



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

A report on

Learn Welsh Pembrokeshire

**Preseli Community Learning Centre
Ysgol y Preseli
Crymych
Pembrokeshire
SA41 3QH**

Date of inspection: November 2023

by

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

This report is also available in Welsh

About Learn Welsh Pembrokeshire

The Welsh for Adults sector was re-organised in 2016 by establishing the National Centre and a network of providers across Wales. Learn Welsh Pembrokeshire (LWP) was established during this reorganisation and is situated within the Community and Youth Education Department at Pembrokeshire County Council. LWP is a full and independent provider under the National Centre for Learning Welsh (NCLW).

LWP is one of the smallest providers in Wales, with approximately 800 individual learners each year across Pembrokeshire. It receives a core grant of £325,252 from the NCLW and mainstream courses are provided at *Mynediad*/Entry to *Uwch*/Advanced 3 level, in addition to activities to support learners face-to-face and online so that they can practise their Welsh in informal contexts. An additional £13,410 was received from the NCLW as a one-off payment at the beginning of this year to provide *Cymraeg yn y Cartref*/Welsh at Home classes.

The manager of LWP (who is also a tutor) leads provision strategically and operationally. Three full-time members of staff are employed (with two also being tutors) along with three part-time members of staff. The provision has 19 part-time tutors who are contracted per course. Since October 2022, a Work Welsh officer has also been employed to work with staff at Pembrokeshire County Council as part of the Work Welsh project.

Summary

Learn Welsh Pembrokeshire (LWP) provides mainstream courses from *Mynediad*/Entry to *Uwch*/Advanced level, which meets the needs of learners well. In order to support learners further as part of their language journey, 'Siawns am Sgwrs' conversational sessions are provided, which provide learners with valuable opportunities to practise speaking Welsh and deepen their holistic understanding of the Welsh language, culture and traditions. The provider also provides *Cymraeg Gwaith*/Work Welsh courses for Pembrokeshire County Council's workforce and supports parents to start learning Welsh with their children as part of the *Cymraeg yn y Cartref*/Welsh at Home course. By doing so, LWP develops its vision appropriately by responding to the needs of learners in the county and beyond and contributes regularly to the objectives of the National Centre and the Welsh Government's vision of increasing the number of Welsh speakers by 2050.

Managers work appropriately with the senior officer of the Community and Youth Education Department, which is part of Pembrokeshire County Council's Education Department, to develop provision to respond to the county's Welsh learning needs. For example, they work together effectively to provide interesting activities through the medium of Welsh for children and their parents as part of the 'Springboard' scheme. However, as part of strategic planning processes, leaders do not forward plan provision as a whole purposefully enough to provide an extensive and comprehensive offer to meet the needs of group and cohorts of learners across the county.

The manager of LWP leads staff effectively and provides clear direction for the service's developments. Tutors work together and support each other diligently and welcome and motivate learners enthusiastically and supportively. Managers and tutors have high expectations of themselves and of the learners and tutors facilitate learning skilfully by varying teaching methods effectively. On the whole, managers and tutors identify the qualities of effective teaching and learning appropriately and measure the progress of learners' skills suitably over time.

Learners participate enthusiastically and interact well in lessons while listening and speaking Welsh with increasing confidence. Many develop their skills well in lessons and apply them effectively in informal activities, such as reading clubs and writing competitions in eisteddfodau, for example. Learners engage well with supplementary events, such as the *Côr y Dysgwyr*/Learners Choir and guided walks, which support them to practise speaking Welsh in less formal contexts. This contributes firmly to supporting learners to get to know their local area and assimilate into their local communities. Learners' efforts and successes in learning Welsh are celebrated successfully at the *Gŵyl y Dysgwyr*/Learners' Festival each year, which is valued greatly by tutors and learners alike. Through this, learners enjoy learning Welsh and are proud to be valued members of the close-knit community of new Welsh speakers.

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

Recommendations

- R1 Strengthen strategic planning processes to forward plan provision more purposefully
- R2 Sharpen processes for evaluating teaching and learning to prioritise strengths and areas for improvement
- R3 Strengthen processes for monitoring and tracking the progress of groups and cohorts of learners over time to meet learners' needs increasingly effectively

What happens next

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

Main findings

Standards: Good

Most of LWP's learners participate enthusiastically in their lessons and convey clearly why they are keen to learn the language. They interact well with each other and their tutor and make consistent progress in lessons. Many learners recall their previous learning successfully and speak in line with their linguistic level.

Many learners at *Mynediad*/Entry and *Sylfaen*/Foundation level enunciate well and succeed in using familiar mutations correctly. They listen patiently to each other and their tutor and respond to impromptu questions correctly. A few learners provide additional information confidently when responding to the tutor, for example when discussing fundraising for charities. At *Sylfaen*/Foundation level, most learners use the Welsh language with consistent accuracy in their lessons. A majority of learners

at *Mynediad*/Intermediate level enunciate correctly and intelligibly, for example when practising the various forms of prepositions. However, a minority, particularly on *Cymraeg Gwaith*/Work Welsh courses, turn to English too often.

Most learners who learn at the higher levels use the Welsh language spontaneously in lessons. Many speak freely and at length about a number of diverse themes, including current topics in the news. They have the confidence to hold discussions independently in pairs and as a group, and ask and answer questions in a fun way. In the 'Siawns am Sgwrs' conversation sessions, they understand the features of different dialects such as 'bois bach', 'drato' and 'Shir Benfro' well and begin to use them confidently as a natural part of their conversation.

Learners take advantage of opportunities to use and practise the language purposefully in informal and supplementary events. For example, 'Ffrindiaith' sessions provide opportunities for learners to chat and socialise with each other in Welsh online, including learners from Patagonia. As a result, learners gain confidence and expand their vocabulary successfully.

Many learners develop their reading skills beneficially. In line with their level, their read simple texts aloud with a good level of accuracy. At *Mynediad*/Entry level, many make sound progress in their reading skills. Most *Sylfaen*/Foundation learners read short sentences and questions well and apply their skills to simple tasks. For example, they apply their skills masterfully when reading and gathering relevant information in Welsh posters. When given an opportunity to do so, many Intermediate learners read simple sentences clearly and correctly and understand what they read. Most learners who are learning at the higher levels read a diverse range of texts effectively. In the best examples, these learners and those who attend 'Siawns am Sgwrs' sessions combine reading methods effectively, for example when reading aloud about their ideal trip in Wales. However, when developing their reading skills, a minority of learners across all levels have difficulty pronouncing common words.

Many learners across the levels develop their writing skills appropriately. Many learners at *Mynediad*/Entry and *Sylfaen*/Foundation level build on their elementary writing skills to complete simple tasks. Many learners at Intermediate level write fairly extensively about their interests, for example, successfully. At the higher levels and 'Siawns am Sgwrs', many learners develop their speaking and writing skills with increasing accuracy, for example when expressing an opinion. In these strong practices, they combine their skills highly beneficially and use vocabulary and phrases that are relevant to the level. Learners at these levels also develop their writing skills maturely, for example when presenting a portrayal of Waldo Williams as a local hero and national treasure.

The provider's data shows that enrolment numbers have increased significantly on the mainstream courses over the past three years, with almost 800 learners having enrolled in 2022-2023. A significant increase has also been seen on new beginner courses at *Mynediad*/Entry level.

Many learners attend their courses regularly, with consistently high completion rates. Many learners move on to continue their learning on subsequent courses that are delivered by the provider.

Although the number of eligible learners who choose to sit an examination has fallen over the past three years, most candidates succeed in gaining a qualification.

Well-being and attitudes to learning: Excellent

LWP is a close-knit, friendly and caring community where nearly all learners show enjoyment and enthusiasm towards learning Welsh. When starting their courses, most learners settle into lessons well. They treat each other and tutors with respect and empathy during lessons. They work together constructively in tasks and learn together enthusiastically. By doing so, nearly all learners enjoy learning the language, with many making consistent progress in their skills to speak Welsh with increasing confidence.

Most learners listen well to tutors and each other. They are very willing to ask and answer questions and develop and elaborate on their responses well. They interact effectively in pairs or groups and are very willing to use new vocabulary in line with their level. Most value the ongoing support of tutors, which gives them the confidence to speak and use the Welsh language. As a result, many learners progress to the next level of learning Welsh successfully.

The tutors' approach and care help learners feel safe in each other's company. Through this, together with the proactive relationship between the learners themselves, they know whom to approach if they need support or advice. Most are proud that their voice is valued and acted upon by managers and tutors. For example, following ideas from learners, the provider has set up informal *gwên a gwau*/knit and natter and reading clubs, which help learners to practise the language while meeting face-to-face and online.

One of the notable features of provision is the way in which many learners take advantage of valuable opportunities from tutors to support them to catch up with their learning. Many attend individual sessions if they have missed sessions or need an additional boost. This has a highly positive effect on learners' attitudes towards persevering in learning the language.

Most learners have positive attitudes towards completing activities inside and outside lessons, for example homework. They are eager to learn and immerse themselves in tasks conscientiously. Most understand and appreciate that tutors' productive feedback supports them further to identify their strengths and what they need to improve as part of their language journey.

Many learners use digital resources to help them develop their skills further. This supports them effectively to persevere and improve their skills over time. Many learners also take advantage of social media platforms to contact their fellow learners and tutors informally about any aspect of their learning. As a result, learners develop their skills in using the Welsh language skilfully in formal and less formal contexts.

Learners enjoy and benefit from supplementary and informal activities that are organised regularly by managers and by the learners themselves. These opportunities, for example *Coffi a Chlonc*/Coffee and Chat sessions, and the walking club, which is organised by the local Welsh language initiative, are valuable as they develop their Welsh-speaking and listening skills in each other's company. They are also glad of the support of each other and their tutors in these activities and are keen to apply their skills proactively in highly beneficial experiences.

Teaching and learning experiences: Good

A range of mainstream courses are provided for learners both face-to-face and online, from *Mynediad*/Entry level to *Uwch*/Advanced 3, including 'Siawns am Sgwrs' sessions which provide valuable opportunities for learners to extend their skills further. Tutors meet learners needs well by providing a few intensive courses that support them to make swift progress. *Cymraeg yn y Cartref*/Welsh at Home courses are also provided to help parents speak Welsh with their children, along with *Cymraeg Gwaith*/Work Welsh courses to help the workforce at Pembrokeshire County Council. As a result of this provision, the proportion of learners who commit to learning and succeed at all levels is consistently good.

Tutors work together effectively to provide an inclusive and supportive experience for learners as they follow their language journey with the provider. They show infectious enthusiasm and vibrant passion when welcoming and supporting learners to make general progress in their skills, particularly in speaking Welsh increasingly spontaneously. Through this, learners gain confidence and use the language well in lessons and informal activities. One of the provider's notable qualities is the high rates of learners who return to learn on higher level courses. As a result, tutors know their learners well and encourage them skilfully to use the language as an integral part of their experience of assimilating into their communities.

Managers support tutors effectively and pay particular attention to their individual teaching needs, for example through the 'Ar Agor am 3/AA@3': 'Open at 3 o'clock on particular days' scheme. As a result of these valuable opportunities, tutors are given beneficial guidance on any aspect of their work through the support of experienced tutors. Tutors plan a good range of face-to-face and virtual learning activities to develop learners' skills over time. They adapt and vary their teaching methods appropriately and give learners time to hear and repeat new vocabulary and language patterns well. For example, they encourage higher level learners to ask and answer questions when discussing different contemporary and fun themes, such as '*ai tŷ taclus neu tŷ anniben sydd orau?*' 'is a tidy house or a messy house better?'. Overall, many tutors support learners to pronounce with increasing accuracy through a range of learning methods, such as various drilling and repetition activities.

As learners make progress in their oral skills, tutors develop their reading and writing skills skilfully. For example, by delivering activities on the theme '*brethyn cartref*', learners are given valuable opportunities to read and interpret the words of a famous Welsh song while listening to a digital clip of a band performing it. This, in turn, nurtures their appreciation of the Welsh arts and Welsh history and traditions. Learners at the higher levels develop their writing skills effectively and enjoy and

benefit from competing in eisteddfodau, for example. By celebrating the successes of the winning learners in the digital paper 'Y Wennol', this encourages other learners to read their output and gives them a boost to develop their own creative writing skills.

Most tutors have high expectations of learners and plan activities effectively to challenge them according to their level. They facilitate learning creatively and support learners skilfully. Many tutors give constructive oral feedback and respond to written work in a timely manner. On the whole, many question learners skilfully and intervene purposefully to probe and improve their understanding of the language. By doing so, they expand learners' understanding of different grammatical features of the Welsh language effectively. However, a few tutors do not question learners sufficiently or provide enough time for them to think about vocabulary and language patterns independently when responding to different learning contexts.

Managers provide and promote an interesting offer to support learners to practise speaking Welsh. For example, through purposeful co-operation with the county's Welsh language initiative, guided tours are provided around Narberth, which give learners an opportunity to talk and get to know their fellow learners well. Learners are given a valuable opportunity to become members of *Côr y Dysgwyr*/Learners' Choir, which provides opportunities for them to perform locally and nationally and practise their Welsh while performing traditional and contemporary Welsh songs. Success in learning Welsh is also celebrated highly effectively by holding *Gŵyl y Dysgwy*/(the Learners' Festival each year. Through this, learners understand the importance of speaking Welsh and are proud to be valued members of the close-knit community of learners.

Care, support and guidance: Excellent

Managers and tutors are passionate about the Welsh language and succeed in creating a homely, welcoming and Welsh environment. They provide a firm foundation for learners to succeed and enjoy learning the language. The dedicated team of tutors know and support learners well and respond effectively to any individual needs. As a result, nearly all learners appreciate the care and feel that they receive effective support to achieve their personal learning goals.

Managers and tutors gather relevant information from learners before they begin their courses and use it purposefully when planning. Individual tutors monitor learners' progress during lessons and by assessing their work that is completed outside lessons regularly. They discuss the progress of individual learners in lessons and analyse completion data appropriately at the end of the year as part of their self-evaluation processes.

Tutors' direct feedback in lessons gives valuable attention to specific strategies that learners can use to enrich their own learning. For example, tutors signpost learners to suitable podcasts, reading lists and radio programmes to encourage them to listen and practice their Welsh further. Through lesson plans and informal discussions, tutors provide inclusive activities and succeed in raising learners' awareness of equality and diversity well. The varied and rich range of supplementary activities succeeds in developing learners' understanding of culture, their community and

Wales as part of the wider world. Learners value these additional opportunities to practise their Welsh in situations outside lessons.

The close relationship that develops between tutors and learners, and between the learners themselves, leads to a respectful and tolerant ethos and environment. Managers and tutors ensure that learners' personal well-being is a consistent priority and at the heart of their work. They model high expectations of behaviour well, which has a positive effect on learners' attitudes and motivation towards learning the language.

When a learner has specific learning needs or a need for further emotional or social support, tutors provide comprehensive and personalised support, where possible. This ensures an equal opportunity for all learners to enjoy their learning experiences without obstacles. This may mean additional individual sessions or informal supportive conversations, where appropriate. The service has suitable access to external help to support learners with any specialist needs. They provide appropriate assistance to support learners who are affected by poverty through financial bursaries.

Tutors encourage learners to take responsibility for their own learning in lessons and beyond and to play a full part in their community. Through internal questionnaires, *Dweud eich Dweud/Have your say* questionnaires and the *Fforwm y Dysgwyr/Learners' Forum*, there are suitable opportunities for learners to voice their opinions on important issues. Managers and tutors respond and adapt effectively, where appropriate, based on the findings of the learners' voice. However, learners are not always given enough opportunities to lead and influence what is discussed at the Forum and its effect on learners' experiences, such as the next step in their experience of learning Welsh.

Staff communicate effectively with learners through verbal messages in lessons, the newsletter and regular e-mails. Extensive and useful information is available to learners in the handbook, course leaflets and on the website. Staff provide learners with impartial guidance and advice before they start and at the end of their learning programmes as they consider their next steps in learning Welsh.

Safeguarding arrangements meet requirements and are not a cause for concern. The safeguarding policies and procedures are clear. The team of staff maintain a strong culture of safeguarding and all staff receive appropriate mandatory training, including the dangers of radicalisation. Managers follow a safe recruitment policy and complete pre-employment checks, including employment checks and ensuring the suitability of staff, effectively.

The service has a suitable health and safety policy and the necessary risk assessment for its learning venues.

Leadership and management: Good

Leaders have an appropriate plan for providing the county's Welsh for adults learning offer, which is also consistent with the objectives of NCLW. The manager leads her team effectively and the tutors and administrative staff work together exceptionally

well. They have clear and varied duties which ensure that their specialities fulfil national requirements in the field and offer diverse provision for learners. These staff, based on their specific responsibilities, attend and contribute to NCLW meetings regularly.

The manager leads staff very effectively and robustly. The provider has a relatively small team of 4 core staff who teach as part of their responsibilities. These staff have specific responsibilities for leading different areas, which include *Cymraeg yn y Gweithle a'r Cartref*/Welsh in the Workplace and at Home; Training, Quality and Examinations; Marketing and supplementary learning; and *Cymraeg Gwaith*/Work Welsh, along with 19 part-time tutors. All members of staff have formal job descriptions and are clear about their own and each other's responsibilities. The manager succeeds in ensuring that evaluation, performance management and continuous professional development (CPD) processes are carried out systemically. The quality assurance procedure for teaching is also appropriate, where constructive steps are taken to deal with underperformance.

Provision is a core part of Pembrokeshire County Council's Education Department. The lines of accountability between the manager of LWP and the senior officer of the Community and Youth Education Department, that is part of the Education Department as a whole, is clear. Overall, these leaders work together appropriately while beginning to respond creatively and holistically to the needs of the county's learners. For example, leaders use school funding and funding from the levelling up fund appropriately to provide the 'Springboard' scheme, which supports parents and children to have experiences and develop different skills together through the medium of Welsh. Through this, it was arranged for LWP to provide a short *cwrs blasu*/taster course for parents to support them to begin learning Welsh. However, strategic planning processes to forward plan provision as a whole are not purposeful enough to provide a wide and comprehensive offer for learners across the county.

Managers have effective self-evaluation procedures based on data from the annual observation cycle, CPD meetings and learner feedback from various specific evaluations. The Training and Quality Manager organises the provider's quality processes effectively and it is ensured that each tutor is observed annually as part of the observation cycle. Managers respond appropriately to support tutors to maintain and improve the expected standard. The CPD procedure is tailored for tutors and is implemented purposefully so that the manager and her management team can assess and act on the results. It is ensured that the observation and CPD procedures feed into the 'Training Plan', which meets tutors' needs appropriately.

There is consistent support for staff to pursue the Dechrau Dysgu national qualification. An extensive training programme is provided for tutors annually, which includes a combination of internal training by the provider, from Pembrokeshire County Council and from the National Centre, so that all tutors receive the latest information and guidance in the field. The council ensures that all members of the provider's staff complete online training in various areas, such as safeguarding, mental health and domestic abuse.

The management team work together to draw up the national quality framework (NQF) and use it appropriately as a means of giving attention to areas for improvement. The county council takes some ownership of the quality of the provider's administration by receiving NQF reports and by responding effectively where potential risks or weaknesses are identified. The provider monitors and evaluates data appropriately and takes relevant action to respond to any areas of development. For example, the administrative staff contact learners who are absent to support them further and provide *cyrsgiau dal i fyny*/'catch up courses and summer courses to encourage and support them to speak Welsh between learning programmes. This contributes effectively to the provider's strong and consistent performance against its recruitment targets and levels of completion and progression. However, managers do not monitor and track the progress of groups and cohorts of learners over time in sufficient detail to support them to refine provision further to meet learners' needs increasingly effectively. On the whole, as part of the self-evaluation procedures, managers do not always identify and develop areas for improvement in sufficient detail, for example specific aspects of teaching and learning.

The provider works appropriately with a number of the county council's partners and is part of strategic groups, such as the Welsh in Education Strategic Plan, Pembrokeshire County Council's Welsh Language Strategy Group and the Language Forum. Through this, LWP is beginning to have a voice and a positive effect on wider Welsh language provision in other sectors in the county.

Managers have a suitable awareness of the planning and funding challenges facing the provider and the need to strike a balance between overspending on community provision and investing in staff to be able to maintain a service that attracts grants, for example *Cymraeg Gwaith*/Work Welsh and *Cymraeg yn y Cartref*/Welsh at Home. With the support of the county council, the manager manages the budget prudently and operates within the designated budget. The county council top-slices 15% of the income that contributes to practical support from the council's services, including administrative support and the use of buildings for locating staff and teaching. Managers have an appropriate awareness of the need to address over-performance against the recruitment target, as this is not financially sustainable.

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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website:

www.estyn.gov.wales

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

© Crown Copyright 2024: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 13/03/2024