



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

A report on
Learn Welsh Nant Gwrtheyrn

Nant Gwrtheyrn
Llithfaen
Pwllheli
Gwynedd
LL53 6NL

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by

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

This report is also available in Welsh

About Learn Welsh Nant Gwrtheyrn

Dysgu Cymraeg Nant Gwrtheyrn (DCNG) has been providing Welsh learning courses since 1982. It operated for a time as part of Bangor University's Welsh for Adults provision and, in 2016, it was established as a provider for the National Centre for Learning Welsh (NCLW). Residential courses are Nant Gwrtheyrn's speciality and these courses are held for periods of 3 or 5 days at a time. It also provides a few 3- or 5-day virtual courses.

Unlike other providers that operate under the banner of the NCLW, Nant Gwrtheyrn has unique courses that have been created to provide an intensive learning experience, from *Blasu/Taster* to *Hyfedredd/Proficiency* level. During 2022-23, Nant Gwrtheyrn's main stream provided 452 individual learning experience to 411 individual learners.

Since 2017, Nant Gwrtheyrn has also run the *Defnyddio Cymraeg Gwaith/Use Work Welsh* scheme. During the sixth Work Welsh period (April 2022 – March 2023), there were 334 individual learning experiences on 35 courses.

Both provisions are funded by the NCLW, with the main stream receiving £170,000 and Work Welsh receiving £330,000. There are 4 members of staff working in Nant Gwrtheyrn's Education Department. The Education and Heritage Manager, the Senior Work Welsh Officer, Senior Tutor and Administrative Officer work with a team of freelance tutors to provide the above services. A wider team of Nant Gwrtheyrn staff supports provision.

It is not only Welsh courses that are provided, but also a Welsh-medium experiences throughout which has been tailored carefully to raise learners' confidence and inspire them to use the Welsh language and step into the culture and heritage of the Welsh language. With this in mind, there is an emphasis on the informal conversations that take place around the site with the kitchen, site and accommodation workforce, in addition to extra-curricular experiences that are part of the residential week.

Summary

DCNG is a provision that motivates learners to learn Welsh and use their skills highly successfully in a supportive and completely unique learning environment. Leaders who attend intensive courses and stay at the Nant Gwrtheyrn site receive an excellent Welsh experience and most make extensive progress in a very short period of time. This is one of the most notable qualities of Nant Gwrtheyrn. This experience often transforms the lives of learners and gives them the confidence to continue on their journey of learning Welsh. Most learners who learn on virtual courses and *Defnyddio Cymraeg Gwaith* courses across the provision also make sound progress.

Many learners who learn with Nant Gwrtheyrn also learn Welsh with other NCLW providers or through independent methods. They often attend courses at Nant Gwrtheyrn to continue to challenge themselves and take advantage of wider opportunities to speak and use the Welsh language increasingly spontaneously. They achieve this successfully at Nant Gwrtheyrn in rich planned experiences in formal lessons and in less formal situations. To support learners to learn Welsh seamlessly, tutors conduct an initial assessment over the telephone with each individual learner. Through this, the information that is presented is a means of informing tutors about learners' experiences of learning the language and about their lives and personal interests. Tutors keep a regular record of each learner's progress and achievement and adapt activities skilfully to support them to gain confidence and continue to make progress. However, no procedures have been established to allow the tutors at Nant Gwrtheyrn to share information nationally about the progress and achievement of learners who have followed the provider's intensive courses.

One of the provision's strengths is the way in which tutors use immersion methods highly successfully. Learning activities are tailored skilfully to present information about the structure and grammar of the Welsh language, which supports learners further to develop their listening and speaking skills, most specifically. Learners at the intermediate and higher levels develop reading and writing skills highly skilfully and support their ability to speak more and more extensively in a useful variety of contexts. Immersion methods are also used more widely to open the door to learners about the history and culture of Wales. By doing so, tutors provide a rich range of extra-curricular experiences that provide opportunities for learners to challenge themselves to use the Welsh language in new experiences, for example when ordering food at *Caffi Meinir*. These extra-curricular experiences are a strength and a notable feature of provision at Nant Gwrtheyrn.

In addition to extra-curricular experiences, learners are provided with holistic experiences of using the Welsh language in real-life experiences on site, such as the Heritage Centre and in the local community, for example when visiting a gallery. Learners act on their personal goals of using the Welsh language with each other, tutors and with members of the local community. For example, learners ask local artists about their experiences of performing in an evening of entertainment on site or present an item in Welsh during a *'noson lawen'*. As a result of these rich experiences, learners make extremely sound progress in their Welsh learning skills in a short period of time.

The experienced tutors nurture ambition in all learners successfully. They have high expectations of learners and build their knowledge of the Welsh language calmly and supportively. In addition to using immersion methods highly effectively, they take advantage of every opportunity to deepen learners' understanding of the richness of different dialects and language registers, such as the appropriate use of formal and informal language. By doing so, learners acquire the Welsh language purposefully and appreciate the diversity that exists in the 'living language'. Opportunities for tutors to share and emulate best teaching and learning practices are developing appropriately as part of the professional learning offer.

Inspection area	Judgement
Standards	Excellent
Well-being and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

Recommendations

- R1 Establish procedures to allow tutors at Nant Gwrtheyrn to share information nationally about the progress and achievement of learners who have followed the provider's intensive courses, to support them to learn Welsh seamlessly
- R2 Extend the professional learning offer to include regular opportunities for tutors to observe very effective practices

What happens next

The provider will produce an action plan to address the recommendations from the inspection.

Estyn will invite the provider to prepare a case study on its work in relation to **the effectiveness of immersion methods to support the tremendous progress of learners in a short period of time, and purposeful extra-curricular provision to enrich learners' experiences of speaking and using the Welsh language**, to be disseminated on Estyn's website.

Main findings

Standards: Excellent

Nearly all learners apply themselves fully to learning Welsh while attending courses at Nant Gwrtheyrn. They interact enthusiastically with their fellow learners in a rich variety of learning experiences. Through the unique experience of learning and boarding on site with their fellow learners and staff, most gain the confidence to use the Welsh language and this often transforms their lives. As a result of highly effective provision, most learners on Nant Gwrtheyrn's intensive courses make extensive progress in a short period of time. Most who learn through online and *Defnyddio Cymraeg Gwaith* courses with Nant Gwrtheyrn make sound progress.

Through skilled teaching and learning methods, most learners speak Welsh spontaneously with their tutors and fellow learners and are keen to use vocabulary and syntactical patterns that are new to them on the site, in the local community and further afield. By cultivating strong attitudes and practising speaking Welsh regularly, learners develop the confidence to speak and apply their skills highly successfully.

As a result of the consistent teaching and effective use of immersion methods, learners recall knowledge of the Welsh language skilfully in formal lessons and less formal situations. They take advantage of opportunities to learn about the history and culture of Wales through the Welsh language. For example, learners listen, repeat and use new vocabulary when they are members of an audience in an interactive show about the National Eisteddfod. Through this, learners identify with the experience of seeing the crown and chair in a local gallery as part of the preparations for the Llŷn and Eifionydd Eisteddfod. This nurtures their curiosity to visit this national event as part of the experience of learning Welsh.

Across the levels, whether through face-to-face or online provision, nearly all learners develop their oral skills highly effectively. They listen to tutors and each other regularly and take advantage of opportunities that enrich their knowledge of formal and informal language. For example, learners listen attentively to tutors as they present Welsh vocabulary, patterns and sayings. Most internalise the language skilfully when taking part in an effective variety of learning activities in lessons, for example when repeating verbs in the past tense in a language drilling activity. Learners learn about a number of different linguistic elements, for example formal and informal vocabulary and patterns, at the same time. As tutors explain the difference between both registers skilfully and carefully, learners repeat and reinforce the target language to deepen their understanding of the Welsh language further.

Most learners at *Blasu* and *Mynediad* levels learn about different language registers effectively. For example, tutors support learners to deepen their understanding of the diverse dialects of their fellow pupils, who often live in areas across Wales and beyond. By listening and using the dialect that is relevant to them, this also supports them to speak Welsh with increasing confidence as they assimilate subsequently into their local communities.

The extremely valuable first-hand experiences support most learners who are accommodated on site to challenge themselves and participate with increasing confidence in a variety of contexts, for example as Foundation level learners order supper for the first time at Caffi Meinir. With the sensitive support of Nant Gwrtheyrn's general staff, for example the office, maintenance and catering staff, learners use the Welsh language in real-life situations with increasing skill. Learners often set personal linguistic goals for themselves to communicate practically in Welsh as part of their language journey. These holistic experiences are one of the notable qualities of provision.

Most learners' reading skills develop well in line with their level. Entry level learners, for example, listen to the tutor reading novels which are often challenging for them, which extends their vocabulary and patterns effectively. Through relevant reading activities, such as gathering information from Welsh articles and magazines in line with the learners' level, most develop their pronunciation skills well and give increasing meaning and colour while reading. For example, *Uwch/Advanced* level learners read the poem '*Strydoedd Aberstalwm*' and deepen their understanding of dialectical vocabulary, such as '*hogia*', '*bloda*' and '*panad*'. As an extension activity, they enjoy listening to a local band perform this poem through digital music which contributes to their appreciation of contemporary Welsh entertainment. Learners also read and present a poem about the climate crisis in a '*noson lawen*', which is hosted by the learners themselves as part of the unique extra-curricular provision. Most learners who learn face-to-face or online enrich their vocabulary and deepen their understanding of the 'living language' very effectively through reading activities.

Many learners at *Canolradd/Intermediate* level and above develop their writing skills effectively when engaging in interesting activities. For example, *Uwch/Advanced* level learners work effectively in pairs as a preparation activity for conducting a radio interview about sustainability. They develop their knowledge of vocabulary and various patterns by using the present and past tense of the verb when preparing questions, and using formal language correctly. They take turns reading the questions to ask and then practise using the correct ending when answering a question, such as '*do / naddo*', '*oes / nac oes*'. Learners develop their understanding of the correct use of language register increasingly independently when writing in a relevant variety of genres. For example, *Canolradd/Intermediate* level learners write a letter of thanks to an actor following a show presenting the life and work of the poet Hedd Wyn, and *Uwch/Advanced* level learners write a review after watching the film '*Y Sŵn*' on S4C.

Most *Defnyddio Cymraeg Gwaith* learners gain the confidence to use the language highly successfully. For example, Foundation level learners build on their skills consistently to present information to their peers orally at the end of the week. They use the vocabulary and patterns that have been presented and reinforced successfully and many have the confidence to ask and answer questions with their fellow learners about the content of their presentations. Most learners who follow the *Defnyddio Cymraeg Gwaith* course at *Uwch/Advanced* level refine and improve their writing skills highly effectively. They learn how to use various conjunctions in complex sentences and spell words that contain the sounds 'u', 'i' and 'y' correctly, for example, as a guide for them to write an e-mail or a presentation on their day-to-day

jobs. Through these useful activities, many learners develop their writing skills skilfully.

On average over the last three years, 411 learners have enrolled on Nant Gwrtheyrn's mainstream courses. On average, 308 learners have enrolled on the provider's *Defnyddio Cymraeg Gwaith* courses over the last two years. During this period, there has been a steady increase in learners enrolling on mainstream courses, with a sustained number enrolling on *Defnyddio Cymraeg Gwaith* courses. Eleven per cent (11%) of learners make sound progress when moving from one course to another within the provision in one academic year.

Sixty-two per cent (62%) of learners who attend Nant Gwrtheyrn's virtual courses later enrol on residential courses. The exceptional progress of learners, for example 53% have progressed by one level between 2021/22 and 2022/23 within Nant Gwrtheyrn's provision and more widely, is an excellent feature.

Due to the nature of the courses, nearly all learners have completed the courses in full over the last three years.

Well-being and attitudes to learning: Excellent

In a supportive and inclusive environment, nearly all learners enjoy the rich learning experiences provided by Nant Gwrtheyrn. Their enthusiasm towards learning Welsh is obvious and they value the support and challenge from their tutors on their language journey towards fluency. As a result, most feel that they receive valuable support during their courses to achieve their personal goals.

Nearly all learners are diligent and complete their courses and have extremely positive attitudes towards their experience of learning the language. They are enthusiastic in lessons and outside the classroom, for example when applying themselves fully to enjoyable activities, such as singing the national anthem. Overall, most learners at all levels interact particularly well with each other and tutors. They appreciate greatly the various opportunities that are available to them to participate naturally in unfamiliar situations which, in turn, gives an encouraging boost to their self-confidence. On the whole, nearly all learners contribute enthusiastically to sessions, which leads to a warm and productive environment.

Nearly all learners show an interest in their learning and are glad of opportunities to learn about Welsh history and culture. They make the most of the opportunity to extend their learning outside lessons, for example as they go on walk around the site to practise their skills. As a result, all of the holistic experiences have a highly positive effect on learners' well-being. Recently, at the request of learners, a local nature walk was organised with an officer from Wildlife Trusts Wales to learn the names of animals and plants in Welsh. Under the skilful guidance of tutors, nearly all learners develop their skills effectively over time to become ambitious, confident and independent learners. For example, most learners work together enthusiastically to organise events, such as '*nosweithiau llawen*' entertainment evenings, which provide them with a platform to experience living entirely through the medium of Welsh. Learners often have clear personal reasons for learning the language and they use

this motivation to inspire each other effectively. They show obvious respect for the contributions of others and are welcoming when engaging, using their skills and relaxing in the company of each other and visitors.

Nearly all learners interact with each other regularly and in a relaxed manner in small groups and collective situations. They concentrate well, are ready to try new experiences and take risks spontaneously in more challenging and unfamiliar situations. Many learners ask questions and contribute confidently while developing the key behaviours for lifelong learning. They respond positively to their tutor's feedback and encouragement and undertake tasks diligently. Over time, most learners develop the confidence to make valuable contributions when responding to the work of their peers and giving feedback. They show increasing resilience and persevere effectively when faced with any obstacles or difficulties.

As a result of the personal support and the warm sense of family, nearly all learners feel safe and free from any physical or verbal harm. Most learners indicate their wish to return to Nant Gwrtheyrn as part of their linguistic development. Most who attend face-to-face and virtual courses state that they enjoy learning and make extremely robust progress in their Welsh language skills. This is often due to the skilful guidance of tutors and their holistic experience of learning the language.

Overall, attendance levels and completion rates across the range of courses are very high. A strong feature of this is the high level of commitment that learners show as they attend Nant Gwrtheyrn's residential courses.

Teaching and learning experiences: Excellent

The provider offers courses in two learning streams: the main stream of residential and online courses across the levels and the *Defnyddio Cymraeg Gwaith* stream, which has courses at *Canolradd/Intermediate*, *Uwch/Advanced*, *Gloywi/Proficiency* (speaking) and *Gloywi/Proficiency* (writing) levels.

One of the qualities of the residential provision is the opportunity learners are given to experience being completely immersed in the Welsh language, together with learning about the history and culture of Wales. The online provision offers similar experiences but on a smaller scale. Many learners who attend Nant Gwrtheyrn's mainstream lessons also learn Welsh with other providers as part of the NCLW arrangements or learn Welsh independently through other means. Learners often enrol on Nant Gwrtheyrn's courses as a means of gaining support or an additional boost to refine or reinforce their skills as part of their journey of learning the language. Leaders also provide wider courses, for example the 'Confidence Building' course to encourage reluctant speakers to use the language.

Nearly all learners who learn face-to-face or virtually immerse themselves fully in learning Welsh through holistic experiences, which are presented in a supportive and Welsh learning environment. Learners gain confidence and make very rapid progress in a short period of time to speak and use the Welsh language.

More than 100 organisations and institutions gain beneficially from *Defnyddio Cymraeg Gwaith* courses every year as a means of supporting staff to use the Welsh

language as an integral part of their day-to-day careers. The provision, which is tailored skilfully, meets most learners' needs successfully and gives them the confidence to apply their skills in their roles, for example while talking to customers or patients, presenting information through multimedia methods or interviewing potential candidates for a job. As a result of effective marketing, detailed arrangements and thorough planning, Nant Gwrtheyrn implements a far-reaching vision by providing a wide range of courses extremely successfully.

An excellent feature of provision is the advice and guidance provided to learners by the Senior Tutor and the *Defnyddio Cymraeg Gwaith*/Senior Project Officer before they attend Nant Gwrtheyrn's courses. As learners show an interest in committing to a course, the Tutor and Officer arrange a personal telephone call to give them an opportunity to share information about their journey of learning Welsh, along with their experiences and personal interests. Through this informal level assessment, leaders advise learners to enrol on a suitable course to meet their learning needs and support them to make progress in their skills. The dedicated tutors refine learning sessions creatively to engage and maintain learners' interest, in line with the information provided to them following the initial assessment. The approach to tailoring this provision is a notable element of the provision.

The enthusiastic full-time and freelance tutors are confident in their knowledge of how learners at different levels gain the confidence to develop their Welsh language skills. By fostering an ambition to support all learners to make sound progress, tutors have clear expectations and use knowledge of previous assessments highly effectively to challenge and support learners. They adapt their plans as they deliver activities that support learners to participate and deepen their understanding of the structure and grammar of the Welsh language, including within relevant reading and writing activities.

Tutors question learners skilfully and combine feedback methods skilfully in a learning environment that combines regular encouragement and support for learners successfully. Through the '*Cofnodi Cynnydd*' progress recording methods, tutors monitor learners' achievement regularly as a basis to adapt provision continuously. This, together with the information given to learners through the 'What next?' session and the Congratulations Pack, contributes firmly towards supporting them to continue with their aim to learn Welsh.

Across the provision, tutors time learning sessions skilfully to ensure that learners retain their interest and ability to concentrate for extended periods, while building vocabulary and patterns. Through effective listening activities, tutors make the most of challenging learners to develop their speaking skills correctly, which includes promoting pronouncing words with increasing accuracy. Tutors use a good range of resources to stimulate learners' memory and extend their experiences, for example when presenting traditional and contemporary songs such as '*Oes gafr eto?*' and '*Lawr ar lan y môr*', to reinforce specific oral elements. Digital clips are used of a storyteller presenting local stories, such as the tale of Rhys and Meinir and the level of Gwrtheyrn, which are used to spark a discussion, in addition to inviting local artists to hold entertainment evenings as a means of introducing new vocabulary and patterns to learners who are staying on the site.

Tutors also vary the learning activities skilfully by using the site's interesting locations, such as the Heritage Centre, as a stimulus for learners to read the information and summarise it in the form of an attractive advertisement for visitors. Tutors present poetry that is local to Nant Gwrtheyrn skilfully, such as the poems '*Penrhyn Llŷn*' and '*Neuadd Mynytho*', to prompt learners at Intermediate level and above to discuss the experience of being on the Lleyn Peninsula, which leads to an interesting writing activity about '*Fy hoff le*' ('My favourite place'). Overall, tutors use digital devices flexibly, in line with each individual context, to facilitate and support learning as appropriate.

Tutors speak Welsh consistently and unwaveringly within lessons and adapt the language register to meet learners' needs. They use a language learning methodology which includes highly effective immersion methods. Tutors vary the teaching and learning methods regularly to introduce and reinforce a variety of vocabulary and patterns, for example when playing practical games to run a verb in the past tense. Learners are given valuable opportunities to repeat what they have learned in pair or group activities, which supports them to apply it in real-life contexts. For example, as a core part of the residential courses, learners practise vocabulary and patterns, such as '*Ga' i brynu llyfr sy'n costio dim mwy na deg punt, os gwelwch yn dda?*' ('Can I buy a book that costs no more than ten pounds, please?'), so that they can use them in practice when visiting a local Welsh bookshop. This excellent extra-curricular provision, which is an integral part of the immersion experiences in all spaces on the site and beyond, gives learners the confidence to use the Welsh language proactively and without fear of making a mistake. Learners who attend virtual courses have occasional extra-curricular experiences as part of the provision to support them to speak and feel like members of an extended Welsh community.

Care, support and guidance: Excellent

The unique location of Nant Gwrtheyrn, along with the staff's passion for their work, helps learners to develop their Welsh language skills and deepen their appreciation of their communities and Wales. The close-knit relationship that develops between tutors and learners, and between the learners themselves, is a strength. As a result, this leads to an extremely respectful and tolerant ethos and environment.

Across the provision, tutors provide cohesive experiences that help learners to foster a sound awareness of equality and diversity. Tutors are very clear about their ambitious expectations at the first '*Cyfarfod Croeso*' welcome meeting and implement them successfully. Through purposeful planning, tutors ensure extremely rich opportunities for learners to take responsibility for their learning and their individual language journey. They support them highly effectively to consider and set personal goals regularly. As a result, learners are a core part of the learning community and often jointly lead the learning. By supporting and challenging, tutors foster safe conditions for learners to try speaking and using the Welsh language without fear of making mistakes. The provider has robust arrangements for tracking and monitoring the progress of all learners qualitatively through the '*Cofnodi Cynnydd*' progress spreadsheet. Staff use the available information effectively, alongside information about previous courses, to ensure that they respond to the needs of individual learners in a timely manner.

Staff provide information to learners appropriately through various sources, such as the website and the 'Welcome Pack'. Telephone calls to individual learners are a means for tutors to provide a highly effective well-being and learning environment. The inspiring staff provide pupils with impartial guidance and support before, during and at the end of their programmes as they consider the next steps in their learning. As a result, learners who follow residential and virtual courses make extremely sound progress in a learning environment that prioritises the well-being and needs of each individually excellently.

Staff support any learners who may be at risk of underachieving in a supportive and sensitive manner. Staff often plan diligently to ensure that there are no barriers to learners completing their courses, by providing one-to-one support, where appropriate. This may mean taking them out of a lesson for a chat, checking on their well-being during break time or lunchtime, or holding a quick review session at the end of the day.

To support learners with additional learning needs or specific medical needs, the provider receives training and advice from external agencies, such as Bangor University or the NCLW, to respond to the need. It deals with the information appropriately and ensures that all possible steps are in place so that there is no adverse effect on the learner's experience, whether they are learning face-to-face or virtually. The support of all of the setting's general staff is a strong feature which is valued greatly by learners. Leaders share information about language levels with all staff and train all new members of staff effectively. For example, as part of the induction process, leaders train all staff to use specific methods with learners to reinforce the work of the tutors. Staff are briefed on a weekly basis to ensure that everyone is aware of learners' language levels before they arrive at Nant Gwrtheyrn. This is a core element of the immersion work that takes place with learners on the site.

Weekly learner's voice sessions, *Dweud eich dweud!* 'Have your say' questionnaires and regular conversations inside and outside of lessons ensure that the provider seeks the views of learners regularly and responds quickly to any issues that arise. Leaders and staff use this information to adapt relevant plans and arrangements when devising appropriate actions to improve experiences for all learners.

All staff in the education department and the general staff at Nant Gwrtheyrn contribute to creating a robust culture of safeguarding. They are considerate of the feelings of learners who come to an unfamiliar location, alone, for an extended period and plan in advance to reduce any stress. The provider's arrangements for safeguarding learners meet requirements and are not a cause for concern.

The provider has relevant health and safety risk assessments to ensure the best possible care for all learners while they are staying on site. The arrangements for recruiting staff are suitable.

Leadership and management: Excellent

All staff share the same values, which are based on the innovative vision of the founders of Nant Gwrtheyrn, which is to create a unique experience for learners and inspire them for the future. This vision is the basis of all the provider's work and focuses on ensuring the best opportunities for learners to learn and speak Welsh, particularly in providing a wealth of experiences to immerse them in the language and the history and culture of Wales. These opportunities and experiences motivate learners to return time after time to improve and develop their skills further. Leaders and staff at Nant Gwrtheyrn support this vision passionately in all aspects of their work. The Education and Heritage Manager leads the provision highly successfully. She has high expectations of herself and her team and aims for excellence across the service.

Leaders have a close and valuable relationship with the NCLW. Although Nant Gwrtheyrn's structures are different from other Welsh for Adults providers, there are regular opportunities for leaders and tutors to discuss successes and any challenges that arise regularly. However, no procedures have been established to allow Nant Gwrtheyrn's tutors to share information nationally about the progress and achievement of learners who have followed the provider's intensive courses to support them to learn Welsh seamlessly.

Under the firm leadership of the Chair, members of the Management Board maintain continuous oversight of the provider's work. They provide Nant Gwrtheyrn's leaders with purposeful guidance and clear support. Members meet the service's leaders regularly so that they have a practical understanding of all aspects of the service and its development. They scrutinise the provider's procedures regularly, for example in detailing expenditure to make the most effective use of funding and ensure value for money.

Leaders conduct relevant self-evaluation arrangements which focus effectively on developing provision. Arrangements are based on a wide range of first-hand and reliable evidence. There are valuable opportunities for full-time and freelance tutors to contribute to developing the service further. They have a thorough knowledge of language teaching methodology and they contribute continuously to developing the content of the courses at all levels. Leaders use their expertise innovatively to refine the offer, for example in delivering *Defnyddio Cymraeg Gwaith* courses which develop learners' confidence highly successfully. As part of the quality improvement process, leaders have identified the need to share and emulate best practices in teaching and learning through relevant professional learning opportunities.

The 'National Quality Framework' and the 'Quality Development Plan' summarise the provider's work appropriately and provide a detailed structure to measure progress and improvement against specific objectives. This information is shared purposefully with members of the Management Board.

The provider offers an appropriate range of professional learning experiences for tutors and staff, many of which are in collaboration with the NCLW training programme. For example, tutors attend training on how to tailor their teaching methods for learners with autism. As a result, positive feedback was received from learners who had benefitted greatly from this valuable support. Tutors have also

received training to support them in varying their teaching methods, for example in promoting learners' correct pronunciation. As a result, leaders and tutors refine their teaching practice effectively to meet learners' needs. Regular performance reviews are conducted to identify individual staff development objectives. These objectives are evaluated appropriately.

The Education and Heritage Manager works closely with Nant Gwrtheyrn's Chief Executive to ensure the full and efficient use of the budget. They meet regularly to discuss priorities and monitor expenditure. Leaders ensure that there are suitable levels of staffing for courses at all levels and they predict the staffing needs of provision successfully.

A core team of employed tutors and a wider team of freelance tutors work together highly successfully to deliver a wide range of courses both onsite and virtually. The contribution of Nant Gwrtheyrn's general non-teaching staff is key to ensuring an inclusive and unique experience for learners while they learn Welsh on the site.

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)

The report was produced in accordance with Section 28 of the Education Act 2005.

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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