



Report on

**Cardiff and the Vale of Glamorgan Welsh for Adults Centre
School of Welsh
Cardiff University
John Percival Building
Colum Drive
Cardiff
CF10 3EU**

Date of inspection: November 2014

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Cardiff and the Vale of Glamorgan Welsh for Adults Centre was established on 1 April 2006 by the Welsh Government, as one of six regional centres. This was part of the restructuring of the provision across Wales. The centre became operational on 1 August 2007.

Cardiff and the Vale of Glamorgan Centre is part of the School of Welsh in Cardiff University. The centre is responsible for the Welsh for Adults provision across the Cardiff and Vale of Glamorgan local authorities. According to the 2011 census, the region has a population of 472,300, and about 11% of the population are Welsh speakers in Cardiff and in the Vale of Glamorgan.

The centre is responsible for providing about 200 classes in 80 settings across the region, extending from St Mellons to Llantwit Major, and employs 58 members of staff. Cardiff University is responsible for 86% of the provision, and the remainder is shared between the Vale of Glamorgan authority and Cardiff and the Vale College through third party agreements. There were about 2,500 enrolments on the centre's courses in 2012-2013.

At the time of the inspection, the centre's director was on secondment to the Welsh Government, and the acting director was in charge of the centre.

Summary

The provider's current performance	Good
The provider's prospects for improvement	Adequate

Current performance

The centre's current performance is good because:

- successful completion rates compare favourably with those in some other centres;
- many learners make consistent progress in classes and are committed to continuing with their learning and to practising using the Welsh language in their own time;
- many learners attend their classes regularly;
- the range of courses that are available to learners is very wide, including innovative provision for learners who do not speak English as a first language, and courses that involve a combination of learning on-line and attending a class;
- the mentoring programme and the 'use your language' scheme succeed well in helping learners to practise speaking with native Welsh speakers;
- the majority of tutors plan sessions that provide appropriate opportunities for pupils to practise what they learn in lessons; and
- the centre provides effective care and support for learners, especially learners who have additional learning needs.

Prospects for improvement

Prospects for improvement are adequate because:

- the centre works successfully with a wide range of partners to develop provision and increase participation;
- successful communication and marketing systems have led to a significant increase in enrolments and successful completion rates;
- the centre has established an appropriate range of methods for improving quality, and gives a prominent place to the 'learner's voice'; and
- the centre benefits from being a part of the University's School of Welsh.

However:

- staff who have leadership responsibilities do not make thorough enough use of data to produce reports that identify what needs to be improved;
- records of classroom observations are not probing enough, nor do they pay enough attention to the progress that learners make in classes;
- the centre's self-assessment does not give an accurate enough picture of standards and the quality of provision; and
- the board of the School of Welsh does not receive enough information about quality and standards to enable it to operate fully as a critical friend and contribute to strategic planning processes.

Recommendations

- R1 Improve progress in learners' ability to use the Welsh language more independently in a range of contexts in classes
- R2 Ensure that tutors make more use of various resources in classes
- R3 Improve the use of data to identify aspects where improvement is needed
- R4 Improve the quality of classroom observation records and ensure that outcomes feed into quality improvement schemes
- R5 Ensure that the self-assessment report provides a precise and balanced picture of quality and standards
- R6 Ensure that the board of the School of Welsh receives sufficient information about quality and standards in order to enable it to operate fully as a critical friend and contribute to strategic planning processes

What happens next?

The centre will produce an action plan that shows how it will address the recommendations. Estyn will monitor the centre's progress.

Estyn will invite the centre to prepare a written case study that describes the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all learners participate well in learning activities in classes, and work successfully together as a whole class. They persevere in learning language patterns and vocabulary in pair work and make consistent progress during lessons. The majority of learners reinforce the progress that they make by completing work in their own time between classes.

Many learners are able to recall successfully what they have learnt in previous lessons. They use their listening skills appropriately, and many learners make clear progress in their ability to enunciate correctly. A minority of learners make sufficient occasional use of the Welsh language at an appropriate level regularly in classes, for example when communicating with each other and asking for clarification or an explanation. In a minority of classes, learners do not make enough progress in using what they learn in less structured situations. In these cases, they do not make enough progress in using the Welsh language increasingly independently and confidently.

On the Welsh for the family and workplace courses, many learners make appropriate progress, which enables them to make increasing use of the Welsh language with their children or in the workplace.

Many learners make appropriate progress in their ability to read aloud meaningfully as a result of learning activities in classes. Many learners' pronunciation when reading is developing well. Significant numbers of learners develop their reading skills further as a result of the reading clubs held by the centre, and this increases their verbal resources and reinforces their grasp of the Welsh language considerably. Through these opportunities, they also gain an interest in Welsh language books and foster the habit of reading in their own time.

The majority of learners make appropriate progress in developing their writing skills in Welsh. At the higher levels, many learners are able to write extended pieces that show an increasing grasp of a range of sentence patterns and vocabulary. The work of these learners includes interesting touches, along with an awareness of the appropriate register. However, in a few lessons, learners do not make enough progress in their ability to write sentences and short pieces in their own words. This hinders their ability to reinforce their grasp of what they learn in classes.

There are clear trends of increases over recent years in the numbers of enrolments on many courses on various levels. As a result, the centre has met many of the targets agreed with the Welsh Government. However, it has not ensured enough of an increase in the numbers of learners who follow intensive courses, nor courses on the proficiency level.

A considerable increase has been seen in the number of learners who follow courses in the workplace and Welsh for the family courses.

Enrolment numbers among specific groups of learners compare favourably with those of other providers, including a considerable increase in the numbers of learners from ethnic minority backgrounds and those who speak English as an additional language. As a result of the widening participation strategy, about 60 learners attend classes in economic regeneration areas.

Over recent years, there has been a significant increase of about 16 percentage points in the numbers of learners who complete their course successfully to 74% in 2013, which compares favourably overall with the rates of other centres. Successful completion rates in the Vale of Glamorgan Council and Cardiff and the Vale College are high.

Wellbeing: Good

Learners feel safe in their classes and are happy in their learning environment. They have an appropriate awareness of health and safety issues.

Nearly all pupils possess positive attitudes in classes and apply themselves energetically to learning activities. Most learners enjoy learning and are supportive of each other and very willing to help. Significant numbers of learners make extensive use of the online resources on the 'Y Bont' website to complement the work they undertake in classes. A good number of learners take advantage of the centre's mentoring programme to increase their confidence in their use of the language with native Welsh speakers.

Many learners attend their classes regularly, and inform tutors when they are unable to attend. Attendance rates compare favourably with those of adult community learning courses.

Many learners take advantage of opportunities to contribute to the 'learner's voice', which influences decisions involving courses and semi-formal activities in the centre. As a result of class representatives, most learners feel that they have a say in the centre's activity, and that they are able to contribute regularly to developments in the centre's work.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The centre provides a wide range of courses that includes a good variety of learning opportunities. These learning opportunities are tailored to meet the needs of local communities, along with employers and parents. The provision provides appropriate opportunities to follow courses of varying intensity and at various times of the day across the region.

A prominent feature of the provision is the 'blended learning' courses on a variety of levels, which provide flexibility in terms of a learning medium through a combination of attending a class and learning on-line in the home or workplace. The centre works well with a range of employers to arrange courses for the particular needs of their companies and employees. For example, the centre provides specific course for bus drivers, workers in the retail sector and for staff in the health sector. As a result, nearly a quarter of the centre's learners follow courses in the workplace.

The centre works effectively with local primary schools and organisations in the public sector to provide courses for parents. A 'Welsh for the family' course includes specific workshops for parents that enable them not only to improve their language skills but also to help their children with basic numeracy and literacy skills.

The centre makes effective use of demographic information and data about the nature of the population in order to set appropriate targets in order to increase provision in underprivileged areas, and for ethnic minorities, older people and men. The centre has also undertaken research on the needs of learners who are not first-language English speakers and provides specific courses for them. This is innovative.

The centre provides a wide programme of activities that help learners to practise and use language skills in a variety of situations, as well as participate in social activities through the medium of Welsh. This includes reading clubs and social events, along with a mentoring programme in which learners are paired with Welsh speakers. The innovative 'Use your language' scheme provides valuable advice for learners about how to use the Welsh language in everyday situations.

In order to raise learners' awareness of the Welsh language and Welsh culture, the centre offers a good range of pre-entry courses. This includes a course for rugby supporters, introductory courses on Welsh culture, along with activities and courses on language awareness.

Although the centre provides opportunities for learners to sit recognised examinations, there has been a decrease in the number of candidates over the last three years.

Teaching: Good

Most tutors plan their lessons in detail. They produce clear objectives for the learning activities in the lessons and share them with learners. They foster a good relationship with learners and provide them with consistent support in a supportive environment.

Most tutors have good up-to-date knowledge of language delivery methods. The majority prepare an appropriate progression of tasks and activities, and as a result, the pace of lessons is appropriate. However, in a minority of lessons, there are not enough opportunities for learners to practise using the vocabulary and sentence patterns that they learn. This affects learners' levels of confidence and ability to use the language more independently in a range of situations. In a few classes, tutors do not do enough to promote learners' increasing use of incidental Welsh as a medium of communication with each other and with the tutor.

The majority of tutors use learning resources purposefully in order to vary the learning medium and help learners to reinforce their grasp of vocabulary and syntax. However, in a minority of classes, tutors do not use a wide enough range of additional resources, including information and communication technology (ICT) equipment, even when they are available in classrooms.

The centre has a suitable marking scheme, and the majority of tutors mark learners' written work in detail and set specific targets for learners to help them to improve their grasp of the language. The majority of tutors provide positive and constructive feedback orally. However, a few tutors do not correct learners' mistakes consistently and ignore basic pronunciation errors. There are few opportunities for learners to build on their understanding and progress by assessing each other's achievements.

Most tutors support independent learning by using individual learning plans appropriately.

Care, support and guidance: Good

The centre provides useful welcome packs for learners, which include a range of useful information about various aspects of learning Welsh. The learners' handbook contains appropriate information about health and safety, code of conduct and complaints procedures. As part of its semi-formal learning provision, the centre offers a range of beneficial activities that promote learners' social skills. It also promotes healthy living skills, such as cycling, walking and aerobics through the medium of Welsh successfully. Most tutors incorporate subjects such as eating healthily and keeping fit effectively into their lessons.

The centre has appropriate arrangements in place to promote attendance, and this has led to a significant increase of seven percentage points in the attendance rate over recent years.

One of the centre's strengths is the support for learners with additional learning needs and the guidance for tutors on how to provide for them in classes. Learners have appropriate opportunities to state additional learning needs and the centre provides effective support to meet those needs. An example of this is the 'green sheet' as a reading aid for learners who have dyslexia. The centre has also co-operated with the Institute for the Blind to produce a Braille course book and it arranges for other learners who have visual needs to have the support of experienced assistants.

Through the medium of 'language clinics', the centre provides appropriate opportunities for learners to receive additional support when they face difficulties in learning Welsh. However, very few learners take advantage of this provision.

The centre's safeguarding arrangements meet requirements and are not a cause for concern. Although tutors have received beneficial guidance on the centre's policy on safeguarding vulnerable adults, there is no comprehensive programme of training for staff to ensure that they have a sound understanding of their responsibilities.

Learning environment: Good

The centre promotes the University's equality policy effectively by ensuring that new staff and administrative staff complete the on-line module on equality and diversity. The centre succeeds well in increasing the participation of learners from diverse backgrounds, and this includes offering scholarships to learners from ethnic minorities and providing courses in deprived areas. The way in which learners are able to pay for their courses in a variety of ways is evidence of the way in which the centre shows an awareness of the needs of learners from underprivileged backgrounds.

The centre makes extensive use of information and communication technology and social networks. The 'Y Bont' website provides comprehensive information about the courses that the centre offers. The website also offers a wide range of good quality resources for all linguistic levels, and there is a specific on-line resource for workplaces. In addition, the website provides beneficial opportunities to promote communication between it and learners through learners' fora and an on-line help line.

The centre has invested well in technical equipment and digital books to promote reading among learners and in audio equipment to support listening and understanding work. The language app is an extremely useful resource for different digital media.

Most settings provide appropriate learning environments in which to hold classes. However, there is little use of charts and various resources in order to create a stimulating ethos in which to acquire language and complement learning.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The centre's work has a clear vision and strategic direction, and leaders share this vision successfully with its partners. Leaders listen and respond carefully to all stakeholders' comments, and also take appropriate steps in response to issues that arise from the 'learner's voice'. A number of initiatives over time have had a clear effect on the range and quality of provision, including expanding participation and improving successful course completion rates.

The centre has a clear and robust management structure and responsibilities for leading aspects of provision are shared appropriately among members of the core staff. As a result of the successful communication and marketing systems, learners are aware of all the centre's extra-curricular activities and e-learning resources and there has been a significant growth in provision in terms of workplace courses. The centre has a prominent presence on the internet and uses social networks successfully to communicate with learners in the region.

The centre's strategic plan includes clear objectives and makes use of appropriate quantitative targets. The plan pays appropriate attention to national priorities in the field of Welsh for adults. However, the centre is not self-critical enough about important aspects of provision. As a result, the centre does not have a clear enough picture of improvements that are needed in order to realise its vision fully.

The University's senior staff meet regularly with the centre's managers and are very supportive of its work. However, the centre does not produce detailed enough quality reports for the University. This hinders the ability of senior staff to operate fully as effective critical friends.

As part of the School of Welsh, the centre is innovative in the area of research into aspects of Welsh for Adults. It ensures that outcomes are incorporated into tutors' training sessions and are disseminated on a national level.

Improving quality: Adequate

The centre has suitable systems and procedures to monitor its performance, which include a purposeful quality improvement cycle. The quality improvement cycle is integrated well with the centre's other strategic planning cycles.

Activities to improve quality include using an appropriate range of suitable evidence, which includes a programme of classroom observations across the region. However, in general, records that arise from class observations are too generous. In a number of examples, evidence from observations does not support judgements that are made clearly enough, nor do they pay sufficient attention to learners' outcomes and progress in language skills in classes. Although leaders undertake data analyses, they do not produce detailed and balanced reports on the centre's performance or measure the effect of systems in order to identify what needs to be improved.

The centre makes extensive use of learners' questionnaires and meetings in order to collect learners' opinions. This is a strength in the quality improvement arrangements, and leads to appropriate follow-up steps in response to matters that arise. The centre has arranged for class representatives to be available in all courses and that regular meetings are held between them and the centre's staff.

In general, the centre's self-assessment report is a comprehensive and evaluative document that contains clear priorities for development. The report includes useful summaries of strengths, along with a list of areas to be developed. However, there is not a close enough match between the self-assessment's judgements and the judgements of the inspection team, especially in the standard of teaching and the effectiveness of the centre's arrangements for improving quality.

The centre's quality development plan is a comprehensive document that is based on the results of the self-evaluation process. There is an obvious link between aspects to be developed in the self-assessment report and the priorities in the quality development plan. On the whole, the quality development plan contains quantitative targets and appropriate timescales for implementing intentions.

Partnership working: Good

The centre and its partners plan provision jointly and carefully in a difficult financial period. As a result, they ensure that a full range of courses are available across the region and that there is no unnecessary duplication. Partners are supportive of the centre's work.

The centre has established appropriate structures in order to ensure quality effectively jointly with local adult community learning partnerships, especially Welsh-medium provision in the region. There is a beneficial arrangement in place in which the centre uses one of its partners' staff as a critical friend when producing the self-evaluation report on quality assurance.

The centre co-operates effectively with partners to share resources, for example learning and meeting places, childcare provision and planning jointly for a new Welsh for Adults hub in the city centre. It has also planned jointly effectively with adult community learning partners to improve information and communication technology (ICT) facilities in a few learning locations.

By co-operating with the Riverside community centre as part of 'Communities First' and the Friary in partnership with Cardiff Council, the council has had success in increasing the number of learners from ethnic minority groups. The centre has good links with the local community through Menter Iaith Caerdydd and Menter y Fro, and with the voluntary sector through adult community learning partnerships. By co-operating with 30 organisations and companies, including the private sector, the centre has established extensive Welsh in the Workplace provision.

The centre has worked successfully over a number of years with the Welsh Government and the British Council to provide an innovative programme for teaching Welsh for adults in Patagonia.

Resource management: Good

Most of the centre's staff have appropriate qualifications and experience. The way in which the centre uses tutors from ethnic minority backgrounds makes a considerable contribution to increasing participation among those groups.

The centre plans a suitable staff training programme on a termly basis, based on information that has been gleaned from classroom observations and staff performance review meetings. The centre offers good support to tutors, including individual weekly meetings for all tutors, which lead to providing training according to need. Staff also have beneficial opportunities to attend external training sessions, for example an international conference on learning English as an additional language.

The centre offers useful financial support for learners according to need, including the use of the reserve fund and scholarships. The support staff offer good assistance to colleagues and restructuring has led to effective co-operation between the centre's administrative staff and the academic school staff. As a result of this reorganisation, the centre succeeded in safeguarding professional support services posts as a result of budget cuts.

The centre provides good value for money.

Appendix 1

Learner satisfaction

The commentary below is based on the results of the second annual survey of Learner's Voice Wales, which was conducted in January – February 2014 by Ipsos MORI. The survey was commissioned by the Welsh Government's Department of Education and Skills. The questionnaire was completed by a total of 2,257 in the Welsh for Adults sector across Wales, including 182 learners from the Cardiff and the Vale of Glamorgan Welsh for Adults Centre.

Satisfaction levels of learners at the centre are significantly lower than the benchmarks for the Welsh for Adults sector in almost every question.

Seventy-nine per cent of learners are of the opinion that provision is good or very good, in comparison with 87% across the sector. Eighty-three per cent indicated that the course was as they expected or better, in comparison with 92% across the sector.

Seventy-two per cent of learners are of the opinion that health and wellbeing is very good, which corresponds to the sector figure. Forty-three per cent of learners indicated that help and support are very good, compared with 53% in the sector. Forty per cent of learners at the centre indicated that accountability is very good, compared with the sector figure of 51%. Fifty-seven per cent are of the opinion that teaching and training is very good, compared with 67% in the sector in general. Twenty-eight per cent are of the opinion that the information and advice that they receive is very good, compared with 40% in the sector.

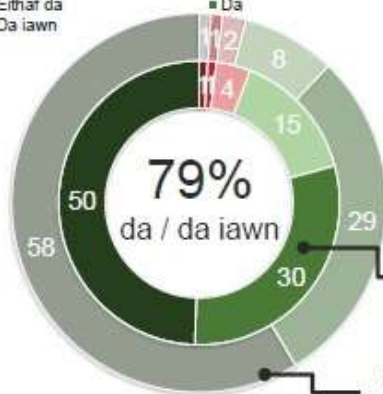
Adroddiad cryno ar foddhad dysgwyr

Canolfan Cymraeg i Oedolion Caerdydd a Bro Morgannwg

Mae'r adroddiad hwn yn dangos crynodeb o ganlyniadau o ail arolwg blynyddol Llais y Dysgwyr Cymru, a gynhaliwyd ym mis Ionawr - Chwefror 2014. Mae cyfanswm o 66,899 o ddysgwyr ledled Cymru wedi cymryd rhan yn yr arolwg, gan gynnwys 182 o ddysgwyr o Canolfan Cymraeg i Oedolion Caerdydd a Bro Morgannwg.

C8. Rhowch farn ar eich darparwr yn gyffredinol?

- Dim barn / ddim yn gwybod
- Gwael
- Eithaf da
- Da iawn
- Gwael iawn
- Eithaf gwael
- Da



C9. A yw'r cwrs hwn fel roeddech chi'n ei ddisgwyl?

- Ddim yn gwybod
- Gwaeth na'r disgwyl
- Gwell na'r disgwyl
- Dim disgwyliadau
- Yr hyn yr oeddwn yn ei ddisgwyl



Ipsos MORI
Social Research Institute

Arolwg Llais y Dysgwyr Cymru 2014. Cynhaliwyd y gwath maes 6 Ionawr - 21 Chwefror 2014. Syfaen ar gyfer C8 182; C9 182.



Dadansoddiad o foddhad dysgwyr

Caiff y sgoriau cyfansawdd hyn eu cyfrifo drwy gyfuno'r atebion a'r prif themâu yn yr arolwg

- Da iawn
- Da
- Eithaf da
- Eithaf gwael
- Gwael
- Gwael iawn
- Ddim yn gwybod



Meincnod % 'da iawn'

Eich sgôr	CiO
28	40
43	53
72	72
40	51
57	67

Arolwg Llais y Dysgwyr Cymru 2014. Cynhaliwyd y gwath maes 6 Ionawr - 21 Chwefror 2014.

Mae cyfanswm o 66,899 wedi cymryd rhan yn yr arolwg, gan gynnwys dysgwyr addysg bellach, dysgu seiliedig ar waith, dysgu oedolion yn y gymuned a Chymraeg i Oedolion. Mae cyfanswm o 182 wedi cymryd rhan o Canolfan Cymraeg i Oedolion Caerdydd a Bro Morgannwg. Mae maint y syfaen wedi'i 'phwysoli' ar gyfer pob sgôr gyfansawdd yn cael ei ddangos mewn cromfachau. Er hwyliustod darllen, ni ddangosir ffigurau o dan 2% ar y siart.

Ipsos MORI
Social Research Institute



Appendix 2

In 2013, 2,478 learners enrolled on the centre's Welsh for adults courses. Over time, there has been a clear pattern of progress in the number of enrolments, and this trend is reflected in many courses on various levels. As a result, the centre has met many of the targets agreed with the Welsh Government. Although numbers of enrolments on the intensive courses increased to 438 in 2013, there has not been a consistent pattern of growth in numbers over time. As a result, the centre has not met the targets for intensive provision, nor the proficiency level.

In 2013, 424 learners were following courses in the workplace. Although the number is lower than the previous year, there has been considerable progress over recent years. There has also been a clear increase in the numbers of learners following Welsh for the family courses.

Numbers of enrolments among specific groups of learners compare favourably with those of other providers, including a considerable increase in the number of learners from ethnic minority backgrounds and those who speak English as an additional language. As a result of the successful strategy to increase participation, a total of about 60 learners attend classes in economic regeneration areas.

There has been an increase from 67% to 83% in completion rates over recent years. Completion rates are positive for Welsh for the family courses. Over the three years from 2010 to 2013, the centre's successful completion rates have risen from 58% to 74%. There has been an increase in successful completion rates at all levels, except for pre-entry courses. Eighty-six per cent of learners succeeded in completing their courses in Vale of Glamorgan Council classes and in Cardiff and the Vale College classes.

Seventy-one per cent of learners from an ethnic minority background completed their courses successfully.

The number of learners who sit examinations has decreased over recent years. In 2013, a total of 95 learners sat examinations. Learners' results at the centre are generally similar to national averages.

Appendix 3

The inspection team

Iolo Dafydd	Reporting Inspector
Huw Collins	Team Inspector
Ann Jones	Team Inspector
Liam Kealy	Team Inspector
Gwenllian Morgan	Team Inspector
Sylfia Fisher	Peer Inspector
Catherine Stephens	Peer Inspector
Dafydd Morse	Peer Inspector
Carys Swain	Peer Inspector
Adrian Price	Nominee