



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Learn Welsh Glamorgan
Block D
University of South Wales
Treforest
Rhondda Cynon Taf
CF37 1DL**

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by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Dysgu Cymraeg Morgannwg

On 1st August 2016, responsibility for the Welsh for Adults sector was transferred to the National Centre for Learning Welsh. The National Centre re-structured provision across Wales and established 11 providers. One of these is Learn Welsh Glamorgan. The provider is situated in the University of South Wales in Treforest.

Learn Welsh Glamorgan receives a core grant of £1,038,665 during 2017/18 from the National Centre for Learning Welsh to teach Welsh to adults in Rhondda Cynon Taf, Merthyr Tydfil and Bridgend.

Learn Welsh Glamorgan employs more than 70 staff, most of whom are part-time tutors and 12 of whom are core staff. The head of the centre was appointed in February 2016.

Learn Welsh Glamorgan provides a range of different courses from Entry to Proficiency levels, including Welsh in the Workplace and Welsh for the Family courses. It also provides a programme of informal learning opportunities for learners to practise and extend their Welsh language skills outside the classroom. During 2016/17, over 1,500 adults enrolled on the provider's courses.

Summary

Learn Welsh Glamorgan is a caring and inclusive community that places learners at the heart of all of its activities.

Nearly all learners are very clear about their reasons for learning Welsh. They enjoy learning very much and are extremely enthusiastic. Many learners make an effort to use the language outside the classroom, and this helps them to make consistent and strong progress. They are often proactive in creating these valuable opportunities.

On the whole, learners become increasingly confident in the language and develop a range of linguistic skills, with an emphasis on speaking the language in varied and meaningful contexts.

Most tutors plan lessons effectively in order to meet learners' needs. They respond flexibly in order to pursue interesting themes and develop language in relevant contexts that are beneficial to their learners.

Learn Welsh Glamorgan's provision includes a comprehensive range of formal and informal opportunities to practise the language.

Leaders and managers have established a clear vision and purposeful strategic aims that are consistent with the National Centre for Learning Welsh's plans.

The ethos of promoting Welshness and the Welsh language permeates throughout the attitudes and work of staff and learners.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Work with the National Centre for Learning Welsh to ensure that managers monitor standards of learning and teaching appropriately
- R2 Ensure that learners and tutors have equal access to materials and electronic resources in order to enrich teaching and learning experiences

What happens next

The provider will produce an action plan to address the recommendations from the inspection. The National Centre for Learning Welsh will monitor progress against those recommendations.

Estyn will invite the provider to prepare a case study on its work in relation to the influence and effect of learners on provision, in terms of increasing the use of the Welsh language outside the classroom, to be disseminated on Estyn's website.

Main findings

Standards: Good

Nearly all learners who attend the provision that is organised by Learn Welsh Glamorgan participate positively and extremely enthusiastically in their lessons. Many make strong progress and recall previous learning successfully. These learners are able to adapt this knowledge to new situations effectively. They succeed in using an appropriate range of constructions, vocabulary and verb tenses to express themselves meaningfully.

Most learners listen attentively and understand the language of their tutors and visitors without difficulty. Most respond confidently to oral prompts straight away. At times, a few learners, at all levels, make basic errors orally, but this does not disrupt the flow of the conversation or their clarity of expression.

On the whole, nearly all learners are able to express an opinion orally purposefully, in line with their linguistic level. Overall, learners at all levels speak with increasing confidence and pronounce correctly. In lessons, most use the Welsh language spontaneously as a medium of communication with the tutor and other learners. Many learners take advantage of informal learning opportunities and opportunities outside the classroom, for example during coffee breaks, in order to reinforce their communication skills successfully.

Many learners on Advanced courses show a sound understanding of the structures and grammar of the Welsh language. For example, they contribute extensively and correctly orally by using different verb tenses, such as the short form of the verb in the past tense and the imperfect tense, appropriately when describing past events.

Many learners develop their reading skills effectively. They understand the content of texts well and read with increasing accuracy, in line with the expected level. For example, in Foundation level classes, learners read, understand and paraphrase text skilfully and show linguistic dexterity and a sound understanding.

Learners at Proficiency level combine their reading, speaking and writing skills skilfully when reading and responding to poetry. These learners succeed in showing a deep understanding of the meaning and sub-themes of poems and discuss them sensitively, maturely and fluently. A notable example of this is their ability to discuss and analyse the poem 'Tai Unnos' by Iwan Llwyd.

Across the different levels, many learners develop their writing skills well. At Entry and Foundation levels, many write elementary constructions and sentences and mutate correctly. They complete simple writing tasks and use suitable vocabulary appropriately. Many Intermediate level learners write for different purposes successfully, including writing diaries and letters. On Advanced level courses, many learners create extended pieces and show an increasing grasp of the language's structures and an awareness of the appropriate register. They produce effective pieces expressing their views on current affairs, such as the effect of human actions on the environment. However, a few learners at the Advanced levels continue to make basic spelling and grammatical errors. For example, they overuse the definite article and order sentences incorrectly.

Many learners at Learn Welsh Glamorgan, including most learners on workplace courses, complete their courses successfully and move on to subsequent courses. A minority of learners sit Welsh for Adults examinations. This is significantly higher than the national targets. Most of these learners succeed in the examinations, and around half gain a distinction.

Wellbeing and attitudes to learning: Excellent

Learn Welsh Glamorgan is a caring and inclusive learning community that places learners at the heart of all activities. On the whole, learners are very supportive of each other and very willing to interact with visitors in Welsh. Promoting Welshness and the Welsh language is an ethos that permeates throughout the attitudes and work of staff and learners.

Nearly all learners, across all levels, enjoy learning very much and feel safe in their learning environment. They are knowledgeable about safeguarding systems, should a problem arise. They are able to concentrate and persevere very well, for example when using new vocabulary and constructions. They show good commitment to the learning process. Their attendance is very good and they complete homework regularly. Many travel far to reach their classes and very often do so after work. Many learners continue with their learning and move forward to subsequent levels.

Nearly all learners work very well individually and in groups or as a whole class, and undertake tasks purposefully and complete them very successfully. They work together and participate very well, and treat other learners' contributions and the tutor with respect. They are very willing to help each other, when necessary. Support for each other and the inclusive spirit succeed in creating a close-knit community of very enthusiastic learners. This is an excellent feature. Nearly all learners are ambitious and show high levels of motivation towards learning. Many strive to attend supplementary courses and informal activities to extend their contact with the language.

Nearly all learners are aware of the importance of practising their Welsh and using it outside the classroom. They are very keen to do so with their families, at work and in Welsh language community activities. For example, a group of learners promotes and sells copies of Y Gloran, the Welsh community newspaper for Upper Rhondda Fawr, in addition to contributing monthly articles.

Many learners also take responsibility for their learning by establishing their own discussion groups, to enable them to practise the language in each other's company during the term and during the holidays when there are no classes.

Learners have a very positive influence on provision and on decisions relating to learners' wellbeing. For example, additional reading sessions were organised by the provider in all areas following comments from learners. Proficiency level learners in Merthyr are also part of Soar Welsh Language Society and hold meetings and organise events on the society's behalf. They are also part of the committee of Menter Iaith Merthyr and contribute positively to Welsh language activity throughout the area.

Teaching and learning experiences: Good

The quality of teaching at the provider is good.

Most tutors establish good working relationships with their learners. The sense of community within the learning groups is an excellent feature and nurtures effective learning. These tutors are enthusiastic and succeed in engaging their learners' interest in speaking Welsh. They are caring and very supportive of them.

Most tutors have high expectations of their learners, and learners are challenged appropriately in line with their level. Tutors know their learners very well and, in the best examples, succeed in differentiating appropriately in order to try to ensure equal opportunities for everyone to contribute during lessons. In a very few cases, however, tutors do not provide enough opportunities for learners to speak and use the Welsh language in the classroom.

Most tutors manage learning situations purposefully in the different teaching locations. They plan effectively in order to meet learners' needs, and they are flexible enough to pursue interesting themes and develop language in relevant contexts that are of benefit to learners. Most lessons have clear objectives and include a range of varied and stimulating activities that ensure lessons have a good pace.

Most tutors have good and up-to-date subject knowledge and are good language models. They use the target language skilfully as a medium of communication in most lessons. Many have a firm grasp of effective language teaching methodology, mainly in order to develop learners' oral skills. They use various resources in order to stimulate learning, for example flash cards, factual and imaginative reading texts, and visual and aural prompts. A few tutors do not have a sound enough grasp of the Welsh language and they have not yet fully mastered the art of language teaching. In a few classes, problems with technology hinder the flow of lessons.

Many tutors give due attention to the importance of using the Welsh language outside the classroom. The 'Using Your Welsh' scheme has a positive effect on learners' response to the additional activities that are organised in the area in order to develop their language skills through more informal methods. For example, in one lesson that was observed, the tutor announced three opportunities for learners to practise the Welsh language in social events: at the recording of the television programme 'Jonathan', a curry and chips night at Canolfan Soar in Merthyr, and a dance night at Garth Olwg Centre in Church Village. After reading the poem 'Carreg Cennen' by Iwan Llwyd, another tutor was keen to organise a trip for his learners to west Wales to visit the castle.

The strong level of consistency in terms of good practice that can be seen across most classes is an excellent feature.

Most tutors insist on accuracy when practising new language patterns. They give purposeful and supportive oral feedback in lessons, which shows learners how to improve aspects of their language, for example verb forms and mutations. Tutors encourage learners to try without fear of making mistakes. By correcting them selectively, they reinforce learners' confidence at the same time. Many tutors also

challenge their learners effectively by asking questions skilfully. They try to include everyone and, by doing so, extend responses and deepen learners' understanding. They implement the provider's assessment policy appropriately in order to guide learners to improve their own written skills by refining their original work.

Learning experiences across the provider stimulate and challenge learners. On the basis of detailed market research and intensive marketing, the provider plans strategically to meet the needs of the local community. It ensures that there is a wide range of courses available at all levels to meet the needs of learners and employers in the area, in addition to meeting local and national priorities.

A beneficial example of this is the way in which Learn Welsh Glamorgan works in partnership with Bridgend County Council. Members of four mainstream courses there are able to attend other classes if they are unable to attend their usual class. As a result, learners do not lose momentum in their learning and they also get to know other learners well, which adds beneficially to their opportunities to speak Welsh with different people. These learners have attended a number of informal learning sessions since starting the courses in September 2016, and a number of learners volunteered at the Urdd Eisteddfod in Pencoed in 2017.

Provision includes a comprehensive range of formal and informal learning opportunities. The provider has ensured clear routes of continuity and progression for learners to develop their language skills to the best of their ability. The provider has maintained this provision over a period of time and has added to it by providing supplementary provision, for example pronunciation courses, examination revision courses and the successful Cwrs Calan that was organised this year.

Numerous additional learning opportunities are provided outside the classroom, and a majority of learners have attended informal events during the year. These informal events vary from revision sessions that are led by tutors, to coffee mornings that are led by learners. For example, a close relationship has been fostered between the learners at Garth Olwg Lifelong Learning Centre and the Welsh-medium primary school on the same site. Pupils from Year 6 visit the learners to practise speaking Welsh. This benefits everyone by giving the adults an opportunity to use their Welsh and the children an opportunity to talk to adults other than the school's staff.

Care, support and guidance: Good

To date, the National Centre has not yet developed fully a national progress-tracking system for all providers to use. Despite that, tutors at Learn Welsh Glamorgan have a good awareness of the individual needs of all learners in the groups that they teach. They know the learners' strengths well, in addition to areas that need to be improved or refined. Tutors set termly targets together and evaluate these with each learner by using the 'Using Your Welsh' scheme that is provided by the National Centre. Then, at the end of the year, there is an opportunity for the tutor and learners to set the next learning steps.

The provider offers a range of purposeful and useful information, both online and on paper, to help prospective learners to choose the course that is most relevant to them. Should learners happen to find themselves on the wrong course, the provider offers timely support to help them to move to the appropriate course. A bilingual

handbook, 'You and Your Course', contains the necessary information and refers to relevant policies. The booklet explains the code of conduct and complaints procedures clearly.

The provider offers regular and rich opportunities for learners to practise their Welsh outside the classroom through a wide range of informal learning activities and independent events. They also support learners to develop and provide activities that they organise themselves. A notable example of this is the local history group in the Bridgend area, which is run by the learners themselves. There are further examples of tutors supporting learners to meet weekly during the holidays in order to maintain their standards and continue with the enjoyment that they experience in each other's company.

Tutors provide good and constructive individual support for the learners in their care. A clear system has been established about how to share learners' concerns with the head of the provider. The opportunities that the provider offers for learners in all classes to share ideas on how to improve provision through a class representative on the local Learner Voice panel are a clear strength. The provider gives due attention to these ideas and publishes a report on how it will respond to the comments. A notable example of listening to learners' ideas was drawing the National Centre's attention to the lack of inclusive representation in the current learning materials.

The provider takes advantage of being part of the University of South Wales to provide support for learners with additional learning needs. As a result, tutors receive information about how to provide for these learners in their classes. All learners are given an opportunity to identify any additional learning needs, and the provider responds purposefully to these requests.

The provider's safeguarding arrangements meet requirements and are not a cause for concern.

Leadership and management: Good

Leaders and managers have established a clear vision and purposeful strategic aims for the provision, which are consistent with the National Centre's plans. Strategic plans include suitable quantitative targets. Leaders and managers place a strong focus on learners' wellbeing and progress, and on providing affordable learning opportunities in the community. Providing courses at all levels for different audiences, and in all parts of the provider's area, responds very well to learners' needs.

There are clear communication systems between managers and tutors, including a series of purposeful meetings that focus on ensuring high standards and learners' wellbeing. Leaders and area development officers work together very well. They promote values and behaviour of a very high standard and have high expectations of all tutors.

The roles of leaders, managers and tutors are clear, and they have suitable job descriptions and responsibilities. They fulfil their duties effectively. Accountability systems are clear within the university's faculty structure. All staff understand the performance management processes, and managers address underperformance issues appropriately.

On the whole, the provider has effective systems for self-evaluation and planning for improvement. Managers analyse performance data and quality assure most of the provision appropriately. The Observation and Quality committee operates effectively as it considers the provider's performance. Leaders observe new tutors regularly and provide them with beneficial support on how to improve. Leaders do not currently have an adequate grasp of the quality of work of all tutors who teach in the provision. This is partly because of the lack of human resources in the management team. As a result, it is not always possible for managers to identify areas for improvement in teaching at an early enough stage. However, on the whole, quality assurance processes provide an accurate picture of strengths and weaknesses in provision. This information is used beneficially to plan to improve standards and teaching.

There is a wide range of suitable and effective training for tutors and managers, both internally and externally, for example Prevent courses (namely courses to raise awareness of radicalisation and terrorism) and courses on safeguarding, improving errors and improving language teaching methodology. The focus of training is to help staff to improve their practice and raise standards.

The provider manages and uses funding well. Decisions about expenditure link appropriately with the national priorities that are set by the National Centre. Managers and leaders are very aware of the cost of programmes and hiring learning venues, and ensure that they are cost-effective. Ensuring that all courses are affordable for learners is an important part of the provider's strategy. The provider has robust systems to ensure that expenditure on activities complies with the National Centre's rules, namely that at least 85% of funding is spent on teaching.

The provider has a suitable level of experienced and enthusiastic teachers to deliver provision.

On the whole, the venues and learning resources that are available are suitable for the provision. Information and communication technology (ICT) equipment is available in nearly half of the learning venues, including interactive whiteboards. However, teachers and learners do not have access to ICT equipment in all learning venues.

Copies of the report

Copies of this report are available from the provider and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 77 of the Learning and Skills Act 2000.

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