



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Glamorgan Welsh for Adults Centre  
University of Glamorgan  
Treforest  
Pontypridd  
Rhondda Cynon Taf  
CF37 1DL**

**Date of inspection: March 2013**

**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 provider's current performance and on its prospects for improvement.

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

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

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

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## Context

Glamorgan Welsh for Adults Centre was established on 1 April 2006, as one of six regional centres that were designated by the Welsh Government to lead the field. The centre became operational on 1 August 2007.

The centre is directly responsible for the Welsh for Adults provision in the Rhondda Cynon Taf and Merthyr Tydfil area. In the Bridgend area, courses are provided by the University of Glamorgan and Bridgend College through an official third party agreement.

According to the 2011 census, the region has a population of 432,400. The number of Welsh speakers in the area varies from 12.0% in Merthyr Tydfil, to 9.5% in Bridgend and 8.6% in Rhondda Cynon Taf.

The centre is part of the Business and Society Faculty in the University of Glamorgan. As a result of the growth in Welsh for adults activity following restructuring in 2006, the centre operates to a large extent as an independent unit, but, at the same time it complies with the quality assurance procedures and processes of the faculty and the University.

In 2012-2013, 1697 learners enrolled on the centre's courses.

## Summary

<b>The provider's current performance</b>	<b>Good</b>
<b>The provider's prospects for improvement</b>	<b>Good</b>

### Current performance

Glamorgan Welsh for Adults Centre's current performance is good because:

- nearly all learners are enthusiastic and make good progress in their learning;
- the standard of care, support and guidance is high;
- teaching is effective and includes many strengths;
- there is co-ordinated provision across the region; and
- a rich range of learning experiences is available to learners outside the classroom.

### Prospects for improvement

Glamorgan Welsh for Adults Centre's prospects for improvement are good because of:

- the progressive leadership of the head of the centre and the senior management team's support;
- enthusiastic tutors who convey high expectations and promote a supportive ethos;
- progressive teaching and learning initiatives which have a positive effect on learners' learning and standards;
- a strong culture of co-operation on all levels to ensure provision of high quality;
- a high level of trust and co-operation with its partners;
- clear strategic aims; and
- effective arrangements for improving quality.

## Recommendations

R1 Continue to improve aspects of teaching and assessment for learning

R2 Set more specific personal targets for learners, which show clearly the next steps to help them to make further progress

R3 Ensure that more learners take advantage of opportunities to follow Welsh-medium courses in the community and in the university

### What happens next?

The centre's standards, teaching and leadership are good. The centre will produce an action plan which shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Almost without exception, all learners make good progress in their learning in lessons. They are all keen to contribute in all aspects of lessons. They listen attentively and respond positively to all activities. They co-operate well in pair and group activities and support each other's learning effectively.

Most learners develop their communication skills in Welsh effectively in lessons. They recall a good range of forms and vocabulary that had been learnt previously, and the best learners are able to adapt this knowledge to new situations successfully. Most learners speak increasingly confidently and pronounce correctly according to the level of the class. At higher levels, on the whole, they make clear progress in their ability to speak at length and spontaneously. They have a wide range of vocabulary and use language syntax correctly. In specific courses for primary and secondary teachers in the workplace, they use the language to very high standards.

Most learners develop their reading skills well. They understand the content of the text well and read with increasing accuracy according to the level of the class. Their research skills are developing well.

Most learners write with increasing accuracy according to the level of the class. At Entry and Foundation levels, they write simply and accurately. At the higher levels, the best learners write in a good range of forms, including factual and creative pieces, at length and accurately.

The majority of learners' independent learning is very good. A large number of learners attend a wide range of informal learning opportunities beyond classes in order to reinforce their communication skills. Most learners at the centre benefit from an extensive range of opportunities to learn about Welsh culture during their lessons and through the Informal Learning Programme which introduces them to Welsh culture, for example the Learners' Eisteddfod, Cymanfa Ganu (communal singing), St. David's Day dinner and visits to the theatre to see performances in Welsh.

Learners on the sabbatical programme make excellent progress in their ability to use numeracy skills through the medium of Welsh. They can use their Welsh numeracy skills and terms when offering exemplar numeracy lessons to their fellow learners in the class.

The centre's pattern of enrolments has varied over the last four years. At Entry level, the number of learners has declined over recent years, although there has been an increase in the numbers in 2012-2013. There are uneven enrolment patterns on Foundation courses. In general, growth is seen in enrolments on Intermediate, Higher and Proficiency courses. Completion rates over the last four years show a continuous increase on all of the main levels and across all of the centre's courses. On the whole, the achievements of examination candidates at the Glamorgan centre are similar to the figures for Wales at all levels.

## **Wellbeing: Excellent**

Learners at all levels enjoy learning and are very enthusiastic, and they allocate a considerable amount of time to reinforcing their learning beyond the classroom. They are all willing to work hard, co-operate well together in all aspects of class work and participate well. They show respect and are willing to help each other in class. They all feel safe in their learning environment.

Most learners show high levels of motivation and take responsibility for their learning, by making an effort to attend additional courses and extra-curricular activities such as 'Sadyrnau Siarad' (Saturday Conversations), revision sessions, eisteddfodau and social events in order to extend their link with the language. This is an excellent feature, considering the linguistic nature of the area and the lack of opportunities that are available to converse in Welsh.

On the whole, learners' attendance levels are good. When they miss lessons, they take advantage of the extensive range of opportunities to catch up with what they have missed through the centre's support systems. Most learners complete their courses successfully, and many make very good use of the individual learning scheme, 'Taith Iaith' (Language Journey), in order to ensure that learning Welsh outside the class is a priority in their learning.

Most learners watch television programmes and listen to radio programmes, including special radio programmes for learners that are provided by the centre on the local radio station. They make effective use of the web to complement their learning. For example, they use social networks to communicate with each other and with the tutor beyond the classes. A few learners communicate interactively through the web to practise and revise their oral skills. This progressive use of technology helps learners to feel part of a close community that works well together to learn Welsh. This is an excellent feature.

Many learners take part in the planning process by attending focus groups in which they can give their opinion on their learning and have a positive influence on the centre's decisions.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Excellent**

The centre's curriculum is very broad and includes an excellent variety of formal and informal learning opportunities.

The centre has ensured that a wide range of Welsh adults courses are available for all levels and in all areas across the region. Learners can follow courses on all levels locally, without the need to travel to other areas. Learners at all levels are able to work towards examinations or appropriate qualifications as they wish.

The centre arranges a range of appropriate courses to meet learners' specific needs. The centre has intensive block courses and an intensive course at every level, which enables learners to become fluent quickly. A 'Welsh for the Family' course presents literacy and numeracy skills effectively to parents through the medium of Welsh.

The centre works very well with a range of organisations in the public sector to help their employees to improve their Welsh skills. The centre tailors these courses to meet the specific needs of individual organisations effectively. For example, in the health sector, the centre has published a pocket book of sentences and terms for nurses and care staff. The centre arranges courses for different local council departments to enable staff to provide services through the medium of Welsh.

A recent successful priority at the centre is offering Welsh courses to school staff. The centre holds sabbatical courses for teachers and Welsh improvement courses for secondary teachers. The centre also arranges specific courses for learning support assistants and lunch-time assistants. As a result, employees in the education sector improve their language skills and their understanding of the Cwricwlwm Cymreig. This work is sector-leading.

The centre arranges a wide range of extra-curricular activities and events across the region to help learners to use Welsh outside the classroom. As a result, learners across the area can practise their listening skills in addition to expanding their experience of the Welsh language and its culture.

The centre makes excellent use of social media networks and information and communication technology to provide a range of different media for learners to practise their language skills. In this way, tutors are able to communicate with learners and learners are able to communicate with each other regularly in order to practise their oral, reading and writing skills.

The centre offers excellent support to adult learning partnerships and to the local language initiatives to establish language centres in Merthyr Tydfil and Church Village. The activities that are arranged in these centres help learners to develop their oral and literacy skills in addition to their confidence in using the Welsh language.

### **Teaching: Good**

Most teaching sessions are effective and a very few sessions are excellent. Nearly all tutors plan their lessons in detail, and use a wide range of appropriate activities and resources to reinforce learning. They all know their learners very well and plan appropriately for them, and set an appropriate challenge for all learners. In a minority of lessons, there is not enough intervention by tutors to reinforce and confirm learners' grasp of new vocabulary and syntax.

Nearly all tutors have good, up-to-date subject knowledge. Tutors use questions well to reinforce learning. The pace of lessons is good and is suitable for the level of courses. Most tutors offer good oral feedback and, on the whole, they assess learners' progress regularly. Tutors use 'Taith Iaith' to agree on targets with individual learners. However, tutors do not use this resource consistently across the provision in order to set specific and challenging personal targets for learners.

The majority of tutors make good use of technology, for example when playing clips of television and radio programmes, when conditions and the location of classes allow them to be used.

The centre has experimented with a new marking scheme. Tutors who take part in the scheme mark learners' written work in detail and set specific targets for learners to improve their work. This successful practice was shared with tutors at the centre in a training session, and also with the national task and finish group. This marking method has already been adopted by one other centre. However, the practice has not had enough time to be established across the provision.

### **Care, support and guidance: Good**

The centre considers the learner's voice consistently when arranging locations for classes. The centre gives learners a clear outline of the complaints system and they understand it.

The centre offers appropriate support to young parents by providing a crèche at two locations. The centre gives priority to parents who need support with childcare costs through its own contingency fund.

The centre completes a risk assessment on each site and all situations that cause anxiety to learners and tutors are recorded appropriately, and they are acted upon as required. The centre acts effectively on any concerns that tutors have.

The information and advice that is given to learners about courses by the centre through a telephone line is appropriate. There is also useful, current information on the website.

The centre has an appropriate policy and procedures for safeguarding and they are not a cause for concern. The centre gives specific training to staff and tutors on safeguarding and contacts the parent of any young person between 16 and 18 to obtain permission for him/her to attend the course.

There is an opportunity for all learners to indicate their additional learning needs on the enrolment form and all learners who have indicated that they have needs are contacted through e-mail. Every effort is made to meet those needs. Learners who have additional learning needs receive the necessary support to sit examinations.

The centre works successfully with the Basic Skills Agency and the adult community learning partnership to ensure that assessment procedures and appropriate support are in place.

### **Learning environment: Good**

The centre provides an inclusive learning environment in which tutors give good attention to equality and diversity. Almost without exception, all tutors create a welcoming and friendly ethos in classes. All learners are treated equally and in an inclusive way.

Most learning activities are held in locations that are convenient to learners across the region. All learning rooms are fit for purpose and are large enough.

Overall, the standard of teaching and learning resources is high. Most tutors use an extensive range of resources to promote learning. They make appropriate use of interactive white boards that are available in rooms in community centres, the college



and the university. In other locations, tutors often carry information technology equipment to classes in order to ensure that learners have opportunities to see and use the most recent learning materials. However, in a few classrooms, there are no information technology resources available.

There is a Welsh ethos in many classrooms and buildings. A wide range of displays are seen which promote Welsh, bilingualism and awareness of Welsh culture and history.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

Under the progressive leadership of the head of the centre, there is clear strategic direction to the centre's work, and a strong focus on improving the quality of provision and learners' achievements. Strategic planning to increase enrolments among specific groups is a significant strength. Improving quality of teaching is a high priority. As a result, tutors receive extensive guidance on aspects of teaching methodology.

Analyses of performance data and the class observation programme lead to setting clear priorities for improvement. One of the strengths of the leadership is clear communication systems with all its stakeholders, including the team of part-time tutors. Responsibilities for leading aspects of provision have been shared appropriately between core members of staff.

The centre makes effective use of a wide range of data analyses to measure its performance and quality of provision. An example of this is the way in which the centre has increased class contact hours, where learners pay a reduced fee in order to improve completion rates. The centre analyses progression rates between levels in detail, and the work it undertakes to encourage more learners to continue to learn at the next level is innovative.

The centre's strategic plan includes clear objectives and makes use of appropriate quantitative targets. Progress against objectives is reviewed in detail and regularly, and almost all objectives are achieved within designated time limits. The objectives of the strategic plan have not been incorporated in the annual quality plan.

There is a regular link between the centre and the university's business and society faculty of which it is part. The faculty's pre-scrutiny panel examines the centre's strategic documents thoroughly and provides detailed feedback to the centre on issues involving clarity and format of documents. The faculty does not provide enough of a challenge to the centre on issues involving quality of provision and standards. The way in which the centre co-operates on a strategic level with Bridgend College is a strength.

Attention to national priorities in the field of Welsh for adults is a core part of the centre's work. It is progressive in the way it works with local schools, promoting progression between levels on courses in the community, and encouraging more learners to follow intensive courses. The centre leads on a national level in the field of 'Welsh in the family'.

### **Improving quality: Good**

The centre has robust systems for monitoring and improving standards, and probing self-evaluation is at the heart of all the centre's arrangements for identifying and improving performance. Tutors have a good understanding of their strengths and weaknesses.

The centre produced the Learner Inclusion Strategy to ensure that the learner's voice is central to policies for improving learners' experiences and outcomes. Extensive use is made of questionnaires and staff and learners' meetings to collect learners' opinions and viewpoints. Managers operate strategically on the basis of learners' viewpoints to raise standards and to improve learners' experiences.

The centre's arrangements for observing tutors are robust; all tutors are observed annually and new tutors are observed more frequently. Observation reports are detailed and focus clearly on strengths and weaknesses in teaching. The observation committee meets regularly to standardise observations and ensure consistency. The centre analyses observation forms quantitatively and qualitatively in order to discover strengths and aspects for improvement in teaching. Results are used to inform the in-service training plan.

Leaders at the centre collect, analyse and use performance data effectively. Data on outcomes, enrolments and attendance of particular groups is collected, and trends and underperformance are identified. This information is used effectively to prioritise future training.

Leaders analyse examination results carefully and arrange training for tutors where there is need for improvement. Data from examination results is used effectively to determine appropriate targets in order to improve standards.

The findings of the centre's self-evaluation report coincide clearly with the inspection team's judgements, except for the two judgements where Estyn's judgements are higher than those of the centre. Quality improvement cycles are integrated well with the centre's strategic planning cycles. Information from the quality cycle is used well to prioritise activities and planning. There are appropriate activities in the quality development plan, in addition to specific time scales and realistic targets for measuring improvement.

The centre's staff engage well with a large range of learning communities in the university and beyond.

### **Partnership working: Good**

The centre co-operates very effectively with the only third party partner that it has. Tutors in this partnership benefit from having joint training with the centre's tutors and consistent quality assessment arrangements have been in place across the provision.

The centre has a very strong partnership with a number of key partner organisations and movements in the area. For example, the partnership with the statutory education sector and the Mudiad Meithrin is effective in the way in which it improves the language of teachers, classroom assistants and leaders of nursery groups.

The centre gives valuable support to some of the area's main employers in the public sector. However, the partnership with companies in the private sector and community regeneration bodies has not been developed fully.

Although the centre is part of the area's Adult Community Learning partnerships, only a few learners move on to follow community courses through the medium of Welsh, where available.

Language organisations and the centre co-operate very closely to provide a large number of informal opportunities for learners to use Welsh. The centre offers good practical support to a local radio station which broadcasts a programme for learners. Parts of the programme are used very effectively as learning resources in the form of podcasts. This is a progressive practice that raises the public's awareness of Welsh for adults in the popular media.

### **Resource management: Good**

The centre makes appropriate use of the central team's expertise to inform specific aspects of provision. In order to ensure staffing stability among part-time tutors, the centre offers them fractional contracts.

The centre provides an extensive programme of staff training. There is a strong link between training sessions and the observation programme. The way in which the centre tracks the effect of training that is offered is a strength.

There are appropriate arrangements for managing the performance of the head of the centre, by the University's link dean. The head of the centre holds annual meetings to manage the performance of full-time staff, and this leads to setting development objectives. The central team has detailed knowledge of the quality of part-time tutors' work, and they address underperformance effectively.

The development of the 'Y Bont' platform is a progressive initiative that makes a significant contribution in terms of providing the latest learning resources for tutors and learners. However, a few tutors who are based far away from the centre find it difficult to obtain learning resources such as tapes and CDs to use in their classes.

The centre's staff and managers manage their budget effectively. The centre has stayed within its budget and keeps a close watch over staff's salaries and viability of courses. Teaching resources and rent for locations are managed appropriately to ensure the ability to provide courses in underprivileged areas.

Outcomes are good and the centre makes appropriate use of its funding. It provides good value for money.

## Appendix 1

### Learner satisfaction

Two hundred and two very positive responses to the questionnaire were received from learners:

All agree or agree strongly that:

- good information was given to them by the provider when they were choosing their learning programme;
- they have good personal support from their tutors, trainers or assessors;
- they feel safe and free from harassment;
- they enjoy learning;
- they are able to obtain enough books and equipment;
- staff help them during the first weeks of their learning programme;
- staff help them to learn and make progress;
- staff give them learning opportunities and support in Welsh and/or in English, according to their preference;
- staff give them useful feedback to them on how to improve their work;
- staff show respect for all learners and listen to their opinions and concerns;
- staff help them to understand and respect people from different backgrounds;
- they would recommend this learning provider to other people; and
- their learning helps them to achieve their objectives.

Almost all indicate that staff:

- act on learners' opinions;
- show respect and assist each other well;
- use good quality learning materials; and
- help them to understand and respect people from different backgrounds.

Most indicate that:

- other effective types of support are available to them;
- good advice was given to them on what they could do after they completed their learning programme; and
- taking part in this learning has helped them to improve their life skills.

## Appendix 2

Consistent growth has been seen in enrolments on Higher and Proficiency courses over the last five years. The pattern of enrolments for Foundation courses is a little uneven but an increase has been seen in three of the last five years and there was a small increase in enrolments in 2012-2013. A consistent growth in enrolment on Intermediate courses has been seen in two of the last five years, but there has been a drop in recent years. The number of enrolments on Entry courses has dropped consistently over the last four years, although a small increase is seen in 2012-2013.

Completion rates over the last four years show a continuous increase on all of the main levels and across all of the centre's courses. There was a gradual increase in completion rates for Entry courses between 2008-2009 and 2009-2010, but no increase was seen between 2010-2011 and 2011-2012. Completion rates for Foundation courses show the same trend, namely a consistent increase over four years, but no increase between 2010-2011 and 2011-2012. There has been a consistent increase in completion rates for Intermediate courses over the last four years. Completion rates for Higher and Proficiency courses have risen annually and in an excellent way on these levels.

The centre's data shows that there is no significant difference between the performance of men and women. Completion rates are also very similar. Full attainment is 5% higher among men, but the number of men who leave without any credits is also higher.

The centre's study of learners' performance on accredited courses according to age shows that the cohort that achieve best are those over 60 years of age. Completion rates for this group are 6% higher than any other cohort and full attainment is 5% higher than any other cohort. The cohort that perform lowest are learners under 30 years of age, 7% lower than any other cohort. This cohort is the largest cohort in terms of numbers of learners who leave without any credits at all, namely 7%.

The centre's analysis of the performance of those learners who pay a reduced fee to attend the course shows that there is a little difference between the performance of those learners who pay the full fee and those who pay the reduced fee. Overall, those who pay the reduced fee achieve 6% lower in terms of completion, 6% in terms of full attainment and 4% more of these learners leave without gaining any credits.

Learners' performance at the Glamorgan centre in examinations is, in general, at the same level as the remainder of Wales. An increase is seen in the numbers of pupils who sit examinations, from 225 in 2007 to 268 in 2012. At Entry level, Glamorgan candidates were 6% higher than the national benchmark in January 2012 and at the same level as the remainder of Wales in Summer 2012. Glamorgan candidates perform at the same level as the remainder of Wales at Foundation level in 2012 and an increase is seen since 2011. There is a similar pattern at Intermediate and Higher levels.

## Appendix 3

### The inspection team

Ann Jones	Reporting Inspector
Iolo Dafydd	Team Inspector
Huw Collins	Team Inspector
Liam Kealy	Team Inspector
Eleri Wyn Williams	Peer Inspector
Geraint Wilson-Price	Peer Inspector
Cefin Campbell	Additional Inspector
Helen Prosser	Provider Nominee