] GOV.WALES. Available at: <https://www.gov.wales/global-futures-plan-improve-and-promote-modern-foreign-languages-wales-2020-2022-html>. [Accessed 27th April 2024].

Welsh Government (2021b). *The national resource: overview - Hwb*. [online] hwb.gov.wales. Available at: <https://hwb.gov.wales/evaluation-improvement-and-accountability/the-national-resource-evaluation-and-improvement/the-national-resource-overview/> [Accessed 3 Apr. 2024].

Welsh Government (2022a). *School improvement guidance: impact assessment [HTML]*. [online] GOV.WALES. Available at: <https://www.gov.wales/school-improvement-guidance-impact-assessment-html>. [Accessed 27th April 2024].

Welsh Government (2022b). *Welsh in Education Strategic Plans 2022 to 2032 [HTML]* | GOV.WALES. [online] www.gov.wales. Available at: <https://www.gov.wales/welsh-education->

[strategic-plans-2022-2032-html](#). [Accessed 27th April 2024].

Welsh Government (2017). *Cymraeg 2050 A million Welsh speakers*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf>. [Accessed 27th April 2024].