



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

**A report on**

**Dysgu Cymraeg Sir Gâr/Learn Welsh Carmarthenshire**

**Carmarthenshire County Council  
Parc Dewi Sant  
Carmarthen  
Carmarthenshire  
SA31 3HB**

**Date of inspection: February 2022**

**by**

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

**This report is also available in Welsh.**

## About Learn Welsh Carmarthenshire

The Welsh for Adults sector was reorganised in 2016 and a National Centre was established, along with a network of providers across Wales. Learn Welsh Carmarthenshire (LWC) was established during this reorganisation and it is situated within Carmarthenshire local authority's Department of Education and Children's Services. LWC is a full and independent provider under the National Centre for Learning Welsh (NCLW).

LWC is the smallest provider in Wales, with around 400 learners on average attending mainstream courses and more than 300 learners attending supplementary courses each year. It receives a core grant of £147,396 from the NCLW. Mainstream courses are provided for two hours a week at Entry to Intermediate level, in addition to activities to support learners online by providing opportunities for them to practise their Welsh in informal contexts. LWC does not provide intensive or advanced courses. An additional £25,000 was received from NCLW as a one-off payment at the beginning of this year to provide blended courses for learners at Entry to Intermediate level, which are courses that support learners to learn Welsh within a more intensive period.

The provider employs two full-time central officers, namely a Welsh for Adults Community Learning Officer, who is responsible for the provider's strategic leadership, and a Learn Welsh Officer, who is responsible for data and marketing. The service employs 13 tutors who are contracted per course.

LWC currently has one Work Welsh contract, which supports County Council employees, namely the Hyder course. Courses are also provided for school staff, which is funded independently by the local authority.

## Overview

Learn Welsh Carmarthenshire's (LWC) officers co-operate regularly with leaders in Carmarthenshire County Council's Department for Education and Children by providing entry, foundation, intermediate and workplace and Work Welsh courses for learners. LWC's leaders have established a clear vision and aims that are consistent with the National Centre's objectives and Welsh Government's vision of creating a million Welsh speakers by 2050.

LWC's Welsh for Adults Community Learning Officer leads provision enthusiastically and ensures caring support for tutors and learners. Nearly all tutors create an inclusive learning environment and provide a working and supportive relationship for learners. On the whole, tutors provide relevant opportunities for learners to speak and practise their Welsh in lessons. In a minority of sessions, tutors do not have high enough expectations. This hinders a few pupils' confidence and ability to become active Welsh speakers in lessons and the wider community. The provider has an arrangement to conduct observations that provide guidance for tutors, for example by ensuring that teaching and learning have been able to continue during the pandemic. However, on the whole, the provider's monitoring and evaluation arrangements are not evaluative enough to develop teaching and learning.

On the whole, many learners attend lessons regularly and complete their courses and around half of learners move on to progression courses. The provider works with Learn Welsh Ceredigion-Powys-Carmarthenshire (LWCPC), which provides advanced, intensive and supplementary courses for learners in the area. A majority of LWC's tutors encourage and recruit learners to attend supplementary opportunities provided by LWCPC appropriately. A minority of learners attend these sessions to develop their Welsh language skills. Many use the Welsh language beneficially in other activities outside formal lessons, for example when using online activities and Welsh learning apps. On the whole, learners across the provision are proud to be members of this close-knit community and value the opportunity to develop to become Welsh speakers.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Create a culture of high expectations to support learners to be active speakers
- R2 Refine and develop self-evaluation arrangements to prioritise and act on areas for improvement purposefully and in a timely manner
- R3 Provide regular professional learning opportunities for tutors while improving the quality of teaching
- R4 Work with the National Centre for Learning Welsh to improve quality and standards across the provision

## **What happens next**

Not in follow-up. Progress against the recommendations will be monitored in the next inspection of the National Centre for Learning Welsh.

## Main findings

### Standards: Adequate and needs improvement

Most learners at Learn Welsh Carmarthenshire (LWC) participate enthusiastically in their lessons and persevere appropriately to complete tasks. They interact well with visitors and are able to explain clearly their reasons for learning Welsh. Many learners recall previous learning successfully and speak in line with their linguistic level and respond to oral prompts effectively.

A majority of learners at entry and foundation level understand and use the structures of the Welsh language in a satisfactory manner. However, a minority are too willing to turn to English instead of using the target language. Across provision, a minority of learners speak spontaneously with each other and the tutor in Welsh. A few learners, particularly at entry and foundation level, make progress below the expected level and continue to pronounce basic Welsh sounds incorrectly.

Many learners at intermediate level and on the Hyder courses through the Work Welsh programme speak confidently and are able to converse freely about various situations. For example, when discussing the difference between working from home rather than in the office as a result of the pandemic.

Many learners develop their reading skills valuably. Most, in line with their level, read aloud with increasing accuracy. Many learners at entry level read rudimentary information, such as personal details, simple instructions and short sentences appropriately in the present tense. They also develop an understanding of different verb tenses usefully, including the past short form and future long form.

By foundation level, many learners read and understand a wider range of verb tenses, including the regular and irregular future short form, in addition to the conditional form. Overall, learners succeed in coping with more varied and complex pieces of reading. Many learners at intermediate level develop these skills effectively so that they read articles on news websites meaningfully with the support of interactive dictionaries.

When they begin writing, many learners at entry level build on their rudimentary reading skills valuably to complete simple tasks. For example, they fill in the gaps by applying their knowledge of basic patterns and vocabulary. They develop further by completing and personalising postcards about an imaginary holiday.

Most learners at foundation level extend their writing skills by creating sentences that combine the imperfect tense and noun clause and mutate in a satisfactory manner, on the whole. A minority have a tendency to misuse mutations, for example by not mutating the object of the verb following a short form verb, but this does not affect the flow of their work, overall. On the whole, consistent progress can be seen in the written work of foundation level learners as they use the regular and irregular short future tense and the future long form to create pieces with a more complex structure. A few have a tendency to over-use the definite article or use it inappropriately from time to time.

By the time they reach intermediate level, many learners combine their reading and writing skills beneficially by completing tasks such as completing forms and reading comprehension exercises. They succeed in reading a text about refugees learning Welsh and write sentences using impersonal verbs to describe and respond to the content of the article meaningfully.

Over a three-year-period, many learners complete their courses. On average, around half of learners progress to subsequent courses. Many learners attend their courses regularly.

WJEC did not conduct a full series of Welsh for Adults examinations during 2019-2020 and 2020-2021. However, over a three-year-period, around half of eligible learners have chosen to sit examinations and most have been successful.

### **Wellbeing and attitudes to learning: Good**

LWC is a friendly and inclusive community where nearly all learners demonstrate enthusiasm towards learning the Welsh language. They feel safe and know who to approach if they need support or advice. On the whole, most learners participate successfully and develop their Welsh language skills effectively.

Nearly all learners feel happy and homely in lessons and show clear enjoyment in trying to speak Welsh with increasing confidence. They interact successfully in pairs or groups and concentrate when learning and using new linguistic elements. Most are highly welcoming in engaging with visitors and show a willingness to respond appropriately to questions. Many are keen to speak Welsh when presenting information and expand their understanding of vocabulary and syntactical patterns effectively in lessons. A majority complete their homework occasionally, which supports them to use Welsh that has been introduced previously in the classroom.

Many learners appreciate the response and beneficial action from the provider to meet their personal and educational needs. Regular offers to support their educational needs online by providing support through the digital poverty fund is a strength by supporting learners to continue to learn Welsh. On the whole, most learners do not benefit from discussing their personal progress against their targets in Using My Welsh with their tutors regularly enough to support their progress.

A minority of learners benefit from attending learner support events where they are given beneficial opportunities to develop their listening skills and enjoy speaking Welsh further, for example by organising Afternoon Tea and 'Clwb Clecs' sessions. Presentations by famous people from the literary and public world are organised and information is presented successfully about Welsh history, for example when discussing the history of Owain Glyndŵr and Ray Gravell as part of the heroes theme. On the whole, a minority of learners are aware of the reasons for learning Welsh and understand that their life skills are enriched and enhanced successfully.

Many learners are familiar with the procedure for voicing their opinions and are confident that the provider listens to their voice and supports them purposefully. For example, as a result of feedback from learners, tutors support learners effectively by providing detailed guides for learning and submitting work online. Overall, a few

learners are unsure of expectations and the correct level of blended national courses when they register with the provider.

Many learners use social media platforms occasionally in groups to engage with each other and their tutors to support each other, for example by asking for support with Welsh in less formal situations. Many use online activities and Welsh learning apps to support their learning from time to time, which supports their progress consistently. As a result, a majority of learners persevere diligently which, in turn, supports them to gain the confidence to speak Welsh.

### **Teaching and learning experiences: Adequate and needs improvement**

LWC receives support from NCLW to provide lessons from entry to intermediate level, and Hyder lessons which are part of the Work Welsh programme. Lessons support learners at all levels to develop their Welsh language skills, and Hyder lessons provide effective support for fairly fluent learners to develop their skills successfully. The partnership with LWPC provides relevant opportunities for learners to continue to learn Welsh at higher levels. On the whole, provision supports many learners to develop their skills in using the Welsh language with increasing confidence.

Nearly all tutors create an inclusive and supportive learning environment by supporting learners to make progress in their Welsh language skills. They maintain a productive and caring relationship with learners and provide suitable opportunities for them to practise their Welsh. Many tutors engage and maintain learners' interest successfully when delivering activities that encourage them to speak Welsh constantly throughout the lesson. Many tutors support learners to speak in pairs or small groups when discussing interesting topics, such as my favourite holiday or the three most important things on my bucket list. A majority of tutors support learners to hear and pronounce unfamiliar words correctly which, in turn, has an appropriate effect on their reading and writing skills. However, a minority of tutors do not support learners effectively enough to pronounce and use new Welsh vocabulary and syntactical patterns with increasing accuracy and confidence.

By varying learning methods and ensuring that lessons have an appropriate pace, many tutors present information about the structure of the Welsh language skilfully across the levels. They model vocabulary and syntactical patterns carefully and provide opportunities for learners to practise them appropriately. For example, tutors support learners to apply specific vocabulary and patterns when showing a photograph and presenting information about their family. Many tutors enrich learners' Welsh learning experiences skilfully by providing information and quizzes on Welsh history and culture, for example when introducing learners to traditional and contemporary Welsh music.

A majority of tutors provide useful oral feedback when intervening and challenging learners to develop their skills by using skilful questioning methods and providing sensitive support. On the whole, learners respond enthusiastically and eagerly to recall previous knowledge about the Welsh language, for example by using familiar patterns when reading and discussing a variety of texts. A minority of learners gain the confidence to ask and respond to questions appropriately and practise the Welsh language with each other and the tutor. A minority of tutors do not correct learners'

errors when speaking consistently enough when supporting them to speak Welsh with increasing accuracy, or act proactively enough on learners' individual learning aims.

Many tutors develop learners' writing skills by providing homework as appropriate, for example as they use information from a word cloud to describe their homes. Many tutors provide suitable written feedback on work as a means for learners to make progress. However, a minority of tutors are too willing to support learners by providing oral translations of words and patterns in English. This in turn allows learners to be passive in their learning while waiting for that support. As a result, a minority of tutors do not encourage learners proactively enough to speak Welsh independently. On the whole, a few tutors do not have high enough expectations, which hinders learners' ability to make sufficient progress in their skills, particularly learners who are more proficient in their Welsh language skills.

The provider has an appropriate offer to support learners to listen and practise speaking Welsh. Overall, tutors do not encourage and recruit learners effectively enough to encourage them purposefully to attend supplementary sessions provided by LWPC. As a result, a majority of learners do not attend these sessions. This has a detrimental effect on their desire to become active speakers.

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

The provider succeeds in creating a close-knit and friendly community that provides good care and support to its learners. This has a positive effect on learners' wellbeing and their attitudes to learning. Most tutors know their learners well and have a positive relationship with each other. As a result, learners are highly motivated and this has a consistent effect on their learning experience.

The provider has robust tracking arrangements to monitor attendance. Registers are completed by tutors in a timely manner and checked effectively by leaders. Tutors contact learners regularly by e-mail or through a social media platform to encourage them to attend lessons or return to class when they have missed sessions. Catch-up sessions are also organised with a tutor or manager to support learners to re-join lessons. If learners are unable to re-join in a timely manner, the provider offers them an opportunity to join a later course.

To encourage learners to enrol, the provider ensures that various sources are available to provide them with financial support. This includes an extension to the Early Bird offer, an internal bursary for which learners can apply, the digital poverty fund and the financial contingency fund so that they can access support with a range of tools and an equipment loan scheme. As a result, this supports learners inclusively to continue to learn Welsh. With consistent support from the provider, this eases any unnecessary concerns or obstacles for learners.

The provider shares information regularly with learners as they choose their courses. This includes relevant information from progression course tutors, an online prospectus, leaflets in libraries and the like. On the whole, the provider refers learners to the most suitable courses to meet their personal needs. When a course is not suitable, leaders provide learners with appropriate support to enrol for an alternative course or another course later in the year.



There are relevant communication arrangements within the provision to identify learners who need personal and specialist support. Learners receive a welcome e-mail that draws their attention to the additional support that is available to them and any requests made by learners are cascaded to the relevant tutor. A consistent arrangement is also implemented where tutors cascade additional information to the manager to receive further support effectively, where necessary.

Tutors make very little use of Using My Welsh when supporting learners to speak Welsh. There is no robust process in place for setting targets to challenge learners to use the Welsh language outside the classroom regularly. As a result, a minority of pupils participate in specific events and take advantage of alternative opportunities to use their Welsh regularly. However, LWC works closely with three Welsh language initiatives in the area, in addition to a number of other Welsh organisations and bodies to provide relevant support sessions for learners. These support sessions are advertised appropriately by tutors, which supports learners to extend their use of the Welsh language in real-life contexts in their communities.

The provider establishes clear arrangements to seek learners' views by inviting members of all classes to elect a representative at the beginning of the course. The Learners' Forum is held each term and various aspects of provision are discussed regularly. Tutors ensure that learners receive a Have Your Say questionnaire annually and around half complete it appropriately. The provider also sends questionnaires to learners at the end of supplementary courses to gain information about their experience of learning Welsh. More recently, the provider has sent a questionnaire to learners who drop out of their courses as a means of gaining useful information about the reasons for doing so. However, information from the forum and questionnaires does not have a purposeful enough effect on learners' experiences of learning Welsh across the provision.

The provider has an effective compliments and complaints process in place, which is implemented effectively as appropriate. The provider's arrangements for safeguarding learners meet requirements and are not a cause for concern.

### **Leadership and management: Adequate and needs improvement**

LWC is part of the provision of the Department for Education and Children at Carmarthenshire local authority. LWC's leaders have established a clear vision and aims that are consistent with those of the National Centre and Welsh Government's vision of creating a million Welsh speakers by 2050. They develop a range of relevant policies and arrangements that support and meet learners' needs. Officers promote professional values, conduct among the staff, and create a supportive work environment. There is a clear structure of accountability between local authority leaders and LWC's officers and they work together regularly to develop Welsh for Adults provision.

The passion of LWC's Welsh for Adults Community Learning Officer towards the Welsh language is evident in her caring leadership of tutors and learners. The officer works closely with the Learn Welsh Officer as a member of her team by supporting tutors regularly, for example supporting them to deliver activities as part of remote learning provision. However, the small team's capacity to operate across all areas of responsibility of a Welsh for Adults provider is limited.

The roles of LWC's officer and tutors are clear and appropriate responsibilities are presented in suitable job descriptions. The provider observes all tutors annually and provides them with help and support in line with their targets. During the pandemic, observations were conducted with the aim of providing pastoral support, in the main, for tutors and learners. On the whole, observations are not evaluative enough to identify strengths and areas for improvement, for example in teaching and learning. As a result, the provider does not address key areas for improvement purposefully enough as part of the monitoring and evaluation arrangements.

The provider has worked diligently during the lockdown to ensure that all tutors have the information and communication technology skills necessary to provide remote courses effectively. Tutors attend professional learning training provided by LWC on different aspects of teaching as appropriate, for example additional learning needs and introducing grammatical elements to entry level learners. New tutors benefit from the opportunity to qualify as tutors by pursuing a national Welsh for Adults qualification, 'Dechrau Dysgu'. This equips them with the necessary training and professional knowledge. Overall, the provider has suitable expectations of tutors, but tutors' expectations are not always challenging enough to support a few learners to progress to the best of their ability.

The provider works in partnership with LWPC, which is responsible for organising supplementary, advanced and intensive courses in Carmarthenshire. A minority of tutors promote supplementary opportunities effectively by encouraging learners to practise their Welsh in these sessions. The offer that is available for learners to develop their Welsh language skills to the best of their ability is suitable. The provider has developed partnerships with organisations that promote the Welsh language across the county and beyond, for example with 'mentrau iaith' (Welsh language initiatives). This provides appropriate additional opportunities for learners to practise their linguistic skills outside formal lessons.

The provider uses local and national data to plan appropriately for the provision's needs and works with partners at the higher levels. However, arrangements for tracking learners to higher courses have not been developed in full to have a positive effect on the standards and provision that are provided for learners.

Leaders have appropriate knowledge of the cost of programmes and other activities. The provider benefits from its relationship with the local authority, for example in terms of hiring venues and the authority's own internal services that are beneficial to staff and learners. The authority does not top-slice, which means that all funding goes towards Welsh for Adults work.

## Evidence base of the report

Before the inspection, inspectors:

- analysed the outcomes from the learner questionnaire and considered the views of tutors and staff through their questionnaire responses

During the inspection, inspectors:

- met the head of the provider, a representative of the managing body/governing body, senior and middle managers (where appropriate) and tutors to evaluate the impact of the provider's work
- engaged with learners to discuss their work and hear their views about various aspects of their provider
- met with groups of learners, such as representatives of learner voice groups
- visited a broad sample of classes and conducted learning walks to observe learners in lessons and informal learning activities
- looked closely at the provider's self-evaluation processes
- considered the provider's improvement plans and looked at evidence to show how well the provider had moved forward with planned improvements
- scrutinised a range of the provider's documents, including information on learner progress, records of meetings of staff and the managing/governing body, information on learners' wellbeing, including the safeguarding of learners, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- reviewed the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the provider and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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**This document has been translated by Trosol (Welsh to English).**

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