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# Defining Schools According to Welsh Medium Provision

## Summary

This consultation paper seeks views on defining schools in Wales according to the language which is used as the medium of instruction and in the normal business of the school.

The definitions will be used for statistical purposes. The categories must therefore be accurate, mutually exclusive and capable of consistent application across Wales. At the same time they must not generate undue burdens in terms of the need to review the category of individual schools as their circumstances change.

The data will be important for development of Assembly Government policy and for local authorities in identifying future needs. Clear descriptors of the nature of language provision in their local schools will also be useful for parents in making choices about schools for their children.

The Welsh Assembly Government intends that agreed definitions should be adopted by all admission authorities and incorporated into the composite admissions document of each Local Education Authority, so as to inform parents as to the nature of schools in their area. Individual schools would be able to use the definitions in their own prospectus, so as to advise parents on the Welsh language provision they make.

Two possible methods of definition have been identified. One uses descriptive categorisation which includes broad measurements of the proportion of the curriculum taught through the medium of the Welsh language. The other is based on a more systematic measurement of teaching time and would also be related to the number of pupils in a school receiving instruction in either Welsh or English, or in both languages. Once all schools had been assessed they would be allocated into broad definitional bands to reflect the pattern of provision within Wales.

The two methods are described in Sections 2 and 3 of the document, which incorporate examples. Responses are invited on the practicality of the options, and which would be the most appropriate or whether different definitional approaches might be used for primary and secondary schools.

The responses will be analysed and if necessary, further consultation undertaken. The intention is to reach a decision during 2006 so that all local education authorities (LEAs) can incorporate the definitions into their composite admission documents from September 2007 onwards, and the definitions would apply to statistical returns from 2008.

## Section 1 The need for definitions

**1.1** This is the first time there has been consultation on definitions of schools according to their linguistic provision with a view to reaching agreement on a common method of definition.

**1.2** “Welsh speaking” schools are currently defined for the purposes of the school curriculum in Section 105(7) of the Education Act 2002 which states:

*“... a school is Welsh-speaking if more than one half of the following subjects are taught (wholly or partly) in Welsh -*

*(a) religious education, and*

*(b) the subjects other than English and Welsh which are foundation subjects in relation to pupils at the school”*

The purpose of the definition is to identify schools in which Welsh is a core subject and medium of delivery. It does not indicate the nature of the linguistic provision right across the curriculum, and is not designed to do so.

**1.3** In statistical publications, secondary schools are categorised as Welsh speaking in accordance with the statutory definition. Welsh medium primary schools are categorised as type A if at least half the pupils are taught wholly or mainly through the medium of Welsh, and categorised as type B if some but less than half of the pupils are in Welsh medium classes or Welsh is used as a medium of teaching for part of the curriculum but not the major part. Assembly Government statistics currently rely on schools themselves to advise the category to which they belong.

**1.4** At January 2005 there were 57 Welsh speaking secondary schools (out of a total of 227), 455 category A Welsh medium primary schools and 45 category B primary schools (out of a total of 1572).

**1.5** In reality the position is much more complex. Welsh medium school provision varies between and within authorities. While Welsh is used as the medium of teaching for all or most subjects in some Welsh medium schools, others provide lessons in a mixture of English and Welsh to a greater or lesser extent or have separate English medium and Welsh medium streams. A secondary school may be categorised as Welsh speaking if the requisite number of subjects are taught through the medium of Welsh even if only a small proportion of the pupils on roll actually study through the medium of Welsh. In addition a number of essentially English medium schools are increasing the number of subjects they offer through the medium of Welsh, yet this is not recorded in the statistics. Often this reflects the way individual local education authorities have responded to the aim of ensuring that pupils who are educated bilingually achieve fluency in Welsh and English, as well as the linguistic nature of the areas concerned.

**1.6** LEAs use a variety of descriptors for their schools where Welsh is used as a medium of teaching and these are not consistent with each other. Labels such as ‘Welsh-medium’, ‘bilingual’, ‘traditional Welsh’ and ‘natural Welsh’ are used by schools and LEAs to describe their provision.

It is sometimes difficult for parents to obtain a full understanding of the extent to which individual schools teach through the medium of Welsh or English, and the extent to which this is a matter of parental choice in relation to individual pupils. It is also difficult for the Assembly Government to monitor the amount of Welsh medium education which is being delivered.

**1.7** In its contribution to the comprehensive review of the Welsh language conducted by the National Assembly for Wales in 2001 and 2002, the Assembly's Education and Lifelong Learning Committee confirmed the need for an agreed and easily identifiable set of definitions for the different models of linguistic provision available in Wales. The Committee concluded that this was necessary for the following purposes:

- establishing clear objectives for educators and pupils regarding linguistic outcomes
- providing unambiguous information to parents and their children regarding the options available
- assisting LEAs in developing and co-ordinating their strategy for Welsh-medium and bilingual provision, including resource planning and staff recruitment; and
- allowing systematic evaluation of the relative strengths and weaknesses of different models of language teaching.

The Committee referred to work which began by a group of experts chaired by the Welsh Language Board, as a starting point.

**1.8** The Welsh Assembly Government, in its 2003 policy document "Iaith Pawb" indicated that defining Welsh medium provision in schools was a priority. It set out the intention of consulting with LEAs and others with a view to reaching agreement on definitions which could be used consistently across Wales.

**1.9** Since the publication of "Iaith Pawb", using the work of the group of experts as a starting point, several consultation meetings have been held, led by the Welsh Assembly Government and the Welsh Language Board. Meetings have involved a number of LEAs, Estyn and ELWa. These discussions have produced two possible models which could be used to define schools according to the language medium of teaching.

## Section 2 Descriptive definitions - Option 1

2.1 This option would provide a brief description of primary and secondary schools according to the following:

- i. the medium of teaching in each key stage: i.e. the percentage of the curriculum (primary) and percentages of subjects (secondary) taught through the medium of Welsh and English; and
- ii. the language/languages of the school outside the curriculum i.e. the language/languages used to communicate with pupils, the ethos of the school, the language used in the day to day business, and the language/languages used to communicate with parents.

2.2 This approach does not attempt to reflect what an individual pupil may receive in the school.

2.3 Five categories are proposed for primary schools with a distinction between Key Stages within the categories where appropriate. It is possible that the 3rd category does not describe any existing schools, but it has been included for completeness.

2.4 Four categories are proposed for secondary schools, with one category (bilingual school) comprising 4 sub-groups.

### 2.5 Primary School Categories

#### 1. Welsh-Medium Primary School

**Curriculum** - Pupils are taught wholly through the medium of Welsh for early years and KS1. Welsh is the main teaching medium at KS2. English is introduced as a subject at Key Stage 2 and is taught through the medium of English, and English is also used for some aspects of some subjects. At least 70% of the teaching at Key Stage 2 is through the medium of Welsh.

**Language of the School** - Welsh is the language of the day to day business of the school. Welsh is used as the language of communication with the pupils and the language of the school's administration. The school communicates with parents either in Welsh or in both Welsh and English.

#### 2. Dual Stream Primary School

**Curriculum** - Two types of provision exist side-by-side in these schools. Parents/pupils opt either for the mainly Welsh-medium or mainly English-medium provision which is delivered respectively as in categories 1 and 5.

**Language of the School** - Both Welsh and English are used in the day to day business of the school. The language of communication with the pupils is determined by the nature of the curricular provision, but in some schools high priority is given to creating a Welsh-language ethos throughout the school. The school communicates with parents in both languages.

### 3. Predominantly Welsh medium with significant use of English

**Curriculum** - Both languages are used in teaching for early years, Key Stage 1 and Key Stage 2 but with greater emphasis on Welsh. Welsh is used as the medium of instruction for between 51% and 70% of the primary curriculum overall.

**Language of the School** - Welsh is the language of the day to day business of the school, but some English is also used as a language of communication with the pupils. The school communicates with parents either in Welsh or in both languages.

### 4. Predominantly English Medium with significant use of Welsh

**Curriculum** - Both languages are used in teaching, for early years, Key Stage 1 and Key Stage 2 but with greater emphasis on English. Welsh is used as the medium of teaching for between 20% and 50% of the primary curriculum overall.

**Language of the School** - The day to day language or languages of the school are determined by the school's linguistic context. Both languages are used as languages of communication with the pupils and also as languages of the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages.

### 5. Predominantly English medium

**Curriculum** - Pupils are mainly taught through the medium of English for early years and at KS1. English is the main teaching medium at KS2. Welsh is taught as a second language in KS1 and KS2, and some aspects of some subjects may be taught in Welsh. Less than 20% of the teaching is through the medium of Welsh.

**Language of the School** - English is the language of the day to day business of the school, but some Welsh is also used as a language of communication with the pupils. The school communicates with parents either in English or in both languages.

## 2.6 Secondary School Categories

### 1. Welsh-Medium Secondary School

**Curriculum** - All subjects (including RE and PSE) apart from English are taught through the medium of Welsh, although some schools may also teach one or two subjects bilingually.

**Language of the School** - Welsh is the day to day language of the school. Welsh is used as the language of communication with the pupils and also as the language of the school's administration. The school communicates with parents either in Welsh or in both Welsh and English.

## 2. Bilingual Secondary School

**Curriculum** - This category has 4 sub-divisions according to the percentage of subjects taught through the medium of Welsh and whether there is parallel provision in English.

- Category 2A - At least 80% of subjects (excluding Welsh and English) taught only through the medium of Welsh.
- Category 2B - At least 80% of subjects (excluding Welsh and English) offered through the medium of Welsh but also offered through the medium of English.
- Category 2C - 50 - 80% of subjects (excluding Welsh and English) offered through the medium of Welsh but also offered through the medium of English.
- Category 2Ch - All subjects, except Welsh and English taught to all pupils using both languages.

**Language of the School** - The day to day language or languages of the school will be determined by its linguistic context. Both languages are used as languages of communication with the pupils and also as languages of the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents either in Welsh, or in both languages.

## 3. Predominantly English medium with significant use of Welsh

**Curriculum** - Both languages are used in teaching with 20 - 49% of subjects offered through the medium of Welsh.

**Language of the School** - The day to day language or languages of the school will be determined by its linguistic context. Both languages are used as languages of communication with the pupils and also as languages of the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents either in Welsh, in both languages or in English.

## 4. Predominantly English Medium

**Curriculum** - Pupils are mainly taught through the medium of English. Welsh is taught as a second language up to KS4. One or two subjects (which would include Welsh first language) may be offered through the medium of Welsh or using both languages.

**Language of the School** - English is the day to day language of the school, but some Welsh is also used as a language of communication with the pupils. The school communicates with parents either in English or in both Welsh and English.

## QUESTIONS TO CONSIDER ON OPTION 1

### For Schools

**Q.1** How well does your school fit into one of the descriptions? If well, which definition applies? If not, what aspects of the definitions do not work?

### For LEAs

**Q.2** How well do schools in your authority fit the definitions? If they do not, what aspects of the definitions do not work?

### All Consultees

**Q.3** Are the descriptions comprehensible and sufficiently clear?

**Q.4** Do you know of any schools which would not fit into these descriptions? If so, please give details.

**Q.5** Would these categories provide parents with a better understanding of the way that the curriculum is delivered in schools?

**Q.6** Is the language used in the day to day business of the school a relevant consideration or should the definition be based only on the medium of teaching?

**Q.7** Would these categories help Local Authorities and the Welsh Assembly Government to monitor growth or decline in the amount of teaching through the medium of Welsh?

**Q.8** Are any additional categories required? If yes, please explain.

**Q.9** Are any categories superfluous? If yes, please explain.



## Section 3 Definitions based on numeric analysis - Option 2

**3.1** This option would define schools according to a formula which quantifies the proportion of teaching through the medium of Welsh and English. The information it uses should already be available in respect of secondary schools in timetables or in school curriculum statements - the statement that describes banding/setting arrangements in each year in the school.

**3.2** The percentage of instruction, or medium of curriculum delivery is calculated on the basis of the following formula:

Where:

M = Medium of the teaching group (Welsh-medium (W)/  
English-medium (E)/bilingual (BL) i.e. both languages used in sessions)

NS = number of sessions (groups' contact time in the timetable, either in hours or sessions)

TS = total number of sessions (the total teaching time in the timetable, either in hours or sessions)

P = percentage of provision, in terms of curriculum delivery through the medium

Then: 
$$\frac{M \times NS \times 100}{TS} = P(M)$$

**3.3** These percentages could be calculated for KS3, KS4 and Years 12 - 13 separately. This approach might also be suitable for the primary sector with percentages noted separately for Key Stages 1 and 2.

**3.4** Using this formula, it might be possible to define bands which would reflect typical patterns of provision. Each school would fall into a category which indicated the extent that it delivered the curriculum in Welsh and English or in both languages within the same subject. Before defining bands all schools in Wales would be surveyed so as to decide on groupings which are neither so broad as to be uninformative, nor so narrow that schools frequently change from one band to another as numbers of pupils taking particular subject options change.

**3.5** To show how the formula could work, some examples of secondary schools follow. All the examples are illustrative. In practice the organisation of classes in a school is likely to be more complicated. For example, some secondary schools run a two week timetable.

**3.6** The examples given are for whole school calculations and do not indicate the range of linguistic experience which might be available to individual pupils attending such schools.

### 3.7 Examples

#### Example A

This school has six forms in each year group.  
Twenty five teaching sessions are held each week for all pupils.  
At KS3 English is taught through the medium of English for 3 sessions per week across all year groups. No other subjects are taught through the medium of English.

The formula operates in this case as follows:  $\frac{3(E) \times 100}{25} = 12\%(E)$

Therefore 12% of curriculum delivery is through the medium of English and 88% is through the medium of Welsh.

At KS4 a further session of English is added for GCSE courses and all pupils receive 4 sessions out of 25 a week in English.

Using the formula:  $\frac{4(E) \times 100}{25} = 16\%(E)$

Therefore 16% of the curriculum is delivered in English, with 84% in Welsh.

An overall profile for the school for compulsory school age groups can also be calculated by using the formula, as follows:

At KS3 NS(E) (in English) =  $3 \times 6 \times 3$  (years 7,8,9) = 54

At KS4 NS(E) (in English) =  $4 \times 6 \times 2$  (years 10,11) = 48

TS = 25 sessions x 6 forms of entry x 5 years = 750

$\frac{102(E) \times 100}{750} = 13.6\%(E)$

Therefore the school provides 86.4% Welsh medium teaching, and all pupils would have a similar level of exposure to Welsh and English medium teaching.

#### Example B

This school has 6 forms in each year group.  
This school accepts pupils from primary schools which have delivered the curriculum in both Welsh and English.  
It provides half of the subjects taught at Key Stage 3 through the medium of Welsh to those pupils who want to take up that option. Three forms of entry (50%), of pupils take up that option. For the remainder of the pupils, only Welsh is delivered through the medium of Welsh, in 3 sessions. 25 sessions are time-tabled each week.

The formula would apply to the Key Stage 3 pupils taking up the Welsh options as follows:

$$\frac{12.5(W) \times 100}{25} = 50\%(W)$$

And to pupils not taking up the Welsh options as follows:

$$\frac{3(W) \times 100}{25} = 12\% (W)$$

The total number of sessions available per week during Key Stage 3 is:

$$TS = 25(\text{sessions}) \times 6(\text{forms of entry}) \times 3(\text{years in the Key Stage}) = 450$$

In this school at Key Stage 3, 3 forms have 12.5 sessions taught in Welsh and 12.5 taught in English per week, i.e.  $12.5(W) \times 3 \times 3 = 112.5$  sessions

3 forms have 3 sessions in Welsh and the remainder taught in English

i.e.  $3(W) \times 3 \times 3 = 27$  sessions. Therefore at KS3 a total of 139.5 sessions are taught in Welsh.

Therefore the formula produces the following result for KS3

$$\frac{139.5(W) \times 100}{450} = 31\%(W)$$

At KS4 no pupils follow the Welsh medium curriculum for GCSE apart from Welsh as a first language, which takes up 3 sessions per week.

Thus at Key Stage 4 all forms have 3 sessions taught in Welsh and the remainder in English i.e.  $3 \text{ Welsh} \times 6 \text{ forms} \times 2 \text{ years} = 36$  sessions

Therefore the formula produces the following result for KS4

$$\text{For Key Stage 4 total sessions (TS)} = 25 \times 6 \times 2 = 300$$

$$\frac{36(W) \times 100}{300} = 12\%(W)$$

For the whole school age 11-16 the total pupil sessions available per week is

$$TS = 25 (\text{sessions}) \times 6 \text{ forms of entry} \times 5(\text{years}) = 750$$

Total sessions per week taught in Welsh at KS3 = 139.5, and at KS 4 = 36

Total for school = 175.5, therefore the formula operates as follows:

$$\frac{175.5(W) \times 100}{750} = 23.4\% (W)$$

This percentage shows that overall this is a school which delivers more than 20% of the curriculum through the medium of Welsh. However this calculation does not reveal the option for some pupils to study a much higher proportion of the curriculum through the medium of Welsh at KS3.

### Example C

This school has 6 forms divided at Key Stage 3 between 3 language streams since it covers a wide geographical area with both predominantly English medium and Welsh medium schools as feeders. At Key Stage 4, there are 2 streams with a choice being made between English medium and Welsh medium.

The timetable consists of 25 sessions a week.

KS3: Choice 1 (2 forms) 80% Welsh-medium teaching  
Choice 2 (2 forms) 50% Welsh-medium teaching  
Choice 3 (2 forms) 20% Welsh-medium teaching

KS4: Choice 1(2 forms) 80% Welsh-medium teaching  
Choice 2(4 forms) 80% English-medium teaching

A total profile for the school can be calculated, as well as the separate Key Stage profiles.

At Key Stage 3: Total sessions =  $25 \times 6 \times 3 = 450$

2 forms have 20 sessions taught in Welsh and 5 sessions taught in English per week i.e.  $20 (W) \times 2 \times 3 = 120$  sessions

2 forms have 12.5 sessions in Welsh and the remainder taught in English i.e.  $12.5 (W) \times 2 \times 3 = 75$  sessions

2 streams have 5 sessions in Welsh and the remainder taught in English i.e.  $5 (W) \times 2 \times 3 = 30$  sessions

The overall profile for KS3 is therefore

$$120 + 75 + 30 = \frac{225(W) \times 100}{450} = 50\% \text{ Welsh}$$

At Key Stage 4: Total sessions =  $25 \times 6 \times 2 = 300$

2 forms have 20 sessions taught in Welsh and 5 sessions in English i.e.  $20 W \times 2 \times 2 = 80$  sessions (W)

4 forms have 5 sessions taught in Welsh and 20 sessions in English i.e.  $5 W \times 4 \times 2 = 40$  sessions (W)

The overall profile for KS4 is therefore

$$80 + 40 = \frac{120(W) \times 100}{300} = 40\% (W)$$

For the whole school:

Total pupil sessions =  $25 \text{ sessions} \times 6 \text{ forms} \times 5 \text{ years} = 750$

The overall profile for the school would be:

$$120 + 225 = \frac{345(W) \times 100}{750} = 46\% (W)$$

This percentage shows that overall this is a school which delivers more than 45% of the curriculum through the medium of Welsh. However this calculation does not reveal the fact that some pupils receive their education almost entirely through the medium of Welsh.

### Example Ch

In this school, the majority of pupils have studied Welsh as a first language and this continues at secondary level. English is taught through the medium of English, Welsh is taught through the medium of Welsh, and all other subjects are taught using both languages so as to ensure that pupils are fully competent in both by the end of compulsory schooling. There are 6 forms of entry and 25 sessions per week with all pupils following the same pattern of provision.

Total pupil sessions for KS3 and KS4 =  $25 \times 6 \times 5 = 750$

Each pupil has 3 sessions a week in Welsh, 3 in English and 19 taught in both languages.

- i.e. 3 Welsh  $\times 6 \times 5 = 90$  sessions in Welsh  
3 English  $\times 6 \times 5 = 90$  sessions in English  
19 Bilingual  $\times 6 \times 5 = 570$  sessions taught bilingually

The total profile for the school would therefore be calculated as follows:

$$\frac{90(W) \times 100}{750} = 12\%(W)$$

$$\frac{90(E) \times 100}{750} = 12\%(E)$$

$$\frac{570(BL) \times 100}{750} = 76\%(BL)$$

This percentage shows that a significant proportion of the curriculum is delivered using both languages. All pupils in this school would have a similar experience.

**3.8** If this type of calculation were performed by all schools and plotted on a grid showing the proportion of the curriculum delivered through Welsh, English and both languages it might be possible for the Welsh Assembly Government, in consultation with LEAs and others, to define broad bands of types of school into which schools would fit. On the basis of the examples above, the following grid might emerge:

## Curriculum delivery grid

Profile Type	English medium	Welsh medium	Bilingual
1. (as in example A)	10 - 15%	85 - 90%	0
2. (as in example C)	50 - 60%	40 - 50%	0
3. (as in example B)	70 - 80%	20 - 30%	0
4. (as in example Ch)	10 - 15%	10 - 15%	70 - 80%

### QUESTIONS TO CONSIDER ON OPTION 2

#### For Schools

**Q.10** How easily could your school be profiled in this way? If easily, would it produce a meaningful result? If not, what aspects of the method do not work?

#### For LEAs

**Q.11** How easily could schools in your authority be profiled in this way? If they could not, what aspects of the method do not work?

#### All Consultees

**Q.12** Would this method of describing schools provide parents with a better understanding of the way that the curriculum is delivered in schools?

**Q.13** Would this profiling technique assist Local Authorities and the Welsh Assembly Government in monitoring growth or decline in the amount of curriculum delivery through the medium of Welsh?

**Q.14** Do schools have the information available to enable them to make the necessary calculations?

**Q.15** Would it be reasonable for schools to make the calculation or should this be an LEA task?

**Q.16** Are there, in your opinion, schools which could not be profiled in this way?

**Q.17** Do you think that the overall profile types for the schools given in the examples adequately describes provision at the schools?

**Q.18** Should there be descriptive titles for each band once they have been established? If so, what would you suggest?

## QUESTIONS TO CONSIDER ON BOTH OPTIONS

**Q.19** Which option would be preferable in terms of accessibility to parents/the public?

**Q.20** Which option would be preferable in terms of the collection of statistics and providing reports and analyses?

**Q.21** Would it be appropriate to consider different methods of categorisation, for primary and secondary schools?

**Table 1**  
**Maintained Primary schools, by the use of Welsh**  
**as a teaching medium, by LEA: January 2004 (a)**

	Schools having classes where Welsh is the sole or main medium of instruction (b)		Schools having classes where Welsh is used as a medium of teaching for part of the curriculum (c)		Schools having classes where Welsh is taught as a second language		Total
	Number	Per cent	Number	Per cent	Number	Per cent	Total
Isle of Anglesey	43	82.7	5	9.6	4	7.7	52
Gwynedd	103	97.2	2	1.9	1	0.9	106
Conwy	27	42.9	2	3.2	34	54.0	63
Denbighshire	16	30.8	4	7.7	32	61.5	52
Flintshire	5	6.7	0	0.0	70	93.3	75
Wrexham	6	8.3	1	1.4	65	90.3	72
Powys	14	12.8	12	11.0	83	76.1	109
Ceredigion	65	85.5	7	9.2	4	5.3	76
Pembrokeshire	18	23.4	7	9.1	52	67.5	77
Carmarthenshire	78	61.4	16	12.6	33	26.0	127
Swansea	10	10.9	0	0.0	82	89.1	92
Neath Port Talbot	13	17.8	0	0.0	60	82.2	73
Bridgend	4	6.9	0	0.0	54	93.1	58
Vale of Glamorgan	5	10.6	0	0.0	42	89.4	47
Rhondda Cynon Taf	15	11.6	1	0.8	113	87.6	129
Merthyr Tydfil	2	7.1	0	0.0	26	92.9	28
Caerphilly	8	10.0	0	0.0	72	90.0	80
Blaenau Gwent	1	3.2	0	0.0	30	96.8	31
Torfaen	2	5.0	0	0.0	38	95.0	40
Monmouthshire	2	4.8	0	0.0	40	95.2	42
Newport	1	1.9	0	0.0	52	98.1	53
Cardiff	10	9.4	1	0.9	95	89.6	106
Wales	448	28.2	58	3.7	1082	68.1	1588

Source: National Statistics (Annual Schools' Census)

- (a) The mode of instruction in primary schools varies widely according to linguistic background and a school may have classes in more than one category. However, each school appears once only in this table, under an appropriate heading.
- (b) i.e. more than half of curriculum teaching is through the medium of Welsh.
- (c) i.e. Welsh is used as a medium for less than half of curriculum teaching.



**Table 2**  
**Welsh speaking secondary schools, by LEA (a)**

	2003		2004	
	Number of schools	Number of pupils	Number of schools	Number of pupils
Isle of Anglesey	4	3,830	4	3,865
Gwynedd	13	6,748	13	6,837
Conwy	2	1,445	2	1,453
Denbighshire	2	2,025	2	2,016
Flintshire	1	517	1	548
Wrexham	1	777	1	757
Powys	6	4,079	6	4,187
Ceredigion	6	3,912	6	3,924
Pembrokeshire	1	793	1	874
Carmarthenshire	6	5,386	6	5,490
Swansea	1	992	2	1,021
Neath Port Talbot	1	1,183	1	1,173
Bridgend	0	-	0	-
Vale of Glamorgan	1	368	1	533
Rhondda Cynon Taf	4	3,820	4	3,803
Merthyr Tydfil	0	-	0	-
Caerphilly	1	1,021	1	1,064
Blaenau Gwent	0	-	0	-
Torfaen	1	768	1	791
Monmouthshire	0	-	0	-
Newport	0	-	0	-
Cardiff	2	1,794	2	1,833
Wales	53	39,458	54	40,169

Source: National Statistics (Annual Schools' Census)

- (a) Welsh speaking secondary schools as defined in Section 105(7) of the Education Act 2002. A Welsh speaking secondary school is one where more than one half of the following subjects, namely religious education and the subjects other than English and Welsh which are foundation subjects are taught wholly or partly in Welsh.

