

Public Document Pack



CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Mr Dylan Williams
Prif Weithredwr – Chief Executive

CYNGOR SIR YNYS MÔN
ISLE OF ANGLESEY COUNTY COUNCIL
Swyddfeydd y Cyngor - Council Offices
LLANGEFNI
Ynys Môn - Anglesey
LL77 7TW

Ffôn / tel (01248) 752500
Ffacs / fax (01248) 750839

RHYBUDD O GYFARFOD	NOTICE OF MEETING
PWYLLGOR GWAITH	THE EXECUTIVE
DYDD IAU 22 MAI 2025 10.00 o'r gloch	THURSDAY 22 MAY 2025 10.00 am
YSTAFELL BWYLLGOR, SWYDDFEYDD Y CYNGOR AC YN RHITHIOL DRWY ZOOM	COMMITTEE ROOM, COUNCIL OFFICES AND VIRTUALLY VIA ZOOM
Swyddog Pwyllgor	Ann Holmes 01248 752518 Committee Officer

AELODAU/MEMBERS

Plaid Cymru/The Party of Wales

Neville Evans, Carwyn E Jones, Dyfed Wyn Jones, Gary Pritchard, Alun Roberts, Nicola Roberts, Robin Wyn Williams

Y Grŵp Annibynnol/The Independent Group

Dafydd Roberts, Dafydd Rhys Thomas

COPI ER GWYBODAETH / COPY FOR INFORMATION

I Aelodau'r Cyngor Sir / To the Members of the County Council

Bydd aelod sydd ddim ar y Pwyllgor Gwaith yn cael gwahoddiad i'r cyfarfod i siarad (ond nid i bleidleisio) os ydy o/hi wedi gofyn am gael rhoddi eitem ar y rhaglen dan Reolau Gweithdrefn y Pwyllgor Gwaith. Efallai bydd y Pwyllgor Gwaith yn ystyried ceisiadau gan aelodau sydd ddim ar y Pwyllgor Gwaith i siarad ar faterion eraill.

A non-Executive member will be invited to the meeting and may speak (but not vote) during the meeting, if he/she has requested the item to be placed on the agenda under the Executive Procedure Rules. Requests by non-Executive members to speak on other matters may be considered at the discretion of The Executive.

Please note that meetings of the Committee are streamed for live and subsequent broadcast on the Council's website. The Authority is a Data Controller under the Data Protection Act and data collected during this live stream will be retained in accordance with the Authority's published policy.

A G E N D A

1. APOLOGIES

2 DECLARATION OF INTEREST

To receive any declaration of interest from any Member or Officer in respect of any item of business.

3 URGENT MATTERS CERTIFIED BY THE CHIEF EXECUTIVE OR HIS APPOINTED OFFICER

No urgent matters at the time of dispatch of this agenda.

4 MINUTES (Pages 1 - 4)

To submit for confirmation, the draft minutes of the meeting of the Executive held on 29 April 2025.

5 THE EXECUTIVE'S FORWARD WORK PROGRAMME (Pages 5 - 12)

To submit the report of the Head of Democracy.

6 ENGAGEMENT REPORT – PROVISION OF POST-16 EDUCATION (Pages 13 - 106)

To submit the report of the Director of Education, Skills and Young People.

7 MODERNISING LEARNING COMMUNITIES AND DEVELOPING THE WELSH LANGUAGE STRATEGY (Pages 107 - 198)

To submit the report of the Director of Education, Skills and Young People.

THE EXECUTIVE

Minutes of the meeting held in the Committee Room and virtually on Zoom on 29 April, 2025

PRESENT:	Councillor Gary Pritchard (Leader) (Chair) Councillors Neville Evans, Carwyn Jones, Alun Roberts, Dafydd Roberts, Nicola Roberts, Dafydd Rhys Thomas, Robin Williams.
IN ATTENDANCE:	Chief Executive Deputy Chief Executive Director of Function (Resources)/Section 151 Officer Director of Function (Council Business)/Monitoring Officer Director of Education, Skills, and Young People Head of Democracy Chief Economic Development Officer (THJ) Committee Officer (ATH) Webcasting Officer (FT)
APOLOGIES:	Councillor Dyfed Wyn Jones (Portfolio Member for Children, Young People and Families), Mr Fôn Roberts (Director of Social Services).
ALSO PRESENT:	Councillors Glyn Haynes, Trefor Lloyd Hughes MBE, Derek Owen, Mr Gethin Jones (Communications Officer) Mr Steffan Davies (Digital and social media Officer) (for item 8)

1. APOLOGIES

Apologies for absence were submitted and were noted as documented above.

2. DECLARATION OF INTEREST

Mr Dylan Williams, Chief Executive declared a personal but not prejudicial interest with regard to item 8 on the agenda due to his currently being the only director of Porthladd Rhydd Ynys Môn by virtue of his position as Chief Executive of the Isle of Anglesey County Council.

3. URGENT MATTERS CERTIFIED BY THE CHIEF EXECUTIVE OR HIS APPOINTED OFFICER

None to report.

4. MINUTES

The minutes of the previous meeting of the Executive held on 25 March 2025 were presented for confirmation.

It was resolved that the minutes of the previous meeting of the Executive held on 25 March 2025 be confirmed as correct.

5. THE EXECUTIVE'S FORWARD WORK PROGRAMME

The report of the Head of Democracy incorporating the Executive's Forward Work Programme for the period from May to December 2025 was presented for confirmation.

The Head of Democracy updated the Executive on the changes to the Forward Work Programme. These included the addition of the Draft Corporate Self-Assessment 2024/25, the Annual Delivery Document 2025/26 and Means Tests - Disabled Facilities Grant to the Executive's 24 June 2025 meeting agenda. Also, the Corporate Self-Assessment and Annual Performance and Wellbeing Report 2024/25 has been added to the Executive's 23 September 2025 meeting agenda.

It was resolved to confirm the Executive's updated Forward Work Programme for the period May to December 2025 with the changes outlined at the meeting.

6. FURTHER EDUCATION TRUST ANNUAL REPORT AND ACCOUNTS 2023/24

The report of the Director of Function (Resources)/Section 151 Officer incorporating the David Hughes Charitable Estate and Anglesey Further Education Trust Annual Report and Accounts for 2023/24 was presented for the Executive's consideration. It is a requirement of the Charity Commission that the annual accounts are approved by the Executive as the Trusts' responsible body.

Councillor Robin Williams, Deputy Leader and Portfolio Member for Finance and Housing presented the report outlining the background of the Anglesey Further Education Trust, its legal status and the different elements within it. The report also provides a summary of the Trust's financial performance in 2023/24 and updates members on the progress made to distribute more of the Trust's funds to meet the charitable purposes of the Trust. In October 2019 the Executive determined to allocate a one-off sum of £55,280 to each secondary school, funded from the Anglesey Further Education 1/3 Restricted Trust Fund, to cover the cost of Learning Coaches. The Executive also approved an allocation of an additional £8,000 per secondary school to provide grants for financially disadvantaged students. The grants were to help students obtain places at colleges and universities and/or purchase books and equipment required for their first year of courses. The total cost of £40,000 was funded by the Anglesey Further Education 2/3 Restricted Trust Fund. Section 5 of the report details how schools utilised these funds in 2023/24.

Councillor Robin Williams highlighted the reliance of the Further Education Trust Fund on the David Hughes Charitable Estate to generate surpluses which are subsequently transferred to the Further Education Trust Fund. While the return on the traded investments is good the performance of the Charitable estate's investment properties is very poor, showing negative returns in 2022/23 and 2023/24. This is because of restrictive tenancy agreements that have hindered rents from increasing significantly over time coupled with rising maintenance costs due to the deteriorating condition of the properties. As a result, the David Hughes Charitable Estate has failed to make a contribution to the Anglesey Further Education Trust in the past two years having generated no surplus. This means that the Trust has not been able to provide support to the current and former pupils of the Council's five secondary schools which is its primary purpose. Without a change in strategy in relation to the David Hughes Charitable estate this situation is likely to persist. This challenge was previously identified in March 2024 when the Executive authorised Officers to examine options to maximise income from the estate to safeguard the long-term viability of the Anglesey Further Education Trust Fund for the benefit of Anglesey's young people. However, due to capacity issues, no progress has been made in implementing this recommendation. The Executive is now asked to authorise the commissioning of external assistance to conduct the necessary review.

The Director of Function (Resources)/Section 151 Officer confirmed that the David Hughes Charitable Estate investment properties are not generating sufficient income to cover day to day repair costs or produce a surplus. A point will eventually be reached where significant capital investment will be required to maintain the properties at a lettable standard. The report outlines the aims of the proposed review, which will examine the current tenancy agreements, the revenue and capital investment requirements and the existing investment policy to identify options for generating greater returns on the Trust's investments relating both to the David Hughes Charitable Estate and the Anglesey Further Education Trust. The Further Education Trust Funds accounts for 2023/24 will be published on the Charity Commission's website once they have been signed off on the completion of the audit.

The Chair emphasised the importance of the Council as the sole trustee of the Anglesey Further Education Trust in ensuring that its purposes are effectively fulfilled namely, to provide support to the current and former pupils of the Council's five secondary schools. To achieve this it is vital to maximise income flow from the David Hughes Charitable Estate to the Trust.

The Executive agreed on the necessity of the review and queried the timeline for its completion and reporting.

The Chief Executive advised that a meeting with Finance and Property services had been held during which it was agreed to establish a working group operating under clear terms of reference. The group will include the Chief Executive, Section 151 Officer and Property service officers. It is anticipated that the review will be conducted in two parts. The first phase will focus on establishing baseline information which will involve specialist input regarding land valuation in relation to the estate. The second phase will explore potential investment opportunities. The aim is to have the first phase underway by the summer.

It was resolved –

- **To approve the Draft Annual Report and Accounts for the Anglesey Further Education Trust for the year 2023/24. (Appendix A to the report).**
- **To delegate to the Director of Function (Resources)/Section 151 Officer the authority to sign the Final Annual Report and Accounts and file with the Charity Commission upon satisfactory completion of the audit.**
- **To authorise the Director of Function (Resources)/Section 151 Officer to commission an external review of the operation and investment options in respect of both Trusts.**

7. EXCLUSION OF THE PRESS AND PUBLIC

It was considered and resolved under Section 100 (A) (40 of the Local Government Act 1972, to exclude the press and public from the meeting during the discussion on the following on the grounds that it involved the disclosure of exempt information as defined in paragraph 14 of Schedule 12A to the said Act and in the Public Interest Test presented.

8. FREEPORT – UPDATE AND APPROVAL OF AGREEMENT

The report of the Head of Regulation and Economic Development which sought the Executive's agreement to the signing of a proposed Memorandum of Understanding between the relevant parties in relation to the Anglesey Freeport was presented for consideration.

The report was presented by the Chief Economic Development Officer who recapped on the background confirming that the draft Anglesey Full Business Case (FBC) was submitted to

the Westminster and Welsh Governments on 17 January 2025 and following written feedback on 11 March, the draft FBC was resubmitted with the expectation that it would be signed off in early April 2025. Following FBC approval, a Memorandum of Understanding (MoU) must be agreed and signed. The purpose of the MoU is to set out the terms, principles and practices that govern the working relationship between the relevant parties - UK Government, Welsh Government, the Isle of Anglesey County Council and Porthladd Rhydd Ynys Môn, and outstanding requirements. Signing the MoU is the final step in the Freeport becoming operational. It formalises the key commitments made by the Freeport in the FBC and outlines what support it can expect from the UK and Welsh Governments. The Council has reviewed and commented on the draft MoU and is awaiting the Welsh Government's final version. Once the MoU has been reviewed by the Council's Chief Executive, the Director of Function (Resources)/Section 151 Officer and Director of Function (Council Business)/Monitoring Officer, the Council will proceed with signing it. Subject to the Executive's approval it will be signed before the end of May to allow the Freeport to be fully operational by 1 June 2025.

Addressing the Executive's enquiries about progress and timescales, the Chief Economic Development Officer updated members on governance developments including the status of member and landowner agreements. An inaugural shadow board meeting was held in January 2025 with key stakeholders to begin the transition into Freeport delivery. The Chief Executive also provided the latest updates on the Freeport's designated Tax Sites and related matters.

It was resolved –

- **To approve the signing of the proposed Memorandum of Understanding (MoU) between the UK Government, Welsh Government, the Isle of Anglesey County Council as the Accountable Body, and the Porthladd Rhydd Ynys Môn as the Governing Body.**
- **That in respect of previous Executive decisions made on 19 March 2024 "Anglesey Freeport Governance Arrangements" and on 23 May 2024 "Agree on the Arrangements for the Establishment of the Porthladd Rhydd Ynys Môn," the delegated authority is amended to the Deputy Chief Executive rather than the Chief Executive.**

**Councillor Gary Pritchard
Chair**

Isle of Anglesey County Council

Report to:	The Executive
Date:	22 May 2025
Subject:	The Executive's Forward Work Programme
Portfolio Holder(s):	Cllr Gary Pritchard
Head of Service / Director:	Lynn Ball, Director of Function – Council Business / Monitoring Officer
Report Author:	Dyfan Sion, Head of Democratic Services
Local Members:	Not applicable

A – Recommendation/s and reason/s

In accordance with its Constitution, the Council is required to publish a forward work programme and to update it regularly. The Executive's Forward Work Programme is published each month to enable both members of the Council and the public to see what key decisions are likely to be taken over the coming months.

The Executive is requested to:

confirm the attached updated work programme which covers **June 2025 – January 2026**;

identify any matters for specific input and consultation with the Council's Scrutiny Committees;

note that the forward work programme is updated monthly and submitted as a standing monthly item to the Executive.

B – What other options did you consider and why did you reject them and/or opt for this option?

-

C – Why is this a decision for the Executive?

The approval of the Executive is sought before each update is published to strengthen accountability and forward planning arrangements.

Ch – Is this decision consistent with policy approved by the full Council?

Yes.

D – Is this decision within the budget approved by the Council?
Not applicable.

Dd – Assessing the potential impact (if relevant):

1	How does this decision impact on our long term needs as an Island?	
2	Is this a decision which it is envisaged will prevent future costs / dependencies on the Authority? If so, how?	
3	Have we been working collaboratively with other organisations to come to this decision? If so, please advise whom.	
4	Have Anglesey citizens played a part in drafting this way forward, including those directly affected by the decision? Please explain how.	
5	Note any potential impact that this decision would have on the groups protected under the Equality Act 2010.	
6	If this is a strategic decision, note any potential impact that the decision would have on those experiencing socio-economic disadvantage.	
7	Note any potential impact that this decision would have on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.	

E	Who did you consult?	What did they say?
1	Chief Executive / Senior Leadership Team (SLT) (mandatory)	The forward work programme is discussed monthly at Leadership Team meetings.
2	Finance / Section 151 (mandatory)	See above.
3	Legal / Monitoring Officer (mandatory)	See above.
4	Human Resources (HR)	
5	Property	
6	Information Communication Technology (ICT)	
7	Procurement	

E	Who did you consult?	What did they say?
8	Scrutiny	Under normal circumstances, monthly joint discussions take place on the work programmes of the Executive and the two Scrutiny Committees in order to ensure alignment.
9	Local Members	Not relevant

F - Appendices:

The Executive's Forward Work Programme: June 2025 – January 2026.

Ff - Background papers (please contact the author of the Report for any further information):

Isle of Anglesey County Council

The Executive's Forward Work Programme

Period: June 2025 – January 2026

This forward work programme lists all the decisions that the Executive intends to take and what business the scrutiny committees will be considering as well as when those matters will be discussed. It also lists any recommendations the Executive intends to make regarding decisions which must be made by the full Council.

Executive decisions may be taken by the Executive as a collective body or by individual members of the Executive acting under delegated powers.

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The forward work programme is reviewed on a regular basis and monthly updates are published. The fact that a decision has not been included in the forward work programme does not prevent urgent or unforeseen matters being considered.

Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh.

Last updated on 13 May 2025

June 2025

Date of meeting or, if the decision is delegated, publication date	The matter to be considered	Portfolio Member	Date to scrutiny and / or full Council (if relevant)
24 June 2025 meeting	The Executive's forward work programme	Cllr Gary Pritchard	
	Corporate Scorecard – Quarter 4, 2024/25	Cllr Carwyn Jones	Corporate Scrutiny Committee 17.6.25
	Draft Corporate Self-Assessment 2024/25	Cllr Carwyn Jones	
	Annual Delivery Document 2025/26	Cllr Carwyn Jones	Corporate Scrutiny Committee 17.6.25
	Revenue Budget Monitoring – Quarter 4, 2024/25	Cllr Robin Williams	Finance Scrutiny Panel
	Capital Budget Monitoring – Quarter 4, 2024/25	Cllr Robin Williams	Finance Scrutiny Panel
	Housing Revenue Account Budget Monitoring – Quarter 4, 2024/25	Cllr Robin Williams	Finance Scrutiny Panel
	Means tests – Disabled Facilities Grants	Cllr Robin Williams	
Delegated decision – June 2025	Welsh Language Standards Annual Report 2024/25	Cllr Dafydd Roberts	Partnership and Regeneration Scrutiny Committee – 18.6.25

July 2025

Date of meeting or, if the decision is delegated, publication date	The matter to be considered	Portfolio Member	Date to scrutiny and / or full Council (if relevant)
17 July 2025 meeting	The Executive's forward work programme	Cllr Gary Pritchard	

September 2025

Date of meeting or, if the decision is delegated, publication date	The matter to be considered	Portfolio Member	Date to scrutiny and / or full Council (if relevant)
23 September 2025 meeting	The Executive's forward work programme	Cllr Gary Pritchard	
	Corporate Self-Assessment and Annual Performance and Well-being Report 2024/25	Cllr Carwyn Jones	Corporate Scrutiny Committee 17.9.25
	Corporate Scorecard – Quarter 1, 2025/26	Cllr Carwyn Jones	Corporate Scrutiny Committee 17.9.25
	Revenue Budget Monitoring – Quarter 1, 2025/26	Cllr Robin Williams	Resources Scrutiny Panel 11.9.25
	Capital Budget Monitoring – Quarter 1, 2025/26	Cllr Robin Williams	Resources Scrutiny Panel 11.9.25
	Housing Revenue Account Budget Monitoring – Quarter 1, 2025/26	Cllr Robin Williams	Resources Scrutiny Panel 11.9.25
	Menai Bridge Extra Care Housing	Cllr Alun Roberts Cllr Robin Williams	

October 2025

Date of meeting or, if the decision is delegated, publication date	The matter to be considered	Portfolio Member	Date to scrutiny and / or full Council (if relevant)
21 October 2025 meeting	The Executive's forward work programme	Cllr Gary Pritchard	
	Schools Digital Strategic Plan	Cllr Dafydd Roberts	

November 2025

Date of meeting or, if the decision is delegated, publication date	The matter to be considered	Portfolio Member	Date to scrutiny and / or full Council (if relevant)
25 November 2025 meeting	The Executive's forward work programme	Cllr Gary Pritchard	
	Corporate Scorecard – Quarter 2, 2025/26	Cllr Carwyn Jones	Corporate Scrutiny Committee – 18.11.25
	Revenue Budget Monitoring – Quarter 2, 2025/26	Cllr Robin Williams	Resources Scrutiny Panel 6.11.25
	Capital Budget Monitoring – Quarter 2, 2025/26	Cllr Robin Williams	Resources Scrutiny Panel 6.11.25
	Housing Revenue Account Budget Monitoring – Quarter 2, 2025/26	Cllr Robin Williams	Resources Scrutiny Panel 6.11.25

December 2025

Date of meeting or, if the decision is delegated, publication date	The matter to be considered	Portfolio Member	Date to scrutiny and / or full Council (if relevant)
16 December 2025 meeting	The Executive's forward work programme	Cllr Gary Pritchard	

January 2026

Date of meeting or, if the decision is delegated, publication date	The matter to be considered	Portfolio Member	Date to scrutiny and / or full Council (if relevant)
27 January 2025 meeting	The Executive's forward work programme	Cllr Gary Pritchard	

Isle of Anglesey County Council	
Report to:	The Executive
Date:	22 May 2025
Subject:	Engagement Report – Provision of Post-16 Education
Portfolio Holder(s):	Councillor Dafydd Roberts Education and the Welsh Language Portfolio Holder
Head of Service / Director:	Aaron C Evans Director of Education, Skills and Young People
Report Author: Tel: E-mail:	Arwyn Hughes ArwynHughes3@ynysmon.gov.wales Programme Manager (Corporate)
Local Members:	All

A –Recommendation/s and reason/s

The review and potential restructure of post 16 on Anglesey was identified as requiring consideration within the Council's Sustainable Communities for Learning Strategic Outline Programme, and as part of the Council's Modernising Learning Communities and Developing the Welsh Language Strategy. The number of learners attending post 16 at Anglesey schools in the longer term is likely to reduce therefore it may be a challenge to fund effective post 16 provision within the limited resources, especially where:

- post 16 numbers are low
- There is a high percentage of courses which have a small learning group

The Council has undertaken a public engagement on the future of post-16 education provision during 20 January to 7 March 2025. The Council's aim is to strengthen learner entitlements and experience on Anglesey, for example by increasing the choices available to learners and ensuring a high-quality post-16 education.

A public engagement was conducted from 20 January 2025 to 7 March 2025 to gather feedback from stakeholders in relation to post-16 education provision for Anglesey.

A total of 779 responses were received and a number of face-to-face meetings were held. After carefully considering the feedback, it is recommended to the Executive that the most appropriate way forward considering feedback from the public engagement is as follows:

1. To 'Further develop closer working relationship between the existing providers'.
2. To authorise officers to prepare a 'Strategic Plan for further developing closer

A – Recommendation/s and reason/s

working relationship between the existing post-16 providers', which will attempt to address or mitigate the challenges currently facing post-16 education provision on Anglesey, and to strengthen post-16 learner entitlement and experience.

B – What other options did you consider and why did you reject them and/or opt for this option?

Stakeholders were asked to give their feedback on the options below and were also given the opportunity to propose alternative options.

The initial options put forward were:

OPTION 1 - No Change – Keep the current provision exactly as it is.

OPTION 2 - Further develop closer working relationships between the existing providers.

OPTION 3 - Reduce the number of schools providing post-16 education.

OPTION 4 - Provide all post-16 education by one provider.

Stakeholders were asked to rank the options.

The results of the public engagement showed that 79% of respondents chose either option 1 or option 2 as their preferred option, with option 2 scoring best when taking the overall ranking order into consideration.

Choosing Option 2 as the preferred option is therefore consistent with the outcome of the public engagement and provides an opportunity to attempt to address the current challenges which faces post-16 provision.

C – Why is this a decision for the Executive?

The Executive is responsible for school organisation matters.

Ch – Is this decision consistent with policy approved by the full Council?

Yes – It is consistent with the [Modernising Learning Communities and Developing the Welsh Language Strategy](#) which was adopted by the Executive in July 2023 and the [Strategic Outline Programme \(SOP\) – Rolling Programme](#) 2024 – 2033.

D – Is this decision within the budget approved by the Council?

Yes - There are no capital costs associated with this decision.

Post-16 is grant funded through the post-16 Grant which is allocated to the Council by [Medr - the Commission for Tertiary Education and Research](#)

Dd – Assessing the potential impact (if relevant):

1	How does this decision impact on our long term needs as an Island?	The decision would provide an opportunity to attempt to address the challenges currently facing post-16 provision which are highlighted in part A, which could strengthen learner entitlements and experience on Anglesey, and improve the sustainability of post-16 provision. Contributes towards achieving our strategic aim of Ensuring an effective provision for today and future generations.
2	Is this a decision which it is envisaged will prevent future costs / dependencies on the Authority? If so, how?	As post-16 is grant funded, and fully delegated to schools, no financial impact for the Council is anticipated. Further developing closer working relationships between the existing providers, could provide opportunities to make the post-16 provision more cost efficient.
3	Have we been working collaboratively with other organisations to come to this decision? If so, please advise whom.	The following stakeholders were informed of the publication of the Engagement Document: <ul style="list-style-type: none">• All Primary Schools, Secondary Schools, and Special School on Anglesey• Governing bodies of all Anglesey schools• Grŵp Llandrillo Menai• All Elected Members• Local Member of Parliament• Local Senedd Member• Regional Senedd Members• Estyn• MEDR – Medr is the new arms-length funder and regulator set up by Welsh Government for post-16 education

Dd – Assessing the potential impact (if relevant):		
		<p>and research in Wales, including school sixth forms and colleges.</p> <ul style="list-style-type: none"> • Police and Crime Commissioner • The Welsh Government • Welsh Language Commissioner • All Town and Community Councils • Teaching and staff trade unions <p>Face to face engagement sessions were held at the five secondary schools with;</p> <ul style="list-style-type: none"> • Learners Years 7-13 • Staff and Governors • Parents / Guardians <p>As well as with Learners at Grwp Llandrillo Menai (Llangefni Campus)</p>
4	Have Anglesey citizens played a part in drafting this way forward, including those directly affected by the decision? Please explain how.	<p>A public engagement was conducted from 20 January 2025 to 7 March 2025 to gather feedback from stakeholders in relation to post-16 education provision for Anglesey.</p> <p>A total of 779 responses were received</p>
5	Note any potential impact that this decision would have on the groups protected under the Equality Act 2010.	See Appendix 9 – Impact Assessment on Equality, Community and the Welsh Language.
6	If this is a strategic decision, note any potential impact that the decision would have on those experiencing socio-economic disadvantage.	<p>The outcome of the review could affect post-16 opportunities across the whole island. Each pupil on Anglesey is given the opportunity to progress to post-16. It is therefore likely that some people who experience socio-economic disadvantage could be affected.</p> <p>The effect of the review's outcome on those who experience socio economic disadvantage has been mitigated by ensuring that post-16 provision remains at each school / college site.</p>
7	Note any potential impact that this decision would have on opportunities for people to use the Welsh language and on treating the	See Appendix 9 – Impact Assessment on Equality, Community and the Welsh Language.

Dd – Assessing the potential impact (if relevant):

	Welsh language no less favourably than the English language.	
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E – Who did you consult?		What did they say?
1	Chief Executive / Senior Leadership Team (SLT) (mandatory)	Included within this document.
2	Finance / Section 151 (mandatory)	Included within this document.
3	Legal / Monitoring Officer (mandatory)	Included within this document.
4	Human Resources (HR)	
5	Property	Not applicable
6	Information Communication Technology (ICT)	Not applicable
7	Procurement	There are no procurement activities related to this proposal.
8	Scrutiny	The proposal was discussed by the Corporate Scrutiny Committee on 21 May 2025 and their comments was conveyed verbally to the Executive.
9	Local Members	

F - Appendices:

- Engagement Report: Provision of Post-16 Education
- Engagement Report Appendices: Appendix 1 – Appendix 8
- Impact Assessments: Equality / Welsh Language / Community – Appendix 9

Ff - Background papers (please contact the author of the Report for any further information):

[Modernising Learning Communities and Developing the Welsh Language Strategy Post-16 engagement document](#)

Ynys Môn

THE ISLE OF Anglesey

Engagement Report – Provision of Post-16 Education

20 January 2025 – 7 March 2025



CYNGOR SIR
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1. Executive Summary

A [public engagement](#) was conducted from the 20 January to 7 March 2025 to gather feedback from stakeholders in relation to post-16 education provision for Anglesey.

Stakeholders were asked to give their feedback on the OPTIONS below and were also given the opportunity to propose alternative options, which the Council would be happy to consider.

The initial options put forward were:

OPTION 1 - No Change – Keep the current provision exactly as it is.

OPTION 2 - Further develop closer working relationships between the existing providers.

OPTION 3 - Reduce the number of schools providing post-16 education.

OPTION 4 - Provide all post-16 education by one provider.

The Council were particularly interested in hearing the views of current learners, and young people who had recently studied at post-16 facilities in Anglesey. Every effort was made to encourage young people to participate.

A total of **779 responses** were received, 30% from Learner / Young Person aged 16-21.

The survey response highlights that there is a **preference for post-16 to remain with each of the existing providers**, with 79% of respondents (84% of Young People under 21) choosing either Option 1 or Option 2 as their preferred option.

The response shows that for the overall respondents, and for young people, the most important factors when considering the future of post-16 education is that

- Post-16 education is available locally,
- the quality of teaching,
- and the variety of post-16 subject choices available locally.

After careful analysis of the feedback received during the engagement process, it is recommended to the Executive that the most appropriate way forward considering feedback from the public engagement is as follows:

1. To 'Further **develop closer working relationship between the existing providers**'
2. To authorise officers to prepare a '**Strategic Plan for further developing closer working relationship between the existing post-16 providers**', which will attempt to address or mitigate the challenges currently facing post-16 education provision on Anglesey, and to strengthen post-16 learner entitlement and experience

2. Background / Context

The Council undertook a [public engagement](#) on the future of post-16 education provision from 20 January to 7 March 2025. The Council's aim is to strengthen learner entitlements and experience on Anglesey, for example by increasing the choices available to learners and ensuring a high-quality post-16 education.

The Council decided to conduct a public engagement at this stage rather than a formal consultation. This was done to involve more stakeholders and to have a broader conversation to understand different perspectives and opinions. This feedback will be used to help inform the Council's next steps and possibly make any decisions to improve the future of post-16 provision on Anglesey.

Stakeholders could respond to the engagement survey, either:

- By completing an online survey
- By email
- By printing a hard copy response form and sending it to the Council by post

Face to face engagement sessions were also held as follows:

Grŵp Llandrillo Menai (Coleg Menai Campus – Llangefni – with learners from Bangor campus joining on-line)	Date and Time	Approx number of attendees:
Learners	04/02/2025 9.15 - 10.15	25

School – Ysgol Gyfun Llangefni	Date and Time	Approx number of attendees:
Learners – Years 7-13	04/02/2025 14.15 – 15.15	18
Staff and Governors	04/02/2025 16.45 – 17.45	6
Parents / Guardians	04/02/2025 18.00 – 19.00	3

School – Ysgol Uwchradd Caergybi	Date and Time	Approx number of attendees:
Learners - Years 7-13	05/02/2025 14.15 – 15.15	13
Staff and Governors	05/02/2025 16.45 – 17.45	35
Parents / Guardians	05/02/2025 18.00 – 19.00	5

School – Ysgol Syr Thomas Jones	Date and Time	Approx number of attendees:
Learners - Years 7-13	06/02/2025 14.15 – 15.15	60
Staff and Governors	06/02/2025 16.45 – 17.45	22
Parents / Guardians	06/02/2025 18.00 – 19.00	8

School – Ysgol David Hughes	Date and Time	Approx number of attendees:
Learners - Years 7-13	10/02/2025 14.15 – 15.15	50
Staff and Governors	10/02/2025 16.45 – 17.45	19
Parents / Guardians	10/02/2025 18.00 – 19.00	8

School – Ysgol Uwchradd Bodedern	Date and Time	Approx number of attendees:
Learners - Years 7-13	11/02/2025 09.30 – 10.30	34
Staff and Governors	11/02/2025 16.45 – 17.45	15
Parents / Guardians	11/02/2025 18.00 – 19.00	8

The purpose of these sessions was to raise awareness of the ongoing post-16 review and to give stakeholders an opportunity to ask any questions. It was explained that feedback received during the sessions **would not** be minuted, and that stakeholders would need to submit their feedback through one of the methods outlined above.

The Engagement Document was published on the Council's website www.anglesey.gov.uk and stakeholders / interested parties listed in Appendix 1 were informed.

To encourage young people to participate, letters were sent to learners, parents / guardians through the schools and Coleg Menai. There were also regular posts on the Council's social media accounts. The Council's social media accounts reached over 115,000 people with 1,200 link clicks. Young people were also encouraged to take part by the Council's Youth team, and the Môn Actif team.

3. Survey Responses (From All Respondents)

3.1 Who responded?

A total of **779 responses** were received, the table below provides a further breakdown:

Survey Respondents	Percentage
Parent / Guardian	45%
Learner / Young Person aged 16-21	30%
School / College Staff	15%
Resident	5%
School Governor	3%
Town / Community Councillor	1%
Other	1%
Elected Member	0%
Total	100%

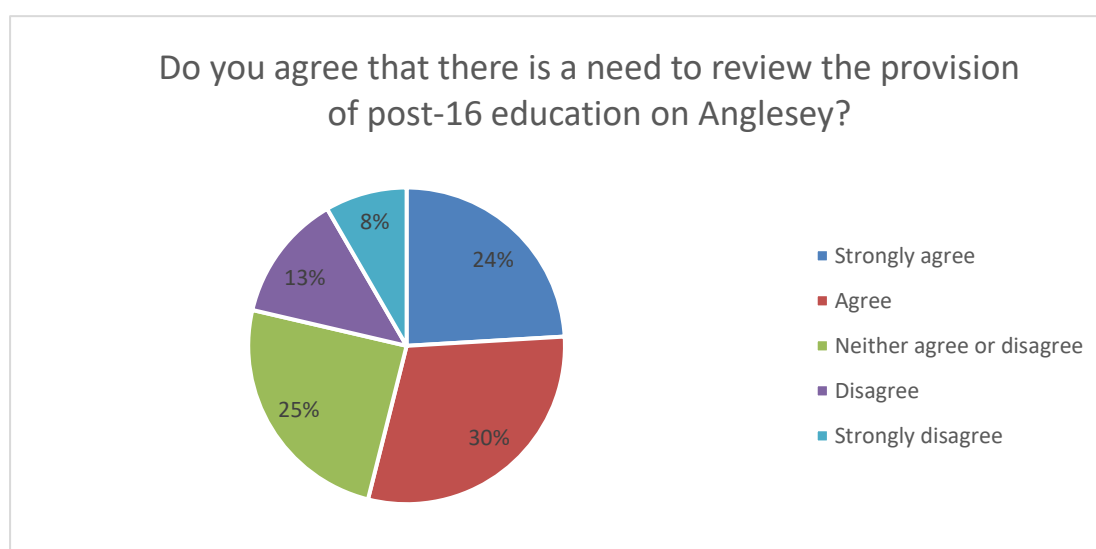
'Other' respondents included, ex -teachers, and support agencies.

3.2 What were their opinions?

This section provides their responses to the following question asked:

Question - Do you agree that there is a need to review the provision of post-16 education on Anglesey?

54% of the responses strongly agreed /agreed that there is a need to review the provision of post-16 education on Anglesey with 21% disagreeing/ strongly disagreeing with the need for a review.



Question -Which of the following is most important to you?

Responders were asked to rank the factors in the table below, with 1 being the most important and 7 being the least important. The scores for each factor were totalled, and overall ranking is shown in the table below.

Which of the following is most important to you? 1 = being the most important 7 = being the least important	Rank
Post-16 education is available locally	1
Quality of teaching	2
Variety of post-16 subject choices available locally	3
Quality of resources and facilities available for post-16 study	4
Limited travel during the school day to other sites to attend some courses	5
Courses being available bilingually	6
Opportunities to participate in extra - curricular activities	7

Further analysis has been provided in **Appendix 2**.

Question - Rank options for post-16 provision

Responders were asked to rank the options in the table below with 1 being their most preferred and 4 being their least preferred option.

The scores for each option were totalled, and overall ranking is shown in the below table

Rank the following options	Rank
Option 2 - Further develop closer working relationships between the existing providers.	1
Option 1 - No change - keep the current provision exactly as it is.	2
Option 3 - Reduce the number of schools providing post-16 education.	3
Option 4 - Provide all post-16 education by one provider.	4

Further analysis has been provided within **Appendix 3**.

The analysis highlights that there is an overall preference for post-16 to remain with each of the existing providers.

3.3 Further comments received

As part of the engagement process, stakeholders were also asked to provide comments to support their choices. The following questions were asked:

- Explain your choices [for the ranking of options]?
- What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated?
- Any further comments?

3.3.1 Explain your choices for the ranking of Options

A total of 348 respondents answered this question, the table below shows the 5 themes identified.

Theme 1	Supportive of post-16 provision remaining with existing providers	Approx. 200 responses
Theme 2	Need more investment in post-16 education – including school buildings, resources and variety of courses.	Approx. 60 responses
Theme 3	Supportive of reducing the number of post-16 providers	Approx. 50 responses
Theme 4	Transport Related	Approx. 50 responses
Theme 5	The Welsh Language	Approx. 10 responses

The most common messages received in respect of each of the themes are noted below:

- Theme 1 - Stakeholders noted they were happy with the existing provision, teachers already know the pupils, their backgrounds and abilities before they progress to post-16 and pupils are comfortable in their surroundings.
- Theme 2 - Stakeholders noted that more investment in post-16 was needed, the 3 main aspects were highlighted as:
 - More course choices available for learners
 - Quality of school assets and resources need improving
 - Courses offered should take account of future employment opportunities locally.
- Theme 3 - Having less providers, would provide a more cost efficient post-16 model, allowing for post-16 to be better resourced
- Theme 4 – Stakeholders noted it would be difficult or that they would be unwilling to travel to a different post-16 provider. There were also comments regarding the current transport arrangements to attend partnership courses included:
 - Taxis unreliable,

- Too much requirement to travel during the school day
- Communication and timetabling between different providers need improving.
- Theme 5 – Some stakeholders noted they had chosen option 1 or option 2 as their preferred option, as it would maintain or enhance the use of the Welsh Language.

Further analysis of the key themes can be seen in **Appendix 4**.

3.3.2 What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated?

A total of 480 respondents answered this question, the table below shows the 5 themes identified.

Theme 1	Suggestions on how to promote the use of the Welsh language	Approx. 240 responses
Theme 2	Concerns about the effect on the Welsh language if the number of providers was reduced	Approx. 130 responses
Theme 3	There will be no effect on the Welsh language	Approx. 110 responses
Theme 4	There is too much focus on the Welsh language	Approx. 80 responses
Theme 5	Reducing the number of providers could have a positive impact on the Welsh language	Approx. 40 responses

Further analysis of the key themes can be seen in **Appendix 4**.

The most common messages received from stakeholders in respect of the themes mentioned above were:

- Theme 1 – Need to maintain or increase the number of post-16 courses delivered bilingually.
- Theme 2 – There were concerns that should the number of providers be reduced, that the bilingual provision would not be as good. There were also concerns that if learners move to an alternative provider, that they would be more likely to transition to using the English language instead of Welsh, due to losing contact with Welsh speaking friends, or Welsh learners not being as confident speaking Welsh with staff and fellow learners which they are not as familiar / confident with.
- Theme 3 - Stakeholders stated that they did not think there would be an impact on the Welsh language, regardless of which option was chosen.
- Theme 4 – Stakeholders stated that the Council and schools need to be careful

that over focusing on the Welsh language does not have a detrimental effect on the standard of education.

- Theme 5 – Stakeholders believe that more post-16 pupils coming together could increase the number of Welsh speakers.

3.3.3 Any Further Comments?

A total of 169 respondents answered this question, the below table shows the 5 themes identified.

Theme 1	Supportive of post-16 provision remaining with the existing providers	Approx. 50 responses
Theme 2	Transport Related	Approx. 20 responses
Theme 3	The Welsh Language	Approx. 15 responses
Theme 4	Supportive of reducing the number of post-16 providers	Approx. 10 responses
Theme 5	Further investment is required	Approx. 10 responses
	Other	Approx. 20 responses

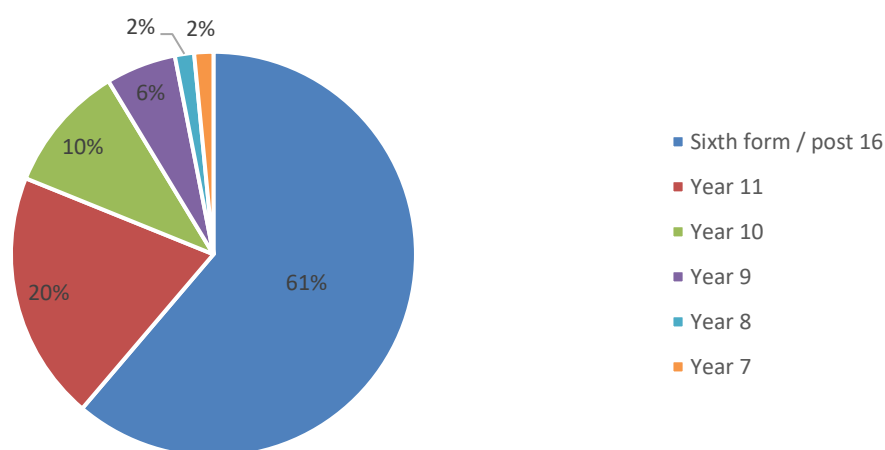
Further analysis can be seen at **Appendix 4**.

4. Survey Responses (From Learners / Young People Only)

The Council was eager to seek the views of learners and young people who had recently or will shortly experience post-16 on Anglesey. The following section summarises the views of learners / young people under 21 only. This data has been extracted from the overall responses discussed in section 2.

A total of 236 young people (under 21) responded to the survey, of which 196 were current learners. Of the 196 that responded, 61% were sixth form / post-16 and 20% coming from year 11 learners as can be seen below.

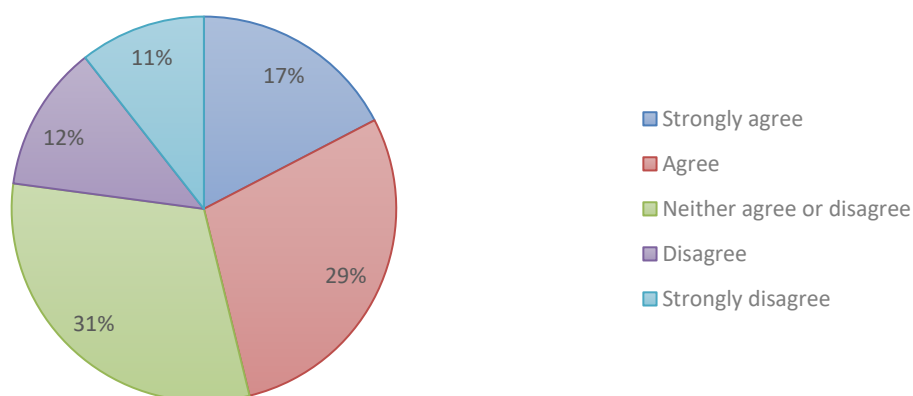
Which School Year



Their responses to the survey questions were as follows:

Question -Do you agree that there is a need to review the provision of post-16 education on Anglesey?

Survey responses from learners / young people



46% of the responses strongly agreed /agreed that there is a need to review the provision of post-16 education on Anglesey with 23% disagreeing/strongly disagreeing with the need for a review.

Question -Which of the following is most important to you?

Responders were asked to rank the following factors with 1 being the most important and 7 being the least important. The scores for each factor were totalled, and overall ranking is shown in the below table.

Which of the following is most important to you? 1 = being the most important 7 = being the least important	Rank
Post-16 education is available locally	1
Variety of post-16 subject choices available locally	2
Quality of teaching	3
Quality of resources and facilities available for post-16 study	4
Limited travel during the school day to other sites to attend some courses	5
Courses being available bilingually	6
Opportunities to participate in extra - curricular activities	7

Further analysis has been provided within **Appendix 5**.

Question -Rank the following options:

Responders were asked to rank the following options with 1 being their most preferred and 4 being their least preferred option.

The scores for each option were totalled, and overall ranking is shown in the below table.

Rank the following options	Rank
Option 2 - Further develop closer working relationships between the existing providers	1
Option 1 - No change - keep the current provision exactly as it is	2
Option 3 - Reduce the number of schools providing post-16 education	3
Option 4 - Provide all post-16 education by one provider	4

Further analysis has been provided within **Appendix 6**.

The analysis highlights that there is an overall preference for post-16 to remain with each of the existing providers.

5. Engagement Sessions with Learners

The Council held individual face to face engagement session with learners from each school and Coleg Menai (Llangefni and Bangor). Over 200 learners (years 7-13) participated in the engagement sessions.

A summary of each session can be seen at **Appendix 7**. These have been agreed as a true reflection of the discussion by the staff of the schools and college.

During the engagement sessions, learners were asked to prioritise their top 3 from the following factors:

- Post-16 available locally
- Variety of post-16 subject choices available locally
- Limited travel during the school day to other sites to attend some courses
- Courses being available bilingually
- Quality of resources and facilities available for post-16 study
- Quality of teaching
- Opportunities to participate in extra curricular activities
- Other

The results are summarised in **Appendix 8**:

6. Summary

For ease of reference the options are included here:

OPTION 1 - No Change – Keep the current provision exactly as it is.

OPTION 2 - Further develop closer working relationships between the existing providers.

OPTION 3 - Reduce the number of schools providing post-16 education.

OPTION 4 - Provide all post-16 education by one provider.

Data obtained from the survey results:

- highlights that there is a **preference for post-16 to remain with each of the existing providers**, with 79% of respondents (84% of Young People -under 21) choosing either Option 1 or Option 2 as their preferred option.
- shows that for the overall respondents, and for young people, the most important factors when considering the future of post-16 education is that post-16 education is available locally, the quality of teaching, and the variety of post-16 subject choices available locally.
- When totalling the rankings from the survey, Option 2 – **‘To further develop closer working relationship between the existing providers’** is the option which ranks first overall.

Key messages from the further comments received are listed below:

- Almost half respondents who provided comments to explain their ranking of the options, were of the view that local schools are able to offer more effective pastoral support, because they already know the pupils, their backgrounds and circumstances. This can ease the transition to post-16.
- Respondents want to see the number of courses delivered bilingually at least maintained, and if possible increased.
- There was a difference of opinion in terms of the effect different options would have on the Welsh language, with some noting they would not expect there to be any effect, whilst others believed that removing post-16 from existing providers could have a negative effect on the Welsh language.
- Some young learners would find it difficult or would be unwilling to travel to an alternative post-16 provider, if post-16 was removed from their local provider.
- Deficiencies were highlighted in current arrangements to attend partnership courses, which need to be addressed.

After careful analysis of the responses received as part of the public engagement, the Council concludes that the preferred option is to ‘Further develop closer working relationship with the existing providers’. Each secondary school on Anglesey would therefore remain as 11-18 schools.

7. Recommendation

It is recommended to the Executive that the most appropriate way forward considering feedback from the public engagement is as follows:

1. To **'Further develop closer working relationship between the existing providers'**
2. To authorise officers to prepare a **'Strategic Plan for further developing closer working relationship between the existing post-16 providers'**, which will address or mitigate the challenges currently facing post-16 education provision on Anglesey, and to strengthen post-16 learner entitlement and experience

Provision Of Post-16 Education**Engagement Report Appendices****Appendix 1****List of stakeholders who were informed of the publication of the Engagement Document:**

- All Primary Schools, Secondary Schools, and Special School on Anglesey
- Governing bodies of all Anglesey schools
- Grŵp Llandrillo Menai
- All Elected Members
- Local Member of Parliament
- Local Senedd Member
- Regional Senedd Members
- Estyn
- MEDR
- Police and Crime Commissioner
- The Welsh Government
- Welsh Language Commissioner
- All Town and Community Councils
- Teaching and staff trade unions

Appendix 2

Further Analysis for;

“Which of the following factors is most important to you when considering the future of post-16?” - All responses

Chart 1

The graph below shows the percentage of respondents that chose the following as the **single most important factor**.

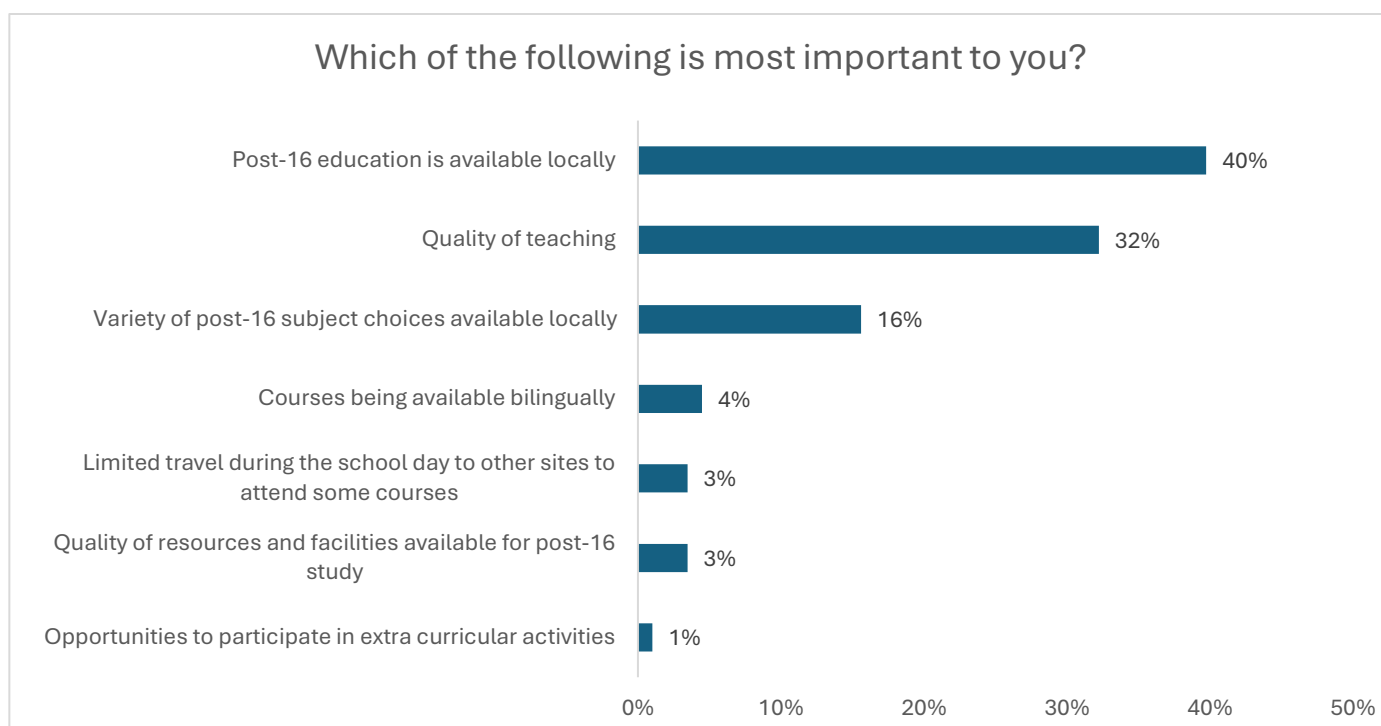
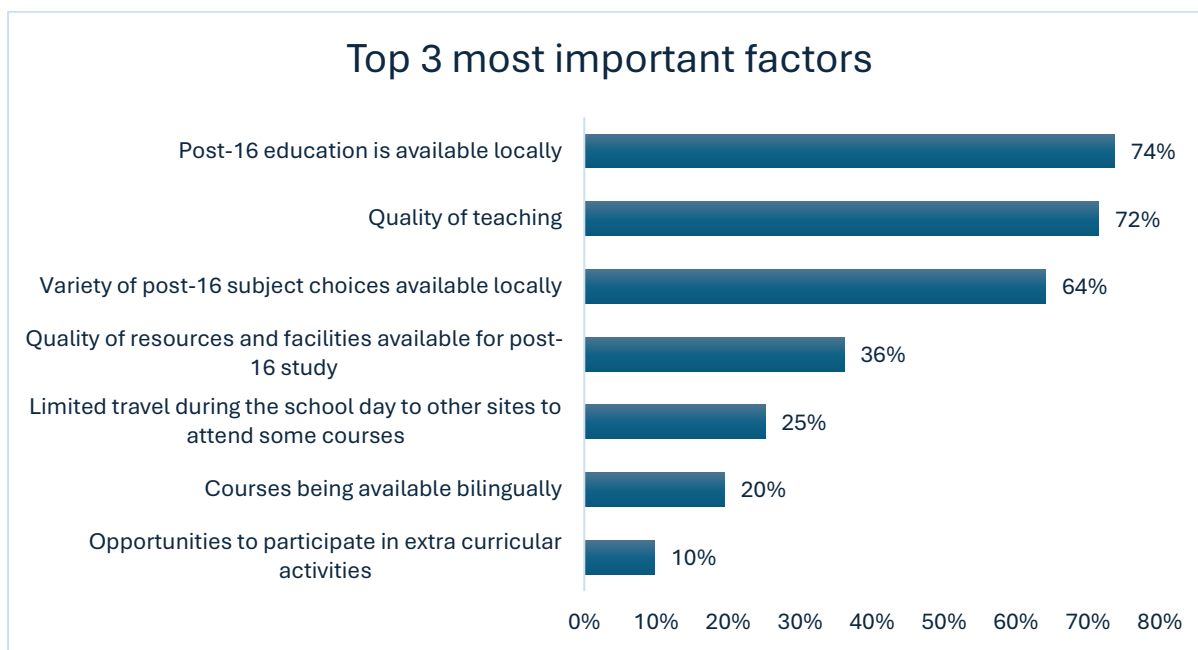
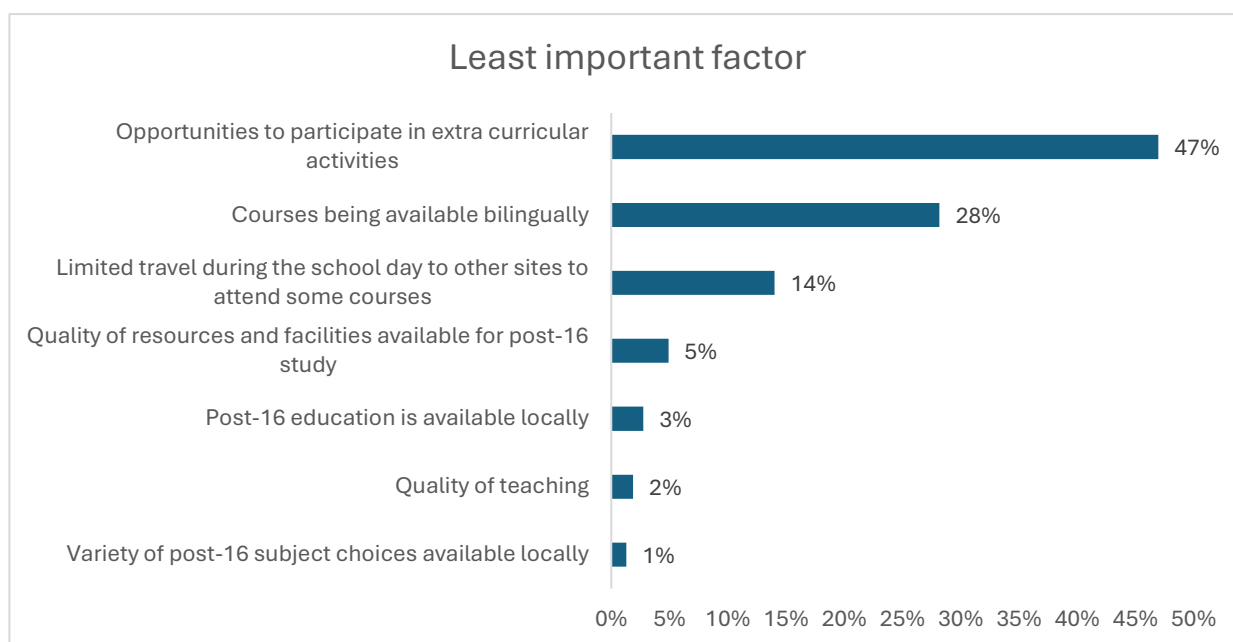


Chart 2

The graph below shows the percentage of respondents that chose the following within their **top 3 most important factors**.

**Chart 3**

The graph below shows the percentage of respondents that chose the following factors as the least important factor.



APPENDIX 3

Further Analysis for “Ranking the Options” – All responses

Responders were asked to rank the following options with 1 being their most preferred and 4 being the least preferred option.

The table below summaries the result.

Table 1

Options	1st	2nd	3rd	4th
Option 1: No change - keep the current provision exactly as it is	40%	27%	12%	21%
Option 2: Further develop closer working relationships between the existing providers	39%	44%	14%	3%
Option 3: Reduce the number of schools providing post-16 education	9%	19%	51%	21%
Option 4: Provide all post-16 education by one provider	12%	10%	23%	56%

Chart 2

The chart below shows the percentage of respondents that chose the option as their preferred option.

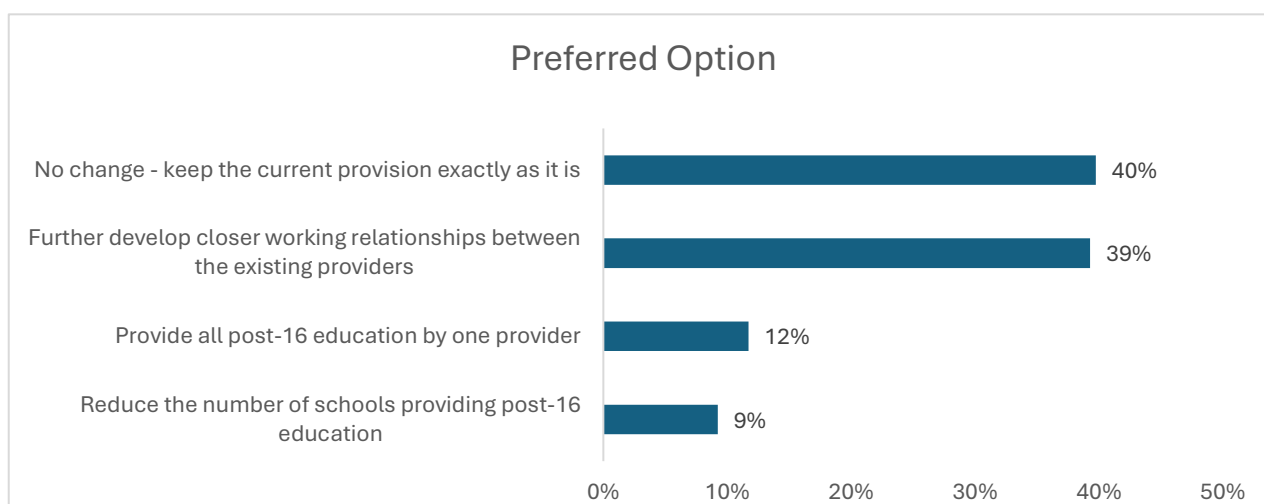


Chart 3

The chart below shows the percentage of respondents that chose the option as their **least preferred option**.

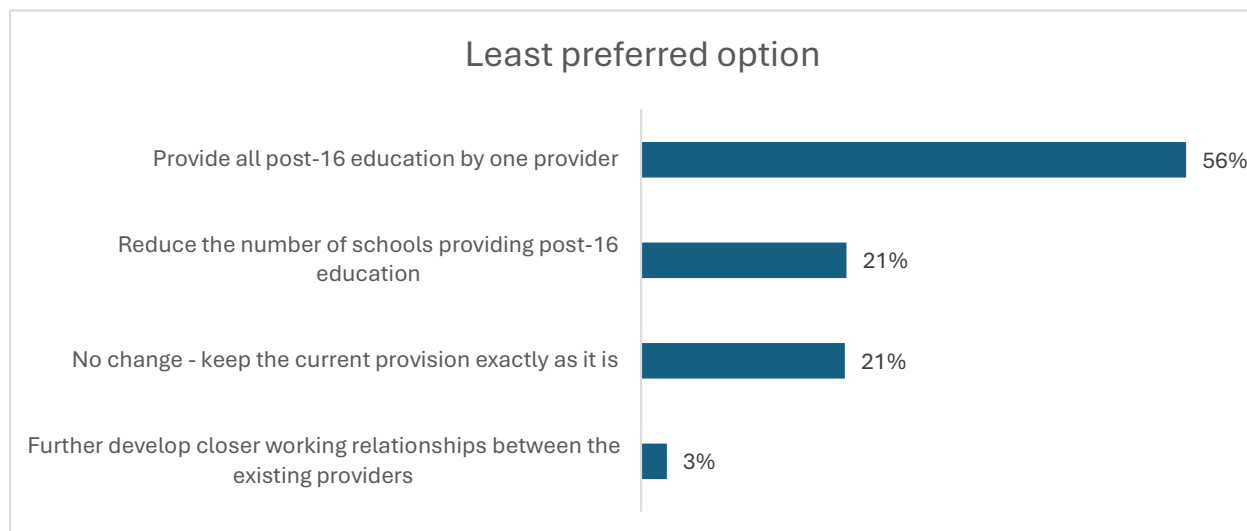


Table 1 shows that while Option 1 was the option favoured by most responders (40%, narrowly ahead of Option 2 with 39%), Option 1 was the least favoured option for 21% of responders, compared to only 3% who chose Option 2 as their least favoured option.

Table 1 shows that 83% of responders ranked Option 2 within their top two preferred option, compared to 67% of responders who ranked Option 1 within their top two.

APPENDIX 4**Further Analysis of Qualitative Feedback Received From Respondents****Explain Your choices for the ranking of Options**

Explain your choices [for ranking of options] – A Total of 348 respondents answered this question	
THEME 1 – SUPPORTIVE OF POST-16 PROVISION REMAINING WITH EXISTING PROVIDERS – Suggested by Approximately 200 Respondents	
Number of comments	Type of comments made
172	<p>Stakeholders noted they were happy with the existing provision. Teachers already know the pupils, their backgrounds and abilities before they progress to post-16 and pupils are comfortable in their surroundings. Schools can therefore offer effective pastoral support, and post-16 pupils play a vital role in the school life, and have positive impact on pupils in years 7-11. Here is an example of a response to this effect:</p> <p><i>“The loss of the 6th form from schools will mean the loss of role models for younger children. Seeing 6th form pupils gives motivation to younger children to strive and continue their education. The 6th form is also essential in supporting teachers to give opportunities to younger children e.g., the school Eisteddfod, sports day, Children in Need Day etc. Teaching in a school gives children a lot of support and help. Teachers in schools have known the pupils and their parents for 5 years and therefore understand their needs perfectly, encouraging them to succeed and realise their dreams”</i></p>
33	<p>Reducing the number of providers will make the transition from year 11 to post-16 more difficult, as learners will not be familiar with staff and their surroundings. Some will feel that they are not ready to leave their school environment, in which they are comfortable and confident within. This is likely to result in less learners progressing to post-16, and is also likely to have a negative impact on years 7-11 at schools which do not have a post-16 provision. I.E Parents choosing to take their children to schools where they can continue to post-16 at the same school.</p>
14	<p>Some noted that developing collaboration between providers could deliver efficiencies, and / or increase expertise whilst allowing post-16 to remain with the existing providers. Some respondents however did mention that they feel like an ‘outsider’ when attending partnership courses, and feel as if learners from the hosting provider are prioritised in favour of the learners who travel to attend the course from a different school / college.</p>
9	<p>Whilst most respondents who noted they wanted to keep post-16 with the current providers, made comments in a generic context, and wanted it to remain with all providers, some only noted that they wanted for post-16 to remain within their local</p>

	<p>area school. This was mainly from stakeholders connected to Ysgol Uwchradd Caergybi, with a few connected to Ysgol David Hughes. Their reasoning was as follows:</p> <p>Ysgol Uwchradd Caergybi</p> <ul style="list-style-type: none"> • Population size • Good transport links • Deprived area – making it more difficult to commute to other providers. • Inner city sense, meaning they are less likely to travel to an alternative provider <p><i>“The Holyhead area is unique in that it is a disadvantaged community, a port town with “inner city” problems including poverty and social problems. There is a great need to consider social and economic as well as educational needs. There is a danger that these children will miss out entirely if there is not some kind of provision here in the town for them. They, like everyone else, have suffered because of Covid but ON TOP OF THAT they have suffered because of RAAC, that had an effect on the children at Ysgol Uwchradd Caergybi, but not on the rest of the County, or the region.”</i></p> <p>Ysgol David Hughes</p> <ul style="list-style-type: none"> • Some noted that post-16 should remain at Ysgol David Hughes, as it has the largest post-16 (in terms of pupil numbers), and is large enough to be self-sustainable, meaning most courses are already offered on site.
5	<p>Some were concerned that reducing the number of providers could affect the quality of teaching. There were concerns regarding:</p> <ul style="list-style-type: none"> • The best teachers could choose to move to teach at a school which has post-16 provision, which would have a negative effect on the quality of learning at the 11-16 school. • If reducing the number of providers significantly, it could be difficult to appoint quality staff for the post-16 providers, as the best teachers are already employed at schools.

Explain your choices [for ranking of options] – Total of 348 responses	
THEME 2 – NEED MORE INVESTMENT IN POST-16 59 RESPONSES.	
Number of comments	Type of comments made
59	<p>3 main aspects were highlighted:</p> <ul style="list-style-type: none"> • More course choices should be available for learners. Some stated that reducing the number of providers would allow this to happen, whilst others wanted to see more course choices at each of the existing providers. • Quality of School Buildings / resources need improving • Courses offered should take account of future employment opportunities locally.

Explain your choices [for ranking of options] – Total of 348 responses	
THEME 3 – SUPPORTIVE OF REDUCING THE NUMBER OF POST-16 PROVIDERS 52 RESPONSES.	
Number of comments	Type of comments made
35	<p>Having less providers, would provide a more cost efficient post-16 model, allowing for post-16 to be better resourced.</p> <p><i>"The way post-16 education is at present, schools are struggling with the amount of funding they receive toward sixth form. If the number of providers was smaller, the money could be used to offer higher quality teaching and resources"</i></p>
27	<p>Some stated that they believe that the quality of teaching could be improved if there were less post-16 providers. Comments included the following:</p> <ul style="list-style-type: none"> • It will allow more opportunities for teachers to teach their specialist subjects, as less staff would be required for post-16 provision. • Can be challenging alternating from teaching younger and older learners. • Fairness – All learners would get the same quality of teaching (from respondents who favoured the option to provide post-16 by one provider)
6	<p>Having less providers would provide more opportunities to socialise with new people of same age / interests. Some stated that moving to a different provider for post-16 would be a good 'stepping stone' to help people prepare for the future, for example University or Workplace.</p>

Explain your choices [for ranking of options] – Total of 348 responses	
THEME 4 – TRANSPORT RELATED 83 RESPONSES.	
Number of comments	Type of comments made
44	Stated that it would be difficult or that they would be unwilling to travel to a different post-16 provider. Some stated that the school day would be longer for pupils due to the requirement to travel further.
43	<p>Comments regarding the current transport arrangements to attend partnership courses (courses that are delivered by one school / college where learners from other schools / college also attend).</p> <p>Comments include:</p> <ul style="list-style-type: none"> • There is too much requirement to travel at the school day. • Taxis can be unreliable • Communication and timetabling between different providers needs improving. There were examples where learners have travelled to another site to follow a partnership course, only to find out that the course has been cancelled. The learner then has to stay at the partnership course provider's site until the transport returns for the return journey.
4	Transport Cost should not be passed on to families

Explain your choices [for ranking of options] – Total of 348 responses	
THEME 5 – THE WELSH LANGUAGE 9 RESPONSES.	
Number of comments	Type of comments made
9	These respondents stated that one of the reasons for how they ranked the options was to maintain or enhance the use of the Welsh Language. 7/9 of these respondents favoured Option1 (No Change – Keep the current provision as it is), or Option 2 (Further develop closer working relationship between the existing providers). More detail regarding the effect on the Welsh Language is covered within the next question.

What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated?

What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated? A total of 480 respondents answered this question	
THEME 1 – Suggestions on how to promote the use of the Welsh language 240 RESPONSES.	
Number of comments	Type of comments made
139	Need to maintain or increase the number of courses delivered bilingually, so that pupils can study in their language of choice
51	Need to ensure that providers encourage learners to speak Welsh, and ensure there is no judgment / stigma whilst they learn. Create incentives for learners to study through Welsh.
50	<p>Some suggested more activities could be offered to promote the Welsh Language. Some examples suggested include:</p> <ul style="list-style-type: none"> • More focus on Welsh culture in BAC • Trips to Welsh Universities • Collaboration with Y Coleg Cymraeg Cenedlaethol • Welsh Extra Curricular Activities • Welsh speaking pupils to support Welsh learners. • Welsh lessons for parents and learners • Promote the benefits of learning through Welsh
33	Need to ensure that school / college staff are Welsh speakers, which can teach bilingually. Whilst some were of the opinion that only Welsh speaking staff should be appointed, others didn't agree, and believed that a commitment to learn Welsh would be sufficient, to ensure that the best teachers could be appointed.
24	Learners have already decided what language they want to undertake their Education by the stage they progress to post-16. The way to increase the number of Welsh post-16 learners, would be to promote and encourage use of the Welsh Language at earlier stages of their Education, i.e Nursery Settings, Primary Schools, Key Stage 3 and Key Stage 4.
1	One respondent stated that they believe that one Secondary school should be a Welsh only Secondary school, so that schools have a stronger basis for using only Welsh in lessons.

1	<p><i>"Post-16 education is only part of the picture. By the time pupils reach that age, the vast majority should be fluent in a thorough Welsh education system. So, in order to have a positive impact, the pre-16 education provision must be effective. The best way to ensure this is to designate Anglesey schools as Welsh schools.</i></p> <p><i>You can read the details of Cymdeithas yr Iaith's education policy by following this link: https://cymdeithas.cymru/dogfen/deddfaddysggymraeg" (Cymdeithas Y Iaith).</i></p>
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What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated? A total of 480 respondents answered this question	
THEME 2 Concerns about the effect on the Welsh Language if the number of providers was reduced 126 RESPONSES.	
Number of comments	Type of comments made
126	<p>Some believed that reducing the number of post-16 providers would have a detrimental effect on the Welsh language. Their reasons for making this statement were:</p> <ul style="list-style-type: none"> • The Welsh Language suffers in communities when services are removed. • Post-16 pupils play an active role in promoting the Welsh Language within schools (years 7-11) and in the community. • Removing post-16 from schools would result in less families living within the community, and more people moving from away to the area to retire. • Welsh learners or pupils who have learnt Welsh, may be less comfortable speaking in Welsh with staff which they are not as familiar / confident with. • As more pupils come together, they are more likely to transition to use English instead of Welsh. • By moving to an alternative provider, learners could lose contact with Welsh Speaking friends. • Could result in schools losing Welsh learning staff.

What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated? A total of 480 respondents answered this question	
THEME 3 There will be No Effect on the Welsh Language 110 RESPONSES.	
Number of comments	Type of comments made
110	<p>These respondents were of the opinion that there would be no effect on the Welsh language.</p> <p><i>"There should be no difference in Welsh language provision whichever option is chosen. It would be a failure to ensure sufficient resources to enable all pupils to be fluent in Welsh, and able to read and write in Welsh.</i></p> <p><i>We see this question as irrelevant, unless there is an assumption that some options are less favourable to the Welsh language."</i></p>

What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated? A total of 480 respondents answered this question	
THEME 4 There is too much focus on the Welsh Language 82 RESPONSES.	
Number of comments	Type of comments made
38	Need to be careful that over focusing on Welsh Language does not have detrimental effect on education standards.
33	<p>Welsh language should not be 'forced' on pupils at schools, otherwise they will rebel.</p> <p><i>"There has always been a push on the language, in a less than positive way, the more it is pushed the more people won't comply. It should be something that is happening naturally."</i></p>
30	Need to consider future career or education beyond post-16, should students progress to English universities or workplaces.

What effects do you think there would be on the Welsh language, how can positive effects be increased, or negative effects be mitigated? A total of 480 respondents answered this question	
THEME 5 Reducing the number of providers could have a positive impact on the Welsh Language 43 RESPONSES.	
Number of comments	Type of comments made
43	<p>Some believe that reducing the number of providers could have a positive effect on the Welsh language, for the following reasons:</p> <ul style="list-style-type: none"> • More pupils coming together could increase the number of Welsh speakers. • More courses being offered by the remaining providers could increase the number of Welsh speakers studying through those providers. • Easier to recruit Welsh speaking teaching staff for the remaining post-16 providers, as less staff would be required. • The remaining providers would receive more funding, which could be used to increase the Welsh medium / Bilingual provision.

Any Further Comments?

Any further comments? A Total of 169 respondents answered this question	
THEME 1 – SUPPORTIVE OF POST-16 PROVISION REMAINING WITH EXISTING PROVIDERS 50 RESPONSES.	
Number of comments	Type of comments made
50	<p>Some commented that they were supportive of post-16 provision remaining with existing providers. The comments made included:</p> <ul style="list-style-type: none"> Reducing post-16 providers could impact teaching staff, for example staff choosing to move to an alternative provider, where post-16 provision was continued. Some commented that they preferred to have smaller group sizes as there is a closer working relationship between learners and their teachers. There is more effective pastoral support if learners can continue to receive post-16 at schools where the teachers already know them and their personal circumstances. Post-16 are role models within schools, which younger learners look up to. Reducing post-16 provision will have a negative impact on pupil numbers progressing to year 12 & 13. Removing post-16 from schools can have a negative impact on pupil numbers (year 7-11) at that school. Reducing post-16 providers is likely to have a negative environmental impact. There are many Extra Curricular Activities at schools, it may be difficult for learners to participate if post-16 is not delivered within their local community.

Any further comments? A Total of 169 respondents answered this question	
THEME 2 – TRANSPORT RELATED 17 RESPONSES.	
Number of comments	Type of comments made
11	<p>Have concerns regarding transportation to and from an alternative provider. Some were concerned regarding the current transport links on Anglesey not being sufficient, whilst others had concerns regarding the extra time or cost to travel to an alternative provider.</p>

6	Have concerns regarding the existing transport arrangements to and from partnership courses. Arrangement and communication for partnership courses could be improved.
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Any further comments? A Total of 169 respondents answered this question	
THEME 3 – THE WELSH LANGUAGE 15 RESPONSES.	
Number of comments	Type of comments made
6	Were concerned that reducing the number of providers could have a negative impact on the Welsh language.
1	Noted that the support available to study through the Welsh medium could be improved.
8	Believe there is already too much emphasis on the Welsh language. <i>“Welsh is a luxury Wales cannot afford”</i>

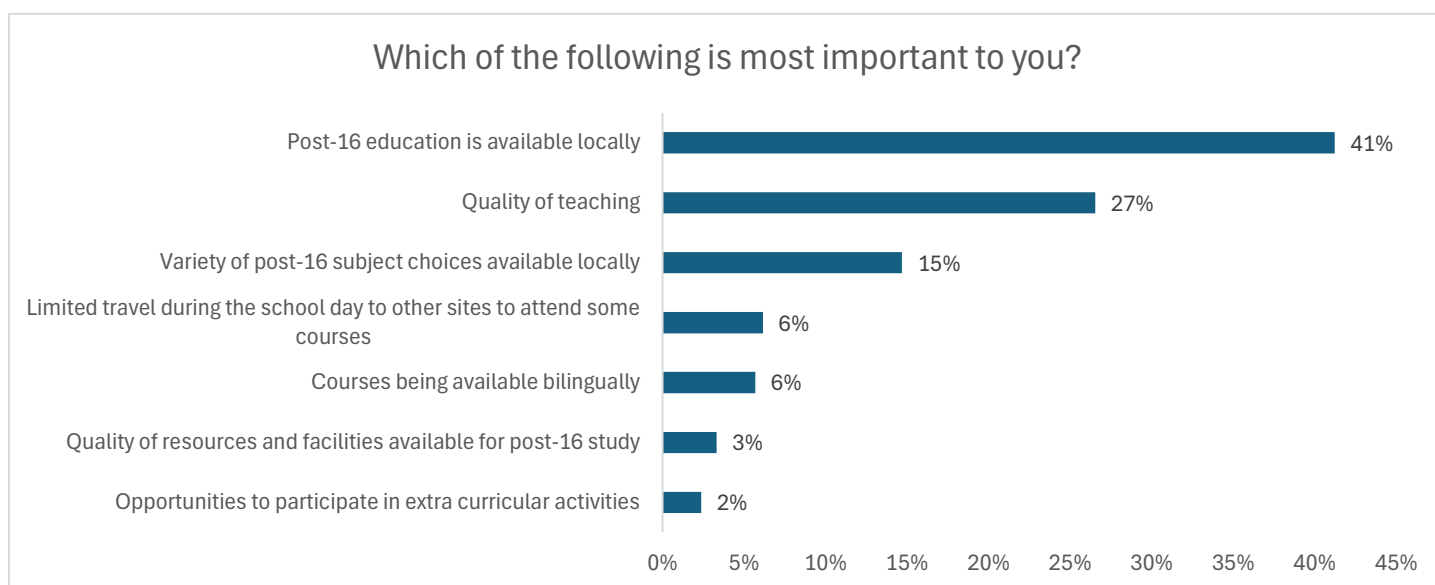
Any further comments? A Total of 169 respondents answered this question	
THEME 4 – SUPPORTIVE OF REDUCING THE NUMBER OF POST-16 PROVIDERS 11 RESPONSES.	
Number of comments	Type of comments made
11	Some commented that they were supportive of reducing the number of post-16 providers. The comments made included: <ul style="list-style-type: none"> • The current provision is not sustainable • Reducing the number of providers will provide better cost efficiencies • Reducing the number of providers will bring more funding for the remaining providers, allowing post-16 provision and resources to be improved.

Any further comments? A Total of 169 respondents answered this question	
THEME 5 – FURTHER INVESTMENT IS REQUIRED 13 RESPONSES.	
Number of comments	Type of comments made
10	There is a need to invest in the school buildings / resources. <i>“Invest and maintain the current buildings. It is only fair that our children can learn in establishments that are fit for purpose. It would also be a better environment for the teachers to work in.”</i>
3	A wider choice of courses should be available: <i>“I think maybe schools should offer more of the btec type courses”</i>

Any further comments? A Total of 169 respondents answered this question	
OTHER COMMENTS MADE WHICH DO NOT FALL INTO THE THEMES ABOVE 22 RESPONSES.	
Number of comments	Type of comments made
8	There was insufficient information provided within the engagement documents.
9	It's important that post-16 remains within Holyhead.
4	The Council should look at best practice from elsewhere, and should seek input from its partners, such as Welsh Government, MEDR, and other Councils. <i>“There is an opportunity here to ensure that Anglesey is at the forefront of providing post-16 education.</i> <i>It would be beneficial to investigate the most effective models internationally in order to emulate them and adapt them to meet local needs.</i> <i>Education systems in other countries are much more developed (e.g., Japan, Sweden)”</i>
1	Suggested that a Careers advisor should go into schools to speak to learners from year 9 onwards.
1	Suggested that teaching staff could teach KS3 and KS4 in schools 3 days per week, and could teach post-16 at an alternative site for 2 days per week. This was suggested by a member of school staff, as a way of further developing closer working relationships between the existing providers.

APPENDIX 5**Further Analysis for “Which of the following factors is most important to you when considering the future of post-16?” – Learners & Young People (Under 21)**

The chart below shows the percentage of respondents that chose the following as the **single most important factor**.

Chart 1**Chart 2**

The graph below shows the percentage of respondents that chose the following within their **top 3 most important factors**.

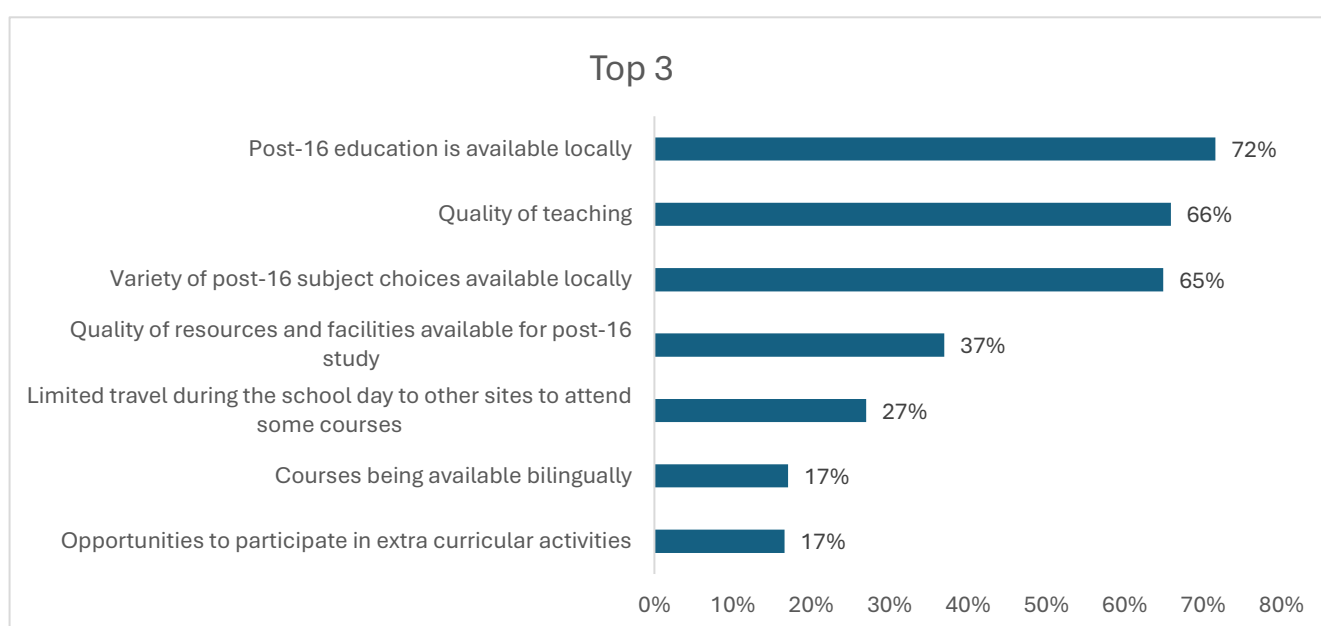
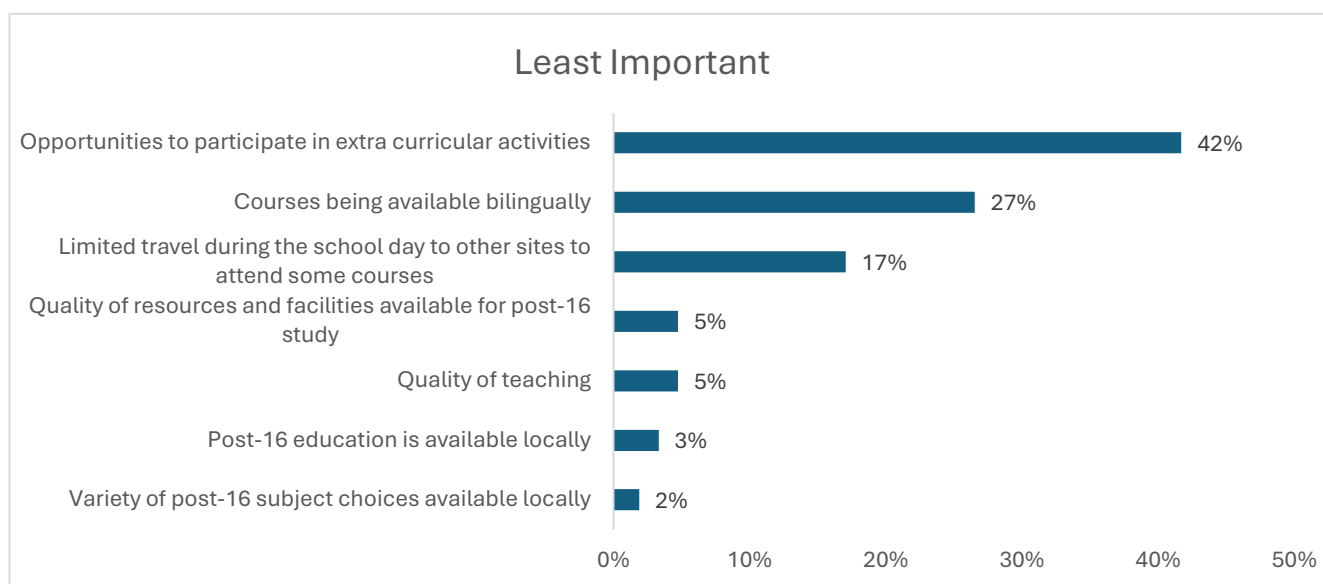


Chart 3

The graph below shows the percentage of respondents that chose the following factors as the least important factor



APPENDIX 6**Further Analysis for “Ranking the Options” – Learners & Young People (Under 21)****Table 1**

Options	1st	2nd	3rd	4th
Option 1: No change - keep the current provision exactly as it is	47%	25%	12%	16%
Option 2: Further develop closer working relationships between the existing providers	37%	47%	12%	4%
Option 3: Reduce the number of schools providing post-16 education	7%	18%	42%	33%
Option 4: Provide all post-16 education by one provider	9%	10%	34%	47%

Chart 2

The chart below shows the percentage of respondents that chose the option as their preferred option

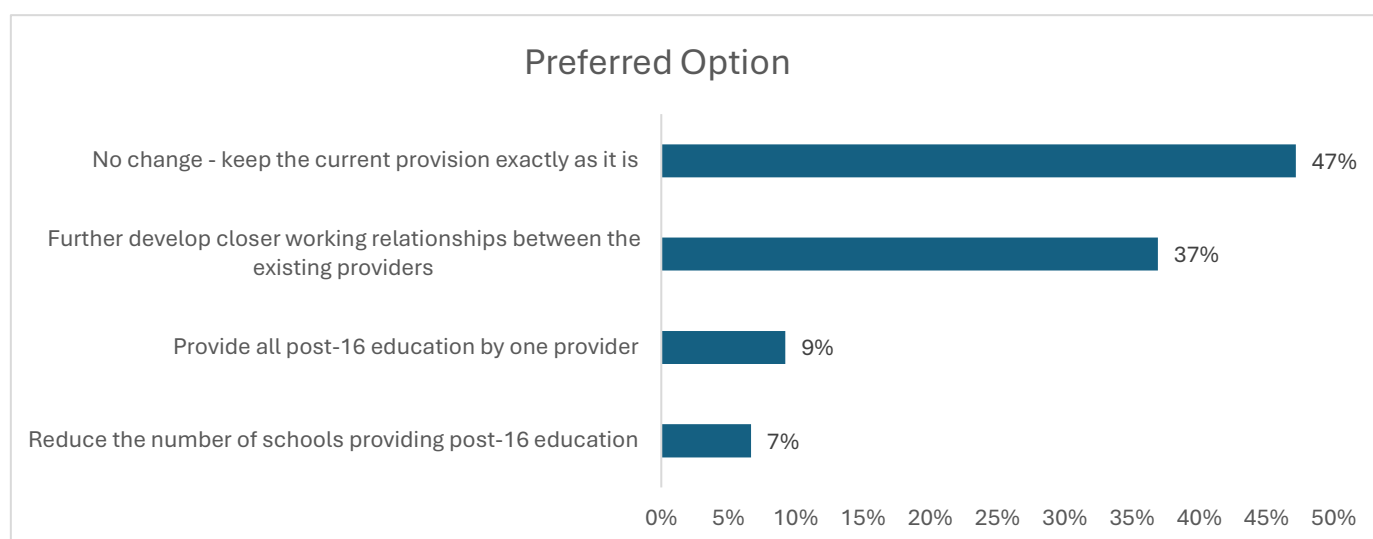


Chart 3

The chart below shows the percentage of respondents that chose the option as their **least preferred option**.

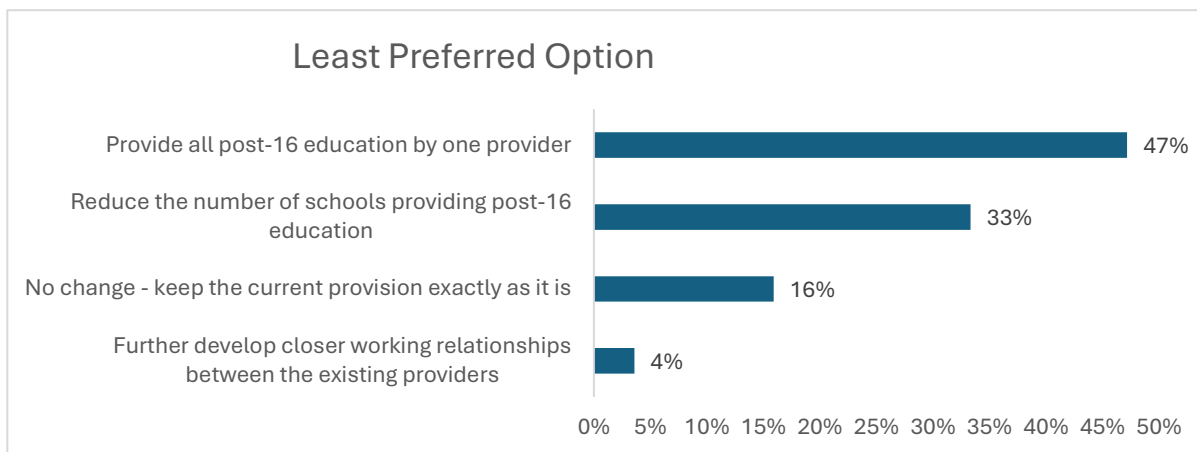


Table 1 shows that while Option 1 was the option favoured by most responders (47%), Option 1 was the least favoured option for 16% of responders.

Table 1 shows that 84% of responders ranked Option 2 within their top two preferred option, compared to 72% of responders who ranked Option 1 within their top two.

APPENDIX 7**Coleg Menai – Learners****4 February 2025**

Present – Council and Coleg Menai representatives together with 16 learners at Llangefni and learners at Bangor (Hybrid).

The learners were asked for their opinion on the different options

NO CHANGE, KEEP THE CURRENT PROVISION EXACTLY AS IT IS

Their response

Unclear at times how some subjects followed at school are transferrable to what they wanted to follow at university (subject choices better)

It was noted that there have been times where there has been concern regarding the quality of the schools' teachers as the teachers are not always a subject expert. At the College - the tutors are subject experts.

Learners appreciate support services available at the college, and how easy it is to get that support when needed.

Not many opportunities locally in relation to some subjects at GCSE Level e.g. creative media. Difficult to get onto the course if not offered at GCSE.

Currently small groups. Can be beneficial having a close relationship with the Teacher. If groups were too big, would lose this close relationship and become impersonal.

Don't like this option - Not enough money to offer good resources.

Like the fact you have a choice to move between sites to follow courses. But there is a difference in quality of resources between different sites.

DEVELOP CLOSER WORKING RELATIONSHIPS BETWEEN EXISTING PROVIDERS**Their response**

Under the impression that schools already work closely together.

It would be good to have schools and the College working more closely together

Some learners in schools may not know what is happening in the College. One noted that it was not easy to get information about the College's provision and courses through the school.

There is already a good relationship between The College and the Schools but we are keen to see if it can be strengthened further.

Can be stressful travelling to attend courses as can affect performance e.g. no time for lunch due to travelling.

REDUCE THE NUMBER OF SCHOOLS PROVIDING POST-16 EDUCATION**Their response**

Could create stress if you have to travel as the 6th form is not available locally.

ONE PROVIDER TO DELIVER ALL POST-16 EDUCATION**Their response**

Quality of teaching could be better as the pitch is always towards post-16 learners.
Quality of teaching very important.

Could provide better resources.

Enjoy how different the college is compared to what he was used to beforehand – a fresh start.

The quality of facilities at college, especially labs etc. Learners noted that having high quality laboratories with specialist resources offers opportunities - praise for the resources at the College. Learners also referred to the ICT resources.

More engagement with support services, mental health etc at college. Immediate welfare and counselling support as examples of good practice in the college.

Enjoys having all his courses on one campus at the College.

GENERAL COMMENT

Variety of languages in which courses are taught. Found learning in Welsh a challenge - important for learners to be supported. Felt developing closer working relationship with colleges, schools and apprenticeships or removing all school sixth forms and starting again were the real options.

Ysgol Gyfun Llangefni – Learners

4 February 2025

Present – Council and School representatives together with 18 learners from Ysgol Gyfun Llangefni.

The learners were asked for their opinion on the different options.

NO CHANGE, KEEP THE CURRENT PROVISION EXACTLY AS IT IS

Their response

Post-16 education is not sustainable as it is.

If fewer people go to the 6th Form, keeping the provision as it is could result in the number of courses being reduced or not being held at all.

If nothing changes, nothing will improve.

DEVELOP CLOSER WORKING RELATIONSHIPS BETWEEN EXISTING PROVIDERS

Their response

This option offers a short-term solution. e.g., go to another site to follow some courses.

Some learners may not choose the course they really want to do if they have to go to another site to attend it (i.e., a Partnership course).

If this option is to be recommended, it will be necessary to improve understanding of the quality of learning (especially online) and what is available in other schools.

REDUCE THE NUMBER OF SCHOOLS PROVIDING POST-16 EDUCATION

Their response

It is possible that some learners who want to attend 6th Form in a school will have to travel further to go to the school (if it has been removed from their school). Some may choose not to go to the 6th Form if it is not available at their local school, which will lead to fewer young people getting a qualification.

Need to make sure there is enough space in the other school(s) if 6th Form is removed from some schools.

This could lead to better facilities in some schools compared to others.

Difficult to choose which school(s) would lose the sixth form and which ones will need to keep it.

Less money for the School losing its 6th Form.

Don't know what the standard of education is in other schools.

Having to be separated from friends. Friends going to 6th Form at another school.

Pupils would probably go to the College rather than 6th Form in another school.

ONE PROVIDER TO DELIVER ALL POST-16 EDUCATION

Their response

It could create large classes, and that could create more stress for staff.

It can be more difficult for a learner to ask a question in a larger class.

More variety of subjects on the site.

Bringing everyone together on one site could create opportunities to reduce the number of large learning groups, but to host more groups.

It would be a loss for the school if there were no 6th Form there, as these learners play a part in the school.

How to staff a post-16 Centre?

Perhaps the standard of education would decline in a school due to a lack of specialist post-16 staff? Best teachers in the schools, so not in the centre.

Need to organise adequate transport to the post-16 Centre for this option.

Ysgol Uwchradd Caergybi – Learners

5 February 2025

Present – Council and School representatives together with 13 learners from Ysgol Uwchradd Caergybi.

The learners were asked for their opinion on the different options

NO CHANGE - KEEP THE CURRENT PROVISION EXACTLY AS IT IS

Their response

Strong feedback to keep the 6th Form in Ysgol Uwchradd Caergybi.

FURTHER DEVELOP CLOSER WORKING RELATIONSHIPS BETWEEN THE EXISTING PROVIDERS

Their response

- Agree there is a need to develop relationships and communication with other providers, especially in respect of shared provision.
- Problems encountered by learners in respect of shared provision would need addressing e.g., courses being cancelled at short notice, transport not turning up, bilingual courses not fully bilingual.
- Some bilingual courses are mainly taught through the Welsh language, resulting in some English-speaking learners dropping out of the course.
- Suggested better communication between all the Headteachers/course providers.
- Better infrastructure required to have a better experience of online teaching on the school premises.

REDUCE THE NUMBER OF SCHOOLS PROVIDING POST-16 EDUCATION

Their response

No support for reducing the number of schools providing post-16 education, the reasons being:

- How to decide which 6th Forms close?
- Transport issues depending which 6th forms close, e.g., extra cost and travel time for learners.
- Increased carbon footprint (due to increased travel).
- Could present language issues dependent on the school's language categorisation.

ONE PROVIDER TO DELIVER ALL POST-16 EDUCATION

Their response

No support for having one provider on the island for the following reasons:

- Transport issues dependent on the location, e.g., extra cost and travel time for all learners to take them to one location.
- Increased carbon footprint (due to increased travel).
- Could be an issue to recruit teachers to one location/setting.
- One student stated that “If I had to travel within Anglesey, it would be easier to get the train to Bangor and go to Ysgol Friars”.

Ysgol Syr Thomas Jones - Learners

6 February 2025

Present: Council and School representatives together with, Learners from Year 7 to Year 13 - Around 60 learners.

The learners were asked for their opinion on the different options.

NO CHANGE, KEEP THE CURRENT PROVISION EXACTLY AS IT IS

Their response

- The preferred option - less travel, more help and support in classes.
- 'Best for the environment' – Carbon footprint.
- Familiarity is important, (teachers know you better, know your personality).

DEVELOP CLOSER WORKING RELATIONSHIPS BETWEEN EXISTING PROVIDERS

Their response

- Possible to reduce travel further – through online/hybrid delivery of the lessons.
- Better management of lessons is needed (1 lesson one day, 2 on another day) - time management for pupils is needed; travelling over lunch break is not fair. Might not be as effective because of travelling.

REDUCE THE NUMBER OF SCHOOLS PROVIDING POST-16 EDUCATION

Their response

- Could present travel difficulties, especially for those not living near a 6th Form.
- Feel there's a good balance between teachers and pupils now. There could be less contact with teachers if this option came about due to larger class sizes.
- Not fair to close some 6th forms and others remaining open.
- Travel costs could present financial difficulties for families.
- Risk of parents not sending their children to school if there is no 6th Form there.
- If only one secondary school that provides a course was to close, what would happen then?
- Teachers who teach 6th form subjects only might lose their jobs.
- If Sixth Form is removed from one of the schools, learners who attend another school will therefore feel like an outsider.

ONE PROVIDER TO DELIVER ALL POST-16 EDUCATION

Their response

- Would the quality of teaching be good?
- 6th Form pupils help the rest of the school, a "role model" for Year 7. This would be lost if Schools lost their 6th Form.
- Feel that the Council is forcing us down a particular route, and we are having less freedom to make choices.
- Impact on the Welsh language if we got rid of sixth forms in Schools.
- Worried if the 6th Form is lost, it will reduce the number of pupils in the rest of the school.

Conclusion

1. Don't want to go with option 3 and 4.
2. We want the 6th form to remain in the School and improve partnership working.

Ysgol David Hughes - Learners

10 February 2025

Present – Council and School representatives together with 50 learners.

The learners were asked for their opinion on the different options.

NO CHANGE, KEEP THE CURRENT PROVISION EXACTLY AS IT IS

Their response

- Problem will get worse, and it will be harder to deal with.
- Not an option.

DEVELOP CLOSER WORKING RELATIONSHIPS BETWEEN EXISTING PROVIDERS

Their response

- Would cause more travelling.
- Offering hybrid learning / e-learning could reduce travelling and save costs.
- Quality of online learning is not as good as face-to-face, which is a better experience. Lessons feel impersonal and more difficult to get help if learning virtually. Also, hybrid could be a challenge if technology cannot support it effectively.
- Schools need to develop joint timetables i.e., if unable to follow a course at YDH, be able to choose the course at a nearby school.

REDUCE THE NUMBER OF SCHOOLS PROVIDING POST-16 EDUCATION

Their response

- New issues could develop - Classes filling up, too many pupils.
- Risk that there would not be enough places in the 6th Form in schools. Would the entry process to the 6th Form in a school be more competitive?
- Would result in even more travelling for some learners who no longer have a 6th Form at their local school. This could result in additional costs to families, unless free transport is provided for post-16 pupils.
- Could also involve having 2 pupils in different schools, could be difficult and inconvenient for parents e.g., one child in Y8 at a school but another at a different school because 6th Form provision has been moved.
- Need reassurance that reducing would not result in fewer courses held by schools.
- How would you choose which schools close?
- Some parents may send their children from Year 7 to a school with a 6th Form instead of their local school (if 6th Form is not available there).

ONE PROVIDER TO DELIVER ALL POST-16 EDUCATION**Their response**

- 6th Form pupils play an additional role in school. This will be lost from the schools.
- The possibility of Ynys Môn learners, who attend YDH, going to school in Gwynedd as the school with the nearest 6th Form is there.
- Cost a lot of money if we build a new building.
- Pupils not so comfortable talking to new staff. Have developed a relationship with the staff over the years.
- Younger pupils miss out by not getting a sixth form at school i.e., "role model"
- This option is unpopular amongst parents.
- Learners do not support this option.
- Want to go to the 6th Form and want to carry on at school. Not feeling ready to leave school after Year 11.
- How would the staffing of the sixth form work?
- Incentivise the college to offer more courses to reduce the travelling.

Ysgol Uwchradd Bodedern – Learners

11 February 2025

Present: Council and School representatives together with 34 learners.

The learners were asked for their opinion on the different options.

NO CHANGE, KEEP THE CURRENT PROVISION EXACTLY AS IT IS

Their response

- Not an option. It has to change.
- Pupils don't know what opportunities are available in other schools / college, when making their choices.

DEVELOP CLOSER WORKING RELATIONSHIPS BETWEEN EXISTING PROVIDERS

Their response

- Schools need to share information so that learners know what is available in other schools.
- There will be a loss of "education" time if the learners travel between sites during the day.
- All schools need to share more information about the courses they have available and their timetables. Need to improve communication between the schools, and with pupils from other schools.

REDUCE THE NUMBER OF SCHOOLS PROVIDING POST-16 EDUCATION

Their response

- There would be more travelling for some learners if 6th Form is not available at their school. There is no room for more sixth form learners at Ysgol Uwchradd Bodedern.
- Not fair for learners from the schools that would lose the sixth form.

ONE PROVIDER TO DELIVER ALL POST-16 EDUCATION

Their response

- More sociable. More opportunities to socialise with young people of the same age and interests. An opportunity to meet different people and prepare for University, and an opportunity for a new start and new experiences.
- The most efficient proposal – enabling teachers at the Centre to focus on post-16 education only. The teachers at the post-16 centre would have a passion for the specific courses they teach, as they can focus on their specialised subjects.

- If schools lose 6th Forms, the vacant space in schools could be used for other purposes e.g., community use etc.
- Losing the close relationship with teachers.
- Having a 6th Form in a school is beneficial for younger learners. This would be lost across schools.

GENERAL COMMENTS

- Some year 10/11 learners would want to stay at school, and others would prefer to go to College.
- Currently there are limitations in the courses learners can choose. Subjects are in the same column when learners make their choices, and even when enquiring to follow the course at another school, there are 'clashes' in the timetables. The welfare of the learners needs to be considered.

APPENDIX 8**Most Important Factors for Learners When Considering Future of Post-16**

During the Engagement sessions, learners were asked to prioritise their top 3 from the following factors:

1. Post-16 education is available locally
2. Variety of post-16 subject choices available locally
3. Limited travel during the school day to other sites to attend some courses
4. Courses being available bilingually
5. Quality of resources and facilities available for post-16 study
6. Quality of teaching
7. Opportunities to participate in extra curricular activities
8. Other

Ysgol Syr Thomas Jones

	Most important factors for learners when considering future of post-16							
	1	2	3	4	5	6	7	8
Priority 1	22	9	5	10	3	25	2	4
Priority 2	8	10	6	13	8	23	5	1
Priority 3	15	7	7	11	9	15	6	1
Total	45	26	18	34	20	63	13	6
Weighted Score*	97	54	34	67	34	136	22	15
Rank	2	4	6	3	5	1	7	8

* Priority 1 given a weighting of 3, Priority 2 given a weighting of 2, Priority 3 given a weighting of 1.

Ysgol Uwchradd Caergybi

	Most important factors for learners when considering future of post-16							
	1	2	3	4	5	6	7	8
Priority 1	9	0	0	2	0	2	0	0
Priority 2	2	2	2	2	1	4	1	0
Priority 3	1	3	3	1	1	0	2	1
Total	12	5	5	5	2	6	3	1
Weighted Score*	32	7	7	11	3	14	4	1
Rank	1	4	4	3	7	2	6	8

Ysgol Gyfun Llangefni

	Most important factors for learners when considering future of post-16							
	1	2	3	4	5	6	7	8
Priority 1	1	3	0	0	2	11	0	1
Priority 2	5	3	0	1	5	4	0	0
Priority 3	1	7	1	2	1	1	5	0
Total	7	13	1	3	8	16	5	1
Weighted Score*	14	22	1	4	17	42	5	3
Rank	4	2	8	6	3	1	5	7

Ysgol David Hughes

	Most important factors for learners when considering future of post-16							
	1	2	3	4	5	6	7	8
Priority 1	8	7	2	4	6	18	4	0
Priority 2	9	10	3	5	9	10	7	1
Priority 3	4	3	1	9	8	7	10	1
Total	21	20	6	18	23	35	21	2
Weighted Score*	46	44	13	31	44	81	36	3
Rank	2	3	7	6	5	1	4	8

Ysgol Uwchradd Bodedern

	Most important factors for learners when considering future of post-16							
	1	2	3	4	5	6	7	8
Priority 1	6	9	2	4	5	12	1	0
Priority 2	5	5	2	0	13	9	2	0
Priority 3	4	5	1	4	4	8	0	0
Total	15	19	5	8	22	29	3	0
Weighted Score*	32	42	11	16	45	62	7	0
Rank	4	3	6	5	2	1	7	8

Coleg Menai

	Most important factors for learners when considering future of post-16							
	1	2	3	4	5	6	7	8
Priority 1	1	0	0	0	0	16	0	0
Priority 2	1	6	0	2	4	1	0	0
Priority 3	3	3	1	2	6	0	0	0
Total	5	9	1	4	10	17	0	0
Weighted Score*	8	15	1	6	14	50	0	0
Rank	4	2	6	5	3	1	7	7



A proposal to:

“Further develop closer working relationships between the existing Post-16 education providers”

IMPACT ASSESSMENT

Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh.

Assessment start date	April 2025
The officer responsible for the assessment	Aaron C Evans, Director of Education, Skills and Young People.
Date of review	This is a working document and will be revised on a regular basis.

Hard copies of this report are available on request by sending an email to

Ysgolionmon@ynysmon.llyw.cymru

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1. INTRODUCTION

The Council has already conducted an informal engagement with stakeholders on the Post-16 education provision in Anglesey. The engagement period was from 20 January 2025 to 7 March 2025.

As part of this engagement, face to face sessions were held with learners, staff, governors and parents / guardians. A total of 779 responses were received as part of the engagement process, which included 236 young people under the age of 21.

This document includes the feedback received from stakeholders during the engagement process.

The outcome of the post-16 education provision review under consideration is to:

“Further develop closer working relationships between the existing Post-16 education providers”

Data

The data and evidence collected for the purpose of the assessments was based on the Pupil Level Annual School Census (PLASC) January 2025*.

*NOTE: PLASC 2025 is currently still in its draft format and has not yet been published.

Contents

The document consists of:

Section 2 – Equality Impact Assessment

Section 3 – Welsh Language Impact Assessment

Section 4 – Community Impact Assessment

Section 5 – Conclusion

This is a working document and will be revised on a regular basis.

Revision history:		
Version	Date	Summary of changes
0.1	April 2025	First version

2. EQUALITY IMPACT ASSESSMENT

The Equality Act 2010

The Equality Act 2010 places a General Duty on public bodies in carrying out their functions to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Act is about ensuring fairness and protects the following nine characteristics (also known as 'protected groups'):

- Age
- Disability
- Sex
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief, including lack of belief.
- Sexual orientation

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Welsh Government introduced the above Regulations to help public bodies in Wales to meet the general duty. Specific duties include a requirement to assess the impact of its policies and practices on groups protected by the Act. This means that the authority must consider relevant evidence to understand the likely or actual effect of its policies and practices on protected groups and have 'due regard' (*i.e.*, give appropriate weight) to the results of such assessments.

Equality considerations will be considered in forming the strategic plan for further developing closer working relationship between the existing post-16 education providers, and during its implementation. The actual impact will be monitored. The equality impact assessment document will be updated regularly to ensure that everyone is given fair consideration.

2.1 Background- Equality Impact Assessment		
What are you assessing?	The proposal being assessed is to “Further develop closer working relationships between the existing post-16 education providers”	
Is this a new or existing proposal?	<p>The Council has already conducted an informal engagement with stakeholders on the Post-16 provision in Anglesey.</p> <p>To further develop closer working relationship between existing providers’, was one of four options which were considered. No specific proposal was presented to stakeholders.</p> <p>After considering feedback from the engagement, officers recommend to ‘Further develop closer working relationships between the existing providers’ as the preferred option.</p>	
What are the aims and purpose of this proposal?	To strengthen learner entitlement and experience for post-16 learners.	
Who is responsible for the proposal you are assessing?	Aaron C Evans, Director of Education, Skills, and Young People	
Who is the Lead Officer for this assessment?	Arwyn Hughes, Programme Manager (Corporate)	
Who else is involved in undertaking this assessment?	Gwyndaf Parry - Corporate Planning, Performance and Programme Manager Alun Roberts - Programme Manager (Corporate)	
Is the proposal related to other areas of work?	Yes – The outcome of this review is consistent with the objectives of the Modernising Learning Communities and Developing the Welsh Language Strategy.	
Is the proposal relevant to how the Authority complies with the public sector	The elimination of discrimination and harassment	✓

2.1 Background- Equality Impact Assessment		
<p>general duty relating to people who are protected by the Equality Act 2010?</p> <p>Generally, any policy that affects people is likely to be relevant across all protected groups.</p>	The advancement of equality of opportunity	✓
	The fostering of good relations	✓
	The protection and promotion of human rights	✓
<p>Is the proposal a strategic decision? If so, the Socio-Economic Duty is relevant (What is the duty? explained in Section 6)</p>	<p>The outcome of the review could affect post-16 opportunities across the whole island. Each learner on Anglesey is given the opportunity to progress to Post-16. It is therefore likely that some people who experience socio-economic disadvantage could be affected.</p> <p>The effect of the review's outcome on those who experience socio economic disadvantage has been mitigated by ensuring that post-16 provision remains at each school / college site.</p> <p>Any further changes will be determined as part of the proposed Strategic Plan on post-16 provision in Anglesey.</p>	
<p>Who would be affected by the proposal(s) (adversely or positively, directly, or indirectly)?</p>	See above	

2.2 Information Gathering – Welsh Language Standards and the Welsh Language Measure (Wales) 2011

Does this proposal ensure that the Welsh language is treated no less favourably than the English language, in accordance with the Council's Welsh Language Policy?	Yes – this is assessed separately in the Welsh Language Impact Assessment part of this document
Is there an opportunity here to offer more opportunities for people to learn and / or use the Welsh language on a day-to-day basis?	Yes – The proposal could result in increased learner entitlement, and more variety of courses available for learners. This could result in more learners remaining to study post-16 at Schools / College at Anglesey. 4 of the 5 schools on Anglesey are Welsh Medium category 3 schools which offer a wide range of their areas of learning through the medium of Welsh. The other secondary school on Anglesey is currently transitioning to becoming a Welsh Medium category 3 school. Grŵp Llandrillo Menai is also committed to delivering a fully bilingual service. Most courses delivered by Grŵp Llandrillio Menai and by the schools are bilingual.
Will this area of work proactively offer services in Welsh for users?	Yes – this is assessed separately in the Language Impact Assessment section of this document.
Is this proposal likely to protect and promote the Welsh language within communities?	Yes – As part of the engagement on Post-16 Education Provision, many respondents stated that schools and post-16 learners play a crucial part in protecting and promoting the Welsh language within communities. This proposal ensures that post-16 provision remains within each of the existing providers.

2.3 Information Gathering – Human Rights Act 1998 (The 16 basic rights are listed in section 7 .

Are there any Human Rights issues? If so, what are they?	No Human Rights issues have been identified.
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2.4 Information Gathering – Well-Being of Future Generations (Wales) Act 2015 – see section 8

Does this proposal meet any of the seven national well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015?	A prosperous Wales	Yes
	A resilient Wales	Yes
	A healthier Wales	Yes
	A more equal Wales	Yes
	A Wales of cohesive communities	Yes
	A Wales of vibrant culture and thriving Welsh language	Yes

	A globally responsible Wales	Yes
2.5 Information Gathering – Engagement / Consultation		
What has been done to date in terms of involvement and consultation about this proposal?	<p>The Council has conducted an informal engagement on the post-16 education provision from 20th January 2025 – 7th March 2025.</p> <p>As part of this engagement, face to face sessions were held with learners, staff, governors and Parents / Guardians. A total of 779 responses were received as part of the engagement process, which included 236 young people under the age of 21.</p> <p>The outcome of the engagement process is the recommendation to ‘Further develop closer working relationship between the existing providers’.</p>	
What other information have you used to inform your assessment? If so, please detail:	<p>The following information about the providers has been included: Gender balance, ethnicity data, community use of school /college buildings, and information regarding post-16 provision gathered from Headteachers, including but not limited to: Courses offered (on and off site), language of provision, group sizes, costs.</p>	
Are there any gaps in the information collected to date? If so, how will these be addressed?	<p>No gaps identified at this stage; however this impact assessment is a live document which will continue to be reviewed as the proposed Strategic Plan to “further develop closer working relationship between the existing post-16 providers” is developed.</p>	

2.6 Considering the potential impact and identifying mitigating action

Note below any likely impact on equality for each individual group and identify what action could be taken to reduce or improve the impact. *For determining potential impact, please choose from the following: **Negative / Positive / Neutral**

Protected group	*Potential Impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact
Age	Neutral	The Local Authority has a statutory duty to provide full-time education to children and young people aged 4-16. All secondary schools on Anglesey currently accept learners from the age of 11-18. There would be no change in the age range of learners accepted at Anglesey's Secondary Schools or Grwp Llandrillo Menai because of this proposal.	Not Applicable as no negative impact is anticipated.
Disability	Neutral	There is currently a variation in how accessible secondary school buildings are. There will be no change to the school buildings under this proposal, however the condition of the secondary school building estate is expected to be prioritised as part of the Council's Sustainable Communities for Learning Programme. Learners who have additional learning needs would continue to receive additional support to respond to their individual educational needs.	Not Applicable as no negative impact is anticipated.

Sex	Neutral	<p>The table below shows the current gender split at each school / college:</p> <p>Current gender split (January 2025):</p> <table><tr><th>School / College</th><th>Male</th><th>Female</th></tr><tr><td>Ysgol Syr Thomas Jones</td><td>50%</td><td>50%</td></tr><tr><td>Ysgol Uwchradd Caergybi</td><td>50%</td><td>50%</td></tr><tr><td>Ysgol Gyfun Llangefni</td><td>51%</td><td>49%</td></tr><tr><td>Ysgol David Hughes</td><td>48%</td><td>52%</td></tr><tr><td>Ysgol Uwchradd Bodedern</td><td>48%</td><td>52%</td></tr><tr><td>Coleg Menai – Llangefni*</td><td>58%</td><td>42%</td></tr><tr><td>Coleg Menai – Bangor*</td><td>44%</td><td>56%</td></tr><tr><td>Coleg Glynllifon*</td><td>22%</td><td>78%</td></tr></table> <p><i>*Learners aged 16-19 who live on Anglesey only</i></p> <p>The gender split at each of the above would not be expected to change as a result of the proposal.</p>	School / College	Male	Female	Ysgol Syr Thomas Jones	50%	50%	Ysgol Uwchradd Caergybi	50%	50%	Ysgol Gyfun Llangefni	51%	49%	Ysgol David Hughes	48%	52%	Ysgol Uwchradd Bodedern	48%	52%	Coleg Menai – Llangefni*	58%	42%	Coleg Menai – Bangor*	44%	56%	Coleg Glynllifon*	22%	78%	Not Applicable as no negative impact is anticipated.
School / College	Male	Female																												
Ysgol Syr Thomas Jones	50%	50%																												
Ysgol Uwchradd Caergybi	50%	50%																												
Ysgol Gyfun Llangefni	51%	49%																												
Ysgol David Hughes	48%	52%																												
Ysgol Uwchradd Bodedern	48%	52%																												
Coleg Menai – Llangefni*	58%	42%																												
Coleg Menai – Bangor*	44%	56%																												
Coleg Glynllifon*	22%	78%																												
Gender Reassignment	Neutral	<p>The Pupil Level Annual School Census (PLASC) January 2025 does not retain data on this aspect. There is no evidence that discrimination based on gender reassignment is happening.</p>	If issues arise, they will be dealt with sensitively.																											
Pregnancy & Maternity	Neutral	<p>The proposal is unlikely to effect learners or staff in this aspect.</p>	<p>Eligible employees are entitled to:</p> <ul style="list-style-type: none">- maternity leave in accordance with the Council's Maternity Leave Scheme;- adoption leave in accordance with the Council's Adoption Leave Scheme;- paternity leave in accordance with the Council's Paternity Leave Scheme. <p>Eligible employees may also request shared parental leave in accordance with the above policies.</p>																											

			In instances where learners become young parents or pregnant young women, providers would adhere to Welsh Governments ‘Statutory Guidance to help prevent children and young people from missing school’ to provide support to overcome obstacles to learning.																		
Race / Ethnicity / Nationality	Neutral	<div>PLASC data January 2025 (Post-16 only):<table><tr><th>School / College</th><th>Nationality</th></tr><tr><td>Ysgol Syr Thomas Jones</td><td>95% White British</td></tr><tr><td>Ysgol Uwchradd Caergybi</td><td>91% White British</td></tr><tr><td>Ysgol Gyfun Llangefni</td><td>95% White British</td></tr><tr><td>Ysgol David Hughes</td><td>92% White British</td></tr><tr><td>Ysgol Uwchradd Bodedern</td><td>93% White British</td></tr><tr><td>Coleg Menai – Llangefni*</td><td>83% White British</td></tr><tr><td>Coleg Menai – Bangor*</td><td>89% White British</td></tr><tr><td>Coleg Glynllifon*</td><td>97% White British</td></tr></table><div>*Learners aged 16-19 who live on Anglesey only</div></div>	School / College	Nationality	Ysgol Syr Thomas Jones	95% White British	Ysgol Uwchradd Caergybi	91% White British	Ysgol Gyfun Llangefni	95% White British	Ysgol David Hughes	92% White British	Ysgol Uwchradd Bodedern	93% White British	Coleg Menai – Llangefni*	83% White British	Coleg Menai – Bangor*	89% White British	Coleg Glynllifon*	97% White British	Learners from other ethnic backgrounds attend the schools and college, they will not be treated differently based on their ethnic origin. Should there be members of staff from other ethnic backgrounds, they will not be treated differently based on their ethnic origin.
School / College	Nationality																				
Ysgol Syr Thomas Jones	95% White British																				
Ysgol Uwchradd Caergybi	91% White British																				
Ysgol Gyfun Llangefni	95% White British																				
Ysgol David Hughes	92% White British																				
Ysgol Uwchradd Bodedern	93% White British																				
Coleg Menai – Llangefni*	83% White British																				
Coleg Menai – Bangor*	89% White British																				
Coleg Glynllifon*	97% White British																				
Religion or Belief	Neutral	The PLASC January 2025 does not retain data on this aspect.	There is no evidence that discrimination based on religion or belief is happening. It is a personal choice to share information about religion or belief with the school / college. If issues arise, they will be dealt with sensitively.																		
Sexual Orientation	Neutral	The PLASC January 2025 does not retain data on this aspect.	There is no evidence that discrimination based on sexual orientation is happening. It is a personal choice to share information about sexual orientation with the school / college. If issues arise, they will be dealt with sensitively.																		

Marriage or Civil Partnership	Neutral	The proposal is unlikely to affect learners or staff in this aspect.	There is no evidence that discrimination based on marriage /or civil partnership is happening within the schools. If issues arise, they will be dealt with sensitively.
Welsh language	Neutral / Positive	<p>The proposal could result in increased learner entitlement, and more variety of courses available for learners. This could result in more learners remaining to study post-16 at Schools / College at Anglesey. 4 of the 5 schools on Anglesey are Welsh Medium category 3 schools which offer a wide range of their areas of learning through the medium of Welsh. The other secondary school on Anglesey is currently transitioning to becoming a Welsh Medium category 3 school. Grwp Llandrillo Menai is also committed to delivering a fully bilingual service.</p> <p>Most courses delivered by the College and by schools are bilingual.</p>	Schools / College would be expected to maintain or increase the percentage of courses delivered bilingually and Welsh medium.
Human Rights	Neutral	The PLASC January 2025 does not retain data on this aspect.	There is no evidence that discrimination based on human rights is happening with school staff or learners. If issues arise, they will be dealt with sensitively.

Please complete this section if the proposal is a strategic matter			
The Socio-Economic Duty	Potential impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact
Is the proposal likely to cause any inequalities of	Included above	There is the possibility that the proposal could result in additional travelling required to attend partnership courses. Alternatively, the proposal	

outcome resulting from socio-economic disadvantage?		could result in less need to travel. The likely effect is unknown at this stage. The impact assessment is a live document which will continue to be reviewed as the proposed Strategic Plan to “further develop closer working relationship between the existing post-16 providers” is developed.	
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Outcome of the assessment:

No major change - The assessment demonstrates the proposal is robust; there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken.

2.7 Outcome of the assessment	
Note the impacts identified and how it is intended to mitigate any negative impact in terms of equality, the Welsh language and, if relevant, socio-economic disadvantage	<p>No negative impact has been identified. Overall, the proposal is expected to have a neutral impact (no impact) on equality and the Welsh language, as post-16 provision would remain within each of the providers as it is now.</p> <p>There may be a positive impact on the Welsh Language, if more learners continue to study post-16 due to wider range of post-16 courses being available. This will need to be evaluated further as the Strategic Plan for developing the working relationship between the current post-16 providers is progressed.</p> <p>Maintaining post-16 provision within each of the current providers helps protect the Welsh language within schools and communities, and helps mitigate the any impact on those who experience socio-economic disadvantage.</p>
Describe any actions taken to maximise the opportunity to promote equality and the Welsh language, the goals of the Well-being of Future Generations (Wales) Act 2015 (sustainability) and, if relevant, ensure better outcomes for those facing economic disadvantage.	<p>The proposal if realised would be expected to result in the following benefits:</p> <ul style="list-style-type: none"> - Provide a more sustainable and cost-efficient post-16 delivery model. - Provide an overall positive impact on the Welsh language, as detailed within the Welsh Language Assessment

2.7 Outcome of the assessment	
	<ul style="list-style-type: none"> - Mitigating effects on those experiencing socio economic disadvantage, by ensuring post-16 remains local.
Would any aspect of the proposal contravene the wellbeing goals of the Well-being of Future Generations (Wales) Act 2015?	No
Is there a need to look at what could be done differently, or to reconsider the entire proposal as a result of conducting this assessment?	No
Is there a strategy for dealing with any unavoidable but not unlawful negative impacts that cannot be mitigated?	No negative impacts have been identified at this stage. The impact assessment is a live document, which will be reviewed, as the Strategic Plan for developing the working relationship between the current post-16 providers is progressed.
Will the proposal be adopted / forwarded for approval? Who will be the decision-maker?	<p>Yes – The Executive will decide whether to progress with the recommendation:</p> <ol style="list-style-type: none"> 1. To ‘Further develop closer working relationship between the existing providers’ 2. To authorise officers to prepare a ‘Strategic Plan for further developing closer working relationship between the existing post-16 providers’, which will address or mitigate the challenges currently facing post-16 education provision on Anglesey, and to strengthen post-16 learner entitlement and experience.
Are there monitoring arrangements in place? What are they?	<p>Governance arrangements include procedures which ensures compliance with the School Organisation Code, monitors and challenges progress and manages risks.</p> <p>This Impact Assessment is a live document, which will continue to be updated as necessary.</p>

Conclusion - The assessment demonstrates the proposal is robust; **there is no known potential for discrimination or adverse impact.** All opportunities to promote equality have been taken.

The potential effect of the proposal on the Welsh language is assessed separately in the Welsh Language Impact Assessment (Section 3).

2.8 Action Plan

Ref	Proposed actions	Lead officer	Timescale
1	Develop a Strategic Plan to “Further develop closer working relationships between the existing Post-16 providers”	Aaron C Evans	To be confirmed.

3. WELSH LANGUAGE IMPACT ASSESSMENT

The Isle of Anglesey County Council has adopted the principle that the Welsh language should be treated no less favourably than the English language, and that the residents of the island should be able to live their lives through the medium of Welsh if they so wish. The same expectation applies in respect of the Welsh language for each of the schools, which provide an opportunity for every learner in the County to gain the appropriate skills to be confident bilingually.

As this proposal looking at how the implementation of the Council's key policies, strategies or guidance would affect the Welsh language; and how the proposal would treat the Welsh language less favourably than the English language or would have a detrimental impact on opportunities for people to use the Welsh language; **a more comprehensive impact assessment on the Welsh language is carried out here.**

3.1 - Compliance with the Welsh Language Policy

NOTE: Each school has their own local Welsh Language Policies, which is separate from the Council's Welsh Language Policy

<p>Is the proposal influential in terms of dealing with the Welsh-speaking public?</p> <ul style="list-style-type: none"> Will activities such as corresponding by letter, communicating by telephone, public meetings and other meetings comply with the language policy? Will any new IT development comply with the policy? 	<p>Yes, see below.</p> <p>Yes – all correspondence and communications will continue to comply with the Welsh Language Policy.</p> <p>Yes – any new IT developments will continue to comply with the Welsh Language Policy.</p>
<p>Is the proposal likely to impact upon the public image of the organisation?</p> <ul style="list-style-type: none"> Will all signs comply with the language policy? Will publications and forms be compliant? Will any publicity material or marketing campaigns comply? Will staff recruitment advertisements comply? 	<p>Yes – all signs will comply with the language policy.</p> <p>Yes – publications and forms will be compliant.</p> <p>Yes – any publicity material or marketing campaigns will comply.</p> <p>Yes – staff recruitment advertisements will comply.</p>
<p>Is the proposal likely to have an impact upon the implementation of the language policy?</p> <ul style="list-style-type: none"> Will the proposal create new jobs? Will the staffing arrangements facilitate the implementation of the language policy? Will the proposal offer training through the medium of Welsh? 	<p>It is unlikely that the proposal will lead to additional jobs being created, however the proposal could lead to some changes which could impact teaching staff. This will become clearer as the strategic plan is developed. This impact assessment is a live document, which will continue to be updated. Any new teaching posts will be created according to the staffing structure developed by the schools governing bodies.</p> <p>Recruitment procedures will note the requirement for Welsh language competency to be level 5 (Fully competent) for all posts, however candidates should always be supported with an agreed plan of development in agreement with the school and local authority</p> <p>Yes, The Learning Service in conjunction with the National Centre for Learning Welsh would provide a wide range of support and training in terms of Welsh language proficiency</p>

3.1 - Compliance with the Welsh Language Policy

NOTE: Each school has their own local Welsh Language Policies, which is separate from the Council's Welsh Language Policy

<ul style="list-style-type: none"> • Will any arrangements with third parties comply with the language policy? • Will the proposal include any targets or indicators relating to the language? • How will performance be monitored and measured? 	<p>Yes – arrangements with third parties will comply with the language policy.</p> <p>Yes – the percentage of learners achieving the expected level in Welsh at the end of key stages and the percentage of learners who speak Welsh at home.</p> <p>By data collected by the Learning Service such as the percentage of learners achieving the expected level in Welsh at the end of progression stages 2, 3 and 4. Other data such as the percentage of learners who speak Welsh at home is collected as part of the Pupil Level Annual School Census (PLASC) conducted in January every year.</p>
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3.2 - Effect on Welsh speaking users

<ul style="list-style-type: none"> • Will the proposal offer a language choice for users? • Will it be possible for users to receive any part of the service in Welsh? 	<p>YSTJ, YGLL, YDH and YUB are category three, Welsh-medium schools (in terms of language category). https://www.gov.wales/sites/default/files/publications/2021-12/guidance-on-school-categories-according-to-welsh-medium-provision.pdf</p> <p>YUC is currently transitioning towards becoming a Welsh Medium Category 3 school.</p> <p>Colleges are not categorised as are schools, however Grŵp Llandrillo Menai is described as committed to delivering a fully bilingual service.</p> <p>Yes – users of services provided by the Council will be offered a choice of language.</p> <p>Yes – users will be able to choose a service in Welsh from the Council.</p> <p>As the Strategic Plan for “Further Developing closer working relationships between the existing providers” is developed, and arrangements are put in place, any associated targets or indicators would be in line with the Council's wider objectives, including but not limited to:</p> <ul style="list-style-type: none"> • Council Plan 2023-28; • Modernising Learning Communities and Developing the Welsh Language Strategy;
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3.2 - Effect on Welsh speaking users	
	<ul style="list-style-type: none"> Welsh in Education Strategic Plan (WESP); Schools' Welsh Language Policy.
<p>Is there a risk for the proposal to discriminate against Welsh speaking service users?</p> <ul style="list-style-type: none"> Have the needs of Welsh speakers been considered in the proposal? Are Welsh speakers likely to receive the same standard of service as provided in English? Are Welsh language arrangements likely to lead to a delay in the service? 	<p>No – Any option considered must comply with the Council's Welsh language policy and other relevant statutory requirements.</p> <p>Yes – This engagement is one work stream identified in our Modernising Learning Communities and Developing the Welsh Language Strategy. The needs of Welsh-speaking learners are one of the strategy's key drivers. As part of the engagement process the Council asked 'What effects do you think there would be on the Welsh Language?', and 'How can positive effects on the Welsh language be increased, or negative effects be reduced?'. Responses have been summarised within the Engagement report.</p> <p>Yes – The same standard of service will be provided by the Council to all learners.</p> <p>No – Welsh language arrangements will not result in delays in service in relation to any option considered.</p>
<ul style="list-style-type: none"> Is the proposal likely to make Welsh more visible? Is it likely to increase use of the language by producing Welsh language materials and signs? Is it likely to influence others to make more use of Welsh, for example businesses? 	<p>No significant change is anticipated.</p> <p>No significant change in the visibility of the Welsh language is anticipated. Any signs and written materials would continue to comply with the Welsh language policy. It will continue to promote and encourage the use of Welsh and may lead to preparing Welsh language materials. Bilingual signage will continue to be seen in the local area.</p>
<ul style="list-style-type: none"> Will the Welsh language service in relation to the proposal be accessible? Will the service be as accessible in Welsh as in English? Will the services be available at the same time? 	<p>Yes – see above</p> <p>The Council will ensure that services are equally easy to receive in Welsh and comply with its policies and strategies.</p>

3.3 Effect on Welsh speaking communities	
<ul style="list-style-type: none"> Is the proposal likely to contribute towards safeguarding Welsh in communities? 	<p>The proposal will comply with the Council's strategic objectives and the aim of increasing the use of Welsh on the island.</p>

3.3 Effect on Welsh speaking communities	
<ul style="list-style-type: none"> Is it likely to contribute towards efforts to tackle the challenges of demographic change and migration - such as providing opportunities for young people to stay in their communities 	<p>The engagement document highlights changes in local demography. 2021 census data suggests that births have fallen on Anglesey recently, which is likely to lead to fewer post-16 learners in the long term. The feedback from the engagement highlighted the risk that removing post-16 from any provider could lead to fewer post-16 learners. It also highlighted that post-16 being available locally was an important factor for learners and families. By further developing closing working relationships between the existing providers, post-16 will remain with each provider. This proposal therefore mitigates this risk.</p>
<ul style="list-style-type: none"> Is it likely to contribute towards the local economy in Welsh speaking areas? 	<p>Keeping post-16 with each of the existing providers will inevitably increase footfall within these areas.</p>
<ul style="list-style-type: none"> Will it provide Welsh medium services - such as child-minding services? 	<p>Not relevant as the outcome of the review relates to post-16 learners.</p>
<ul style="list-style-type: none"> Does the proposal take steps to promote and facilitate the Welsh language? 	<p>Survey results acknowledge that post-16 learners play a crucial role in promoting the Welsh language within the rest of the school, and within local communities. Keeping post-16 with each of the existing providers ensures this continues within each area.</p>
<ul style="list-style-type: none"> Does the proposal contribute towards Welsh medium community activities? 	<p>Yes - It will be easier for post-16 learners to participate in Welsh medium community activities if post-16 remains within their local community. The survey acknowledges that post-16 learners are role models within extra-curricular activities, such as Eisteddfodau, debating competitions, and leadership roles</p>
<ul style="list-style-type: none"> Does it offer opportunities for young people to use Welsh outside school hours? 	<p>Partly – There will not necessarily be new services available as a direct consequence of the proposal. However, the proposal could lead to new extra-curricular activities due to post-16 learners remaining within their local communities.</p>
<ul style="list-style-type: none"> Does it offer a new service that will also be available in Welsh – for example leisure or sporting activities and provision? 	<p>No significant change is expected in this context because of the proposal.</p>
<ul style="list-style-type: none"> Does it contribute or add value to other activities relating to language, such as the work of the local Welsh language initiative (Menter Iaith), the Urdd etc. 	

3.4 Contribution towards Welsh language standards, language policies, strategies and other relevant guidance relating to the Welsh language	
<p>The language policies of partner organisations or nearby public bodies:</p> <ul style="list-style-type: none"> Is the authority working in partnership on the proposal? Which other organisations are likely to be affected by the development? Do those organisations have Welsh language standards or language policies? Does the proposal contribute towards these schemes? 	<p>Anglesey and Gwynedd work in partnership via the 'Anglesey & Gwynedd Post-16 Education Consortium' to deliver effective and cost efficient post-16 training. GLIM is also a prominent stakeholder. Various stakeholders and external organisations (such as, but not limited to, parents, staff, governing bodies, Welsh Government, Estyn, community and town councils etc.) were notified when the engagement was live. Face-to-face engagement sessions with learners, staff, governors and parents / guardians were also held by the Council.</p> <p>There may be more opportunity to collaborate with GLIM as an existing post-16 provider on Anglesey.</p> <p>GLIM and the Anglesey & Gwynedd Post-16 Education Consortium is subject to Welsh language standards and has its own plans and governance structures in relation to the language.</p> <p>No significant effect is anticipated</p>
<p>Relevant Welsh language strategies:</p> <ul style="list-style-type: none"> Will the proposal contribute towards the Welsh Language Promotion Strategy 2021-26 adopted by the Council in December 2021? How does the proposal contribute towards the Welsh Government's vision for one million Welsh speakers by 2050? 	<p>The proposal would contribute towards the following strategies by maintaining opportunities to learn and use Welsh through Welsh-medium and bilingual education:</p> <p>Welsh-Language-Promotion-Strategy-2021-2026 Priority area one: Children, young people and families</p> <ul style="list-style-type: none"> Council Plan 2023 to 2028 Welsh-in-Education-Strategic-Plan-2022-to-2032 Cymraeg 2050: A million Welsh speakers

3.5 The impacts identified and assessed	
Positive impact	<p>The positive impacts anticipated are:</p> <ul style="list-style-type: none"> • By keeping post-16 with all existing providers, post-16 learners can continue to promote the Welsh language within schools and within local communities • Keeping post-16 with all current providers reduces the risk of Welsh-speaking families moving from the area due to the removal of post-16 from local schools. • By further developing closer working relationships between the existing post-16 providers, there could be cost efficiencies, allowing more resources to be directed towards enhancing the existing bilingual provision. • As part of the engagement, some noted that if post-16 was removed from local schools, Welsh learners may not be as confident speaking Welsh with other staff who they are not as familiar with. Keeping post-16 with all the current providers, helps mitigate this risk. • Keeping post-16 provision within each local school mitigates the risk that post-16 learners lose contact with their Welsh-speaking friends.
Adverse impact	<p>The negative impacts anticipated are</p> <ul style="list-style-type: none"> • Welsh learners could stop using the Welsh language at partnership courses, if they are not familiar (and confident) with new staff and learners from other schools / college. • There could be instances where bilingual / Welsh-medium provision is not as strong at some providers delivering partnership courses as it is at the school where the learner is registered. <p>The Strategic Plan for further developing closer working relationships between the existing providers will consider how these risks can be mitigated.</p>
Opportunities to promote the Welsh language e.g. status, use of Welsh language services, use of Welsh in everyday life, Welsh at work increased?	<p>YSTJ, YGLL, YDH and YUB are category 3, Welsh-medium schools (in terms of language category). Welsh Government guidance on school categories according to Welsh-medium provision state that:</p> <p>Welsh is the main language of internal communication. Communication with parents and carers is in either English, Welsh or bilingually as needed. These are schools with a strong Welsh language ethos at their core,</p>

3.5 The impacts identified and assessed	
	<p>supporting and enabling learners' Welsh language use in all social contexts in and outside of school. A learner in this category of schools will be able to speak, read, write and listen in both English and Welsh according to age and ability. Category three Welsh-medium schools offer a wide range of their areas of learning and experience (AoLE) through the medium of Welsh. At least 60% of learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh. Category three schools are expected to continue to reflect the linguistic context of the area whilst working towards increasing their Welsh medium provision over time.</p> <p>YUC is currently transitioning towards becoming a Welsh Medium Category 3 school.</p> <p>Colleges are not categorised as are schools, however Grŵp Llandrillo Menai is described as committed to delivering a fully bilingual service</p>
Evidence / data used to support your assessment:	<ul style="list-style-type: none"> • Engagement Document – Post-16 education provision • Modernising Learning Communities and Developing the Welsh Language Strategy • Council Plan 2023-28 • Office for National Statistics • PLASC 2025 (Draft) • Responses received from the public engagement

3.6 Consultation	
During consultation, what questions do you wish to ask about the Welsh Language Impacts?	<p>As the proposal is not considered a 'Regulated Alteration' (due to post-16 not being removed from any setting) per the School Organisation Code 2018, a Statutory Consultation is not required.</p> <p>A public engagement has already been conducted to seek the views of stakeholders on various options and any other options they would want the Council to consider.</p> <p>As part of the engagement process, the following questions were asked:</p> <p>"We would like to know your views on the effects that the options considered would have on the</p>

3.6 Consultation	
	<p>Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.”</p> <p>“What effects do you think there would be?”</p> <p>“How can positive effects be increased, or negative effects be reduced?”</p>
With whom are you consulting? How are Welsh language interest groups likely to respond?	<p>As noted above, there is no requirement for statutory consultation.</p> <p>Cymdeithas yr Iaith responded to the proposal. Their response is quoted below:</p> <p>What effects do you think there would be on the Welsh language? <i>“There should be no difference in Welsh language provision whichever option is chosen. It would be a failure to ensure sufficient resources to enable all pupils to be fluent in Welsh, and able to read and write in Welsh. We see this question as irrelevant, unless there is an assumption that some options are less favourable to the Welsh language.”</i></p> <p>How can positive effects on the Welsh language be increased, or negative effects reduced? <i>“Post-16 education is only part of the picture. By the time pupils reach that age, the vast majority should be fluent in a thorough Welsh education system. So, in order to have a positive impact, the pre-16 education provision must be effective. The best way to ensure this is to designate Anglesey schools as Welsh schools. You can read the details of Cymdeithas yr Iaith's education policy by following this link: https://cymdeithas.cymru/dogfen/deddfaddysggymraeg”</i></p>
Following consultation, what changes have you made to address language issues raised?	<p>No statutory consultation is required.</p> <p>The proposal is anticipated to have an overall positive impact on the Welsh language.</p> <p>The Council will consider how any possible negative effects could be mitigated as part of the Strategic Plan for Further Developing Closer Working Relationships Between the Existing Providers’.</p>

3.7 Post consultation, final proposals and ongoing monitoring

<p>Summarise your final decisions, list the likely effects on the Welsh language and how you will promote/ mitigate these. Record your compliance with the Welsh language standards.</p>	<p>The positive impacts anticipated are</p> <ul style="list-style-type: none"> • By keeping post-16 with all existing providers, post-16 learners can continue to promote the Welsh language within schools and within local communities • Keeping post-16 with all current providers reduces the risk of Welsh-speaking families moving from the area due to the removal of post-16 from local schools. • By further developing closer working relationships between the existing post-16 providers, there could be cost efficiencies, allowing more resources to be directed towards enhancing the existing bilingual provision. • As part of the engagement, some noted that if post-16 was removed from local schools, Welsh learners may not be as confident speaking Welsh with other staff which they are not as familiar with. Keeping post-16 with all the current providers, helps mitigate this risk. • Keeping post-16 provision within each local school mitigates the risk that post-16 learners lose contact with their Welsh-speaking school friends. <p>The negative impacts anticipated are</p> <ul style="list-style-type: none"> • Welsh learners could stop using the Welsh language at partnership courses, if they are not familiar (and confident) with new staff and learners from other schools / college. • There could be instances where bilingual / Welsh-medium provision are not as strong at some providers delivering partnership courses as they are at the school where the learner is registered. <p>The Strategic Plan for further developing closer working relationships between the existing providers will consider how any risks can be mitigated.</p>
<p>How will you monitor the ongoing effects during the implementation of the policy?</p>	<p>The action plan at the end of the equality impact assessment is used to note any actions planned following completion of the assessment.</p>

4 COMMUNITY IMPACT ASSESSMENT

This assessment considers the possible effect on the outcome of the review to **“Further develop closer working relationship between the existing providers”** on the local community.

4.1 Facilities and services provided by the schools / college

Facilities and services provided by the schools / college are often used outside of school hours by learners, and the local community. Some examples of extra curricular activities are listed below, which were obtained from information provided by the Headteachers of each of the secondary schools and Coleg Menai.

Extra-curricular activities available to learners:

Ysgol Syr Thomas Jones Activity	During the term or holidays?	Frequency
Urdd	Term	Every week for one school term

Ysgol Uwchradd Caergybi Activity	During the term or holidays?	Frequency
Football / Rugby / Netball	Term	Weekly
Games Club	Term	Weekly
Debating Society	Term	Weekly
Choir Practice	Term	Weekly
Drama Workshop	Term	Weekly
Drama Club	Term	Weekly
Basketball	Term	Weekly
Art Club	Term	Weekly

Science 'spell' club	Term	Weekly
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Ysgol Gyfun Llangefni Activity	During the term or holidays?	Frequency
Physical Education Department	Term	Daily

Ysgol David Hughes Activity	During the term or holidays?	Frequency
Mandarin Club	Term	Weekly
Sports Club	Term	4 times per week

Ysgol Uwchradd Bodedern Activity	During the term or holidays?	Frequency
Youth Club	Term	Twice per week
Young Farmers	Term	Weekly

Coleg Menai Activity	During the term or holidays?	Frequency
Department Trip	Term	Annual
Laboratory / Industrial Experiences / Food Technology Centre	Term	Annual
Engineering Education Scheme Wales & Awards Ceremony	Term	Annual
Science Club & Entry to Skills Competition Wales	Term	Weekly
Visit Bangor University to experience the campus and lectures	Term	Annual
Participation in Inspiring Skills Wales competitions, UK Skills and World Skills	Term	Annual
Foreign travel and Work Experience	Term	Annual
Engineering work Placements	Term	150 hours per annum
Skill Building Engineering Workshops	Term	Weekly
Day trip Industrial placement visits to companies across North Wales	Term	Annual
Sports Academy	Term	Weekly
Voluntary Health Placements with Anglesey Council	Term	
Denu Talent Placements with Anglesey Council	Holidays	
Work Placements	Term	180 / 360 hours per annum
Guest Speakers	Term	
Panad Cymraeg sessions in partnership with Coleg Cymraeg	Term	
Independent Learning Skills - Eisteddfod	Term	Annual
Inclusive Skills Wales competitions		
Various Independent Living Skills sports activities and competitions, e.g Wheelchair Rugby, 'Ability Counts Football', Duathlon etc.		
Wellbeing Activities, such as: Chess Club and Board Games Crafts, Knitting and Book Clubs Sgwrs Dros Banad Dungeons and Dragons Club Gym time, and girls only gym time Table Tennis, Basketball, Badminton, Volleyball, Netball, and Spinning Futsal		Daily

Facilities used by local groups:

Ysgol Syr Thomas Jones	During the term or during holidays?	Frequency
User and facility		
Karate Club	Term & Holidays	Twice per week
Table Tennis Club	Term & Holidays	Twice per week
Netball Club	Term & Holidays	Weekly

Ysgol Uwchradd Caergybi	During the term or during holidays?	Frequency
User and facility		
Football clubs - Gymnasiums x2	Holidays and term time	Weekly

Ysgol Gyfun Llangefni	During the term or during holidays?	Frequency
User and facility		
Llangefni Youth Club	Term	Twice per week
Gwalchmai Youth Football Club	Term	Weekly
Llanerch-Y-Medd Youth Football Club	Term	Twice per week

Ysgol David Hughes	During the term or during holidays?	Frequency
User and facility		
Menai Bridge Tigers	Term	4 times per week
Tyler French Goalkeeping	Term	Weekly
Unicorn Fitness	Term	Twice per week

Ysgol Uwchradd Bodedern	During the term or during holidays?	Frequency
User and facility		
Valley Youth Football Club	Term	Twice per week
Bodedern Youth Football Club	Term	Twice per week

Information about facilities at Coleg Menai (Llangefni), which are available for local groups is provided on the following link: <https://www.gllm.ac.uk/public/sports-facilities-llangefni>

Based on the information supplied by the Headteachers, the facilities at each of the providers are used by several groups from the local community.

If the outcome of the review to 'Further develop closer working relationship with the existing providers' is approved, no change is expected in the extra-curricular activities held at schools / college. In the context of these activities every learner, irrespective of background, will be encouraged to participate with the expectation on schools to make suitable arrangements for less advantaged learners to be able to

participate. These arrangements will include, but is not confined to, clubs being held during the lunch break, arrangements with parents for pick- and providing after school transport.

Each school would continue to be a Community School. If the proposal is realised, the activities and facilities at each school would be expected to be maintained or enhanced.

Distance and travelling time

It is not expected to affect the current travelling patterns of post-16 learners (to and from school / college).

Community Impact Assessment

For determining the potential impact of the proposal on the community, the proposal against the criteria in the table below has been identified as positive if deemed to be beneficial, negative if deemed detrimental and No impact if the proposal is deemed not to have a significant impact.

Criteria	Observations			Impact Positive Negative No impact	Mitigation Measures
Learners who live outside the catchment area who attend school		Percentage of the school's Post-16 learners who live within the catchment area	Percentage of learners who live within the school's catchment area, but choose to attend post-16 at another school on Anglesey	No Impact	There would be no change to school's catchment areas because of this proposal.
	YSTJ	92%	20%		
	YUC	98%	38%		
	YGLL	83%	25%		
	YDH	77%	3%		
	YUB	40%	23%		
Services provided for the community including extra-curricular activities	Extra-curricular activities and services are provided by each post-16 provider. Some examples have been highlighted above.			No Impact	By ensuring post-16 remains with each of the existing providers, the proposal is unlikely to have any impact on the extra-curricular activities provided by schools and college.
Community facilities provided	As each of the schools are community schools, the community makes considerable use of the buildings and the school grounds. Some			No Impact	By ensuring post-16 remains with each of the existing providers, the proposal is unlikely to have any impact on the community facilities provided.

Criteria	Observations	Impact Positive Negative No impact	Mitigation Measures
by the school and college	examples have been shown above. There are also facilities available at the college site, which is available for use by local groups.		
Other impacts Transport	<p>Currently, post-16 learners can purchase a bus pass to travel to and from Coleg Menai or any of Anglesey secondary schools.</p> <p>Some learners also travel during the school day to attend partnership courses (a course which is delivered by one school / college, where learners from other schools/colleges also attend). This is paid for out of the school budgets, and is therefore at no financial cost to learners / families.</p>	No Impact	<p>No change to home – school / college transport is anticipated because of this proposal.</p> <p>There could be less travelling requirement to attend post-16 partnership courses because of this proposal - for example if more courses were delivered via hybrid learning or online, however this is unknown at this stage</p> <p>The impact assessment is a live document, which will be reviewed and updated, as the 'Strategic Plan for further developing closer working relationships between the existing providers' develops / progresses.</p>
Other Effect community on	There is sufficient capacity at each of the secondary schools & college to accommodate the predicted post-16 learners.	Neutral	By keeping post-16 within each of the existing settings, no impact on the community is anticipated.

5 CONCLUSION

The proposal was initially assessed for its potential impact on:

- Equality;
- The Welsh language;
- Community.

The effect of the proposal on each part has been initially assessed as follows:

Combined effect on:	Likely Impact
Equality	There is no known potential for discrimination or adverse impact at this stage.
Language	It would seem not to have an overall adverse effect on the Welsh Language.
Community	Little or no perceived impact at this stage.

This is a working document and will be revised on a regular basis. Any additional impacts arising will be reflected in an amended version which will be published as part of the 'Strategic Plan for further developing closer working relationships between the existing providers'.

6 Further information - A More Equal Wales – The Socio-Economic Duty (Commencement date of the Duty: 31 March 2021)

What is the Duty?

The general aim of the duty is to ensure better outcomes for those suffering socio-economic disadvantage. When making strategic decisions such as deciding priorities and setting objectives, due regard must be given to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.

Who is likely to experience socio-economic disadvantage?

Socio-economic disadvantage can be disproportionate in both ‘communities of interest’ and ‘communities of place’, leading to inequality of outcome, which can be further exasperated when considering ‘intersectionality’.

Communities of interest – groups who share an experience, e.g. homelessness; or people who share an identity, eg lone parents, carers. Also those who share one or more of the protected characteristics listed in the Equality Act 2010.

Communities of place – people who are linked together because of where they live, work, visit or spend a substantial portion of their time there.

Intersectionality - crucially, this is about understanding the way in which a combination of characteristics such as gender, race or class, can produce unique and often multiple experiences of disadvantage in certain situations. One form of discrimination cannot and should not be understood in isolation from other forms. A truly intersectional approach ensures that this does not happen.

When will the Duty be relevant?

When making **strategic decisions**. The Welsh Government has provided some examples of strategic decisions (this is not an exhaustive list):

- Strategic directive and intent.
- Strategies developed at Regional Partnership Boards and Public Service Boards which impact on public bodies’ functions.
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans).
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy).
- Changes to and development of public services.
- Strategic financial planning.

- Major procurement and commissioning decisions.
- Strategic policy development

7 Further information -Human Rights

Human rights are rights and freedoms that belong to all individuals, regardless of their nationality and citizenship. There are 16 basic rights in the Human Rights Act – all taken from the European Convention on Human Rights. For the purposes of the Act, they are known as 'the Convention Rights'. They are listed below:

(Article 1 is introductory and is not incorporated into the Human Rights Act)

Article 2: The right to life

Article 3: Prohibition of torture

Article 4: Prohibition of slavery and forced labour

Article 5: Right to liberty and security

Article 6: Right to a fair trial

Article 7: No punishment without law

Article 8: Right to respect for private and family life

Article 9: Freedom of thought, conscience and religion

Article 10: Freedom of expression

Article 11: Freedom of assembly and association

Article 12: Right to marry

Article 14: Prohibition of discrimination

Article 1 of Protocol 1: Protection of property

Article 2 of Protocol 1: Right to education

Article 3 of Protocol 1: Right to free elections

Article 1 of Protocol 13: Abolition of the death penalty

8 Further information -Well-being of Future Generations (Wales) Act 2015

This Act is about improving the social, economic, environmental and cultural well-being of Wales. Public bodies need to make sure that when making their decisions they take into account the impact they could have on people living their lives in Wales in the future. The Act puts in place seven well-being goals:

A prosperous Wales:

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

A resilient Wales:

A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).

A healthier Wales:

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.

A more equal Wales:

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances).

A Wales of cohesive communities:

Attractive, viable, safe and well-connected communities.

A Wales of vibrant culture and thriving Welsh language:

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

A globally responsible Wales:

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.

Isle of Anglesey County Council	
Report to:	The Executive
Date:	May 22, 2025
Subject:	Modernising Learning Communities and Developing the Welsh Language Strategy – potential new secondary school building in the Holyhead area
Portfolio Holder(s):	Councillor Dafydd Roberts
Head of Service / Director:	Aaron C. Evans Director of Education, Skills and Young People
Report Author: Tel: E-mail:	Emrys Bebb williambebb@ynysmon.llyw.cymru
Local Members:	Councillor Glyn Haynes Councillor Robert Llewelyn Jones Councillor Jeff M. Evans Councillor Pip O'Neill Councillor Trefor Lloyd Hughes Councillor Keith Roberts Councillor Dafydd Rhys Thomas Councillor Gwilym O. Jones Councillor Ken Taylor Councillor John I. Jones Councillor Arfon Wyn Councillor Douglas M. Fowlie Councillor Neville Evans

A –Recommendation/s and reason/s

It is recommended that the Executive:

1. Approves the proposal to “Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11–18-year-old learners” and
2. Authorise officers to undertake the necessary statutory consultation.

Reasons:

Officers have considered reasonable alternatives for secondary education provision in the Holyhead area. Officers conclude that a new building for Ysgol Uwchradd Caergybi worth around £66 million is the preferred option. This will ensure the current and long-term sustainability of secondary education in Holyhead and Holy Island and ensure that there are sufficient secondary places to meet current and future demand.

B – What other options did you consider and why did you reject them and/or opt for this option?

In part 6 of the appended proposal paper, 6 options referred to as reasonable alternatives were considered. Another 3 options were considered but were not considered as reasonable alternatives. All options have been assessed against the key challenges identified for Ysgol Uwchradd Caergybi.

C – Why is this a decision for the Executive?

The Executive is responsible for school organisation matters, in accordance with the Council's Constitution.

Ch – Is this decision consistent with policy approved by the full Council?

It is in line with the Modernising Learning Communities and Developing the Welsh Language Strategy (adopted by the Executive Committee in July 2023).

D – Is this decision within the budget approved by the Council?

Yes – see part 7 of the appended proposal paper.

Dd – Assessing the potential impact (if relevant):

1	How does this decision impact on our long term needs as an Island?	This potential decision will ensure the long-term sustainability of secondary education in the Holyhead area and ensure that there are sufficient school places to meet the needs now and into the future. It will also ensure that new school buildings are fit for purpose and meet BREEAM standards and the standards of the Welsh Government's Modernisation of Learning Communities programme.
2	Is this a decision which it is envisaged will prevent future costs / dependencies on the Authority? If so, how?	Two possible ways of funding the project are outlined in the proposal paper. 1. The proposal is funded 65:35 by the Welsh Government through the Modernisation of Learning Communities and the Council programme. The Council's investment will be through a 50-year loan, partly financed through the capital receipts. 2. If the project is funded through the Mutual Investment Model (MIM), the

Dd – Assessing the potential impact (if relevant):		
		Project Company (the company responsible for the construction) will be responsible for the maintenance of the school for the duration of the contract (25 years).
3	Have we been working collaboratively with other organisations to come to this decision? If so, please advise whom.	<p>The Council has collaborated with a number of bodies on an engagement process on post-16 education in Anglesey.</p> <p>Responses were received from learners, parents/guardians, staff, governors, elected members, the public and other stakeholders in relation to the post-16 education provision for Ynys Môn. The providers included in the engagement were:</p> <ul style="list-style-type: none"> • Ysgol Sir Thomas Jones • Holyhead High School • Ysgol Gyfun Llangefni • Ysgol David Hughes • Ysgol Uwchradd Bodedern • Grŵp Llandrillo Menai - Coleg Menai and Coleg Glynllifon <p>The recommendation of the report was:</p> <ol style="list-style-type: none"> 1. 'Develop a closer working relationship between existing providers' 2. Authorise officers to prepare a 'Strategic Plan for the development of a closer working relationship between existing post-16 providers', which will seek to address or mitigate the challenges currently facing post-16 education provision on Anglesey, and to strengthen the rights and experience of post-16 learners. <p>This gives the Executive a solid basis to authorise officers to consult on this proposal if this is approved by the Executive.</p> <p>Co-operation with and information obtained from Estyn, GwE, Community Councils and the school has formed part of this proposal.</p>

Dd – Assessing the potential impact (if relevant):		
		If the proposal is approved and the potential project is approved, it is anticipated that the Council will consult with stakeholders as listed in the School Organisation Code for the statutory consultation process that may follow.
4	Have Anglesey citizens played a part in drafting this way forward, including those directly affected by the decision? Please explain how.	<p>Yes – there were 779 responses from Anglesey citizens as part of the engagement process on post-16 education provision.</p> <p>Nevertheless, this is a proposal paper. Stakeholders (parents/guardians, staff members, school governors and other interested parties) will have an opportunity during the potential statutory consultation process that will follow to contribute proactively and to play a role in drafting the agreed way forward.</p>
5	Note any potential impact that this decision would have on the groups protected under the Equality Act 2010.	The Authority will ensure equal opportunities for all pupils and staff regardless of their ability and background. See the Impact Assessment for more information.
6	If this is a strategic decision, note any potential impact that the decision would have on those experiencing socio-economic disadvantage.	No negative impact was found but IoACC will assess again once the location of the proposed new school building is known.
7	Note any potential impact that this decision would have on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.	It is anticipated that the proposal will have a positive impact on the Welsh language.

E – Who did you consult?		What did they say?
1	Chief Executive / Senior Leadership Team (SLT) (mandatory)	Incorporated into this report.
2	Finance / Section 151 (mandatory)	Incorporated into this report.
3	Legal / Monitoring Officer (mandatory)	Incorporated into this report.
4	Human Resources (HR)	Any HR issues arising from the recommendations should be dealt with in accordance with other recognised HR and HR processes.

E – Who did you consult?		What did they say?
5	Property	Property officials have been estimating the potential costs of the project and would continue to be a key part of the team moving forward if the proposal is accepted by the Executive Committee.
6	Information Communication Technology (ICT)	If the proposal is approved and the potential project is approved, business cases would be prepared in accordance with the Welsh Government's Sustainable Learning Communities guidelines. Potential expenditure on "Furniture, Fittings and Equipment / Information Technology" is projected to be in line with the Welsh Government's cost benchmark in that guidance.
7	Procurement	Not at this stage. If the proposal is approved by the Executive, it will be necessary to decide on the procurement method as outlined in part Dd 2 above and in the supplementary proposal paper.
8	Scrutiny	The Chair of the Corporate Scrutiny Committee will report back verbally from the Committee meeting held on 21 May 2025.
9	Local Members	No comment

F - Appendices:

Appendix 1 - Ysgol Uwchradd Caergybi proposal paper
Appendix 2 - Impact Assessment

Ff - Background papers (please contact the author of the Report for any further information):

- School Organisation Code (11/2018)
[school-organisation-code-second-edition.pdf](#)
- Report on the engagement process on post-16 education provision
- IACC's Modernising Learning Communities and Developing the Welsh Language Strategy (July 2023)
[Modernising Learning Communities.pdf](#)
- Strategic Outline Programme – Rolling Programme
[Strategic Outline Programme \(SOP\) – Rolling Programme](#)

PROPOSAL PAPER
SCHOOL ORGANISATION
Learning Service
Ysgol Uwchradd Caergybi
May 2025

Proposal to:
“Relocate Ysgol Uwchradd Caergybi learners to a new school building for
11–18-year-old learners”

Hard copies of this document are available on request by sending an email to
angleseyschools@ynysmon.gov.wales

Mae'r ddogfen hon hefyd ar gael yn Gymraeg /
This document is also available in Welsh.

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EXECUTIVE SUMMARY

This paper presents the outcomes of work undertaken to look at a range of options for the future of Ysgol Uwchradd Caergybi and has been prepared taking account of the revised Schools' Organisation Code (011/2018) ([school-organisation-code-second-edition.pdf \(gov.wales\)](https://gov.wales/school-organisation-code-second-edition.pdf)).

It will be used to seek the Executive's approval to proceed or not to proceed with the Council's preferred proposal for consultation.

The key drivers for change (Section 3) noted in the Modernising Learning Communities and Developing the Welsh Language Strategy (July 2023) include:

Standards – Providing the best education for young people in the financial climate we are in so that education can thrive following Covid-19 and respond to the future needs of Anglesey's citizens.

Leadership and Management - Increasing capacity to develop effective leadership at our schools and to plan succession.

Buildings and Resources – Ensuring high quality and fit for purpose buildings and learning environments.

Learner Numbers / Surplus Places – Providing education that corresponds to the requirements of the island's population. A reduction in surplus places to make efficient use of resources.

Financial – Ensuring that schools can operate effectively within the available budget. Aiming towards reducing the range in expenditure per learner, ensuring more equal opportunity across schools

Wellbeing, Care and Health – Improving access to ensure wellbeing, care and health at our schools.

Curriculum for Wales – Ensuring that schools have the resources and the capacity to drive Curriculum for Wales forward successfully.

The Welsh Language – Offering Welsh-medium and bilingual provision to all our learners

Community Use – Expanding use of school buildings and facilities by parents, the community and older inhabitants.

Decarbonisation – Ensuring that our schools are sustainable and contribute to the Council's Net Zero agenda.

Post-16 Provision – Strengthening learner entitlement and experience for post-16 learners.

Any potential school modernisation proposal would need to address the criteria above.

Section 4 assesses the key drivers for change for Ysgol Uwchradd Caergybi as noted in the Modernising Learning Communities and Developing the Welsh Language Strategy (July 2023). The conclusions from that assessment are as follows:

1. Standards were as outlined in the latest Estyn report dated February 2025.
2. If the proposal is implemented, the present leadership and management structure may need to be reviewed should learner numbers change in the future.
3. There is a current and projected future maintenance spend (September 2024) of almost £29 million at the current school building.
4. The current school building has been classified as grade C (Operational but major repair or replacement needed in the short to medium term). The presence of Reinforced Autoclave Aerated Concrete (RAAC) in much of the school buildings means the situation needs to be addressed in the short or near term.
5. The current school building only partially meets the requirements of the Equality Act 2010. The current building has significant accessibility issues.
6. As of September 2024, there are 29% surplus places at Ysgol Uwchradd Caergybi
7. 33.5% of learners who live in the catchment area attend schools elsewhere on the Island and in Gwynedd.
8. The cost per learner at Ysgol Uwchradd Caergybi is lower than the average for secondary schools on Anglesey. The school balances were also the highest of the 5 secondary schools on Anglesey at the end of the 2023/24 financial year at 15% of the school's budget. However, as at 31 March 2024, all schools had balances which equated to 5% or more of their school budget. The Council is facing a challenging financial situation over the next few years, (as all Local Authorities are) and school budgets cannot be excluded from this. Schools will likely continue to make use of their balances to balance their delegated budgets. The Council will continue to monitor the level and use of school balances.
9. There is a lack of playing fields on the current school site with school learners using off-site provision i.e. playing fields in Millbank.
10. The current school consists of several buildings, and this causes some challenges in delivering the Curriculum for Wales on the present split site.
11. The school is transitioning towards Welsh-medium category 3 status within the next five years. By the time it has transitioned to category 3 the school will offer a wide range of their Areas of Learning and Experience (AoLE) through the medium of Welsh wherein at least 60% of learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh.
12. In addition to learners using the school's facilities for extracurricular activities, community groups use Ysgol Uwchradd Caergybi's facilities during term time and in the school holidays.
13. Ysgol Uwchradd Caergybi is in the top ten of high carbon emitters out of all the Council's assets
14. An engagement on the future of the post 16 education provision for 16–18-year-olds on Anglesey was recently conducted.
15. Transport to school for learners is in line with Council's School Transport Policy.
16. The proposed location for the proposed new school building is on land near Holyhead Leisure Centre, contingent upon successful land acquisition. However, it is anticipated that transport costs may well be reduced because those learners who wish to access Welsh-medium, fully bilingual provision may not need to be transported out of their school catchment area to the nearest Welsh-medium secondary school.
17. If the housing developments that are proposed in the school's catchment area are realised, there would be sufficient room at the school for the potential additional learners.

Section 5 highlights the key challenges facing the school.

The key challenges facing Ysgol Uwchradd Caergybi and how they could be addressed by implementing the proposal, are listed below.

1. A structural inspection of the school building has shown that there are severe deficiencies. The school building has been categorised as “Operational but major repair or replacement needed in the short to medium term”. The recent Reinforced Autoclave Aerated Concrete (RAAC) remedial work were temporary measures.
2. There is a current and projected future maintenance spend (September 2024) of almost £29 million at the current school building.
3. The current school building has been classified as grade C (Operational but major repair or replacement needed in the short to medium term).
4. The current school building only partially meets the requirements of the Equality Act 2010. The current building has significant accessibility issues.
5. As of September 2024, there are 29% surplus places at Ysgol Uwchradd Caergybi
6. 33.5% of learners who live in the catchment area attend schools elsewhere on the Island and in Gwynedd.
7. There is a lack of playing fields on the current school site with school learners using playing fields in Millbank.
8. The current school consists of several buildings, and this causes some challenges in delivering the Curriculum for Wales on the present split site.
9. The school is transitioning towards Welsh-medium category 3 status within the next five years. By the time it has transitioned to category 3 the school will offer a wide range of their Areas of Learning and Experience (AoLE) through the medium of Welsh. At least 60% of learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh.
10. In addition to learners using the school’s facilities for extracurricular activities, community groups use Ysgol Uwchradd Caergybi’s facilities during term time and in the school holidays.
11. Ysgol Uwchradd Caergybi is in the top ten of high carbon emitters out of all the Council’s buildings.
12. An engagement on the future of the post 16 education provision for 16–18-year-olds on Anglesey was recently conducted.

Possible benefits of the proposal

The proposal, if realised would be expected to realise the following benefits (Section 5):

1. As there could be a new school building, the Council would avoid having to pay the current and projected future maintenance cost of almost £29 million (2024) on the old building.
2. As there could be a new school building, it would address the Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building.
3. The potential new school site would have its own playing fields.
4. A well-designed school environment together with green outdoor spaces could improve the physical and mental health of children, in addition to improving the wellbeing of staff and making them feel that they are appreciated.
5. A new school building will provide additional specialist modern resources e.g. laboratories and a food technology room and outdoor green spaces to drive the Curriculum for Wales forward.
6. As the potential new school building would have a lower capacity than the present building, surplus places at Ysgol Uwchradd Caergybi would be reduced.

7. It is possible that learners may remain within their catchment area because of having access to a potential new school building and modern resources. Furthermore, the intended completion date of the school building coincides with the proposed new language definition for the school i.e. Welsh-medium
8. As there could be a new secondary school building, learners who live in Ysgol Uwchradd Caergybi's catchment area but attend other secondary schools could choose to attend the potential new school rather than other secondary schools. This in turn could lead to increased use of the Welsh language in Holyhead (an area where rates of language use have historically been lower but are increasing according to 2011 census data.)¹
9. There is no additional transport cost associated with the proposal.
10. As part of the proposal, it is foreseen that new active travel routes will be planned to encourage learners and the community who need to access the site to use more sustainable means of travel.
11. Having purpose-built community resources in the new school building, as well as the co-location of other services, as well as access to modern facilities would be expected to attract increased community use and family engagement /involvement.
12. The new school building will be net zero carbon in operation and so carbon emissions from the new building would be less than the current Ysgol Uwchradd Caergybi building.
13. If the scheme is delivered via the Mutual Investment Model (MIM, see section 7) the proposal would lead to a saving in the central repairs & maintenance budget for the next 25 years.

What has been considered?

Reasonable alternatives to the proposal have been considered and assessed against the key school modernisation drivers (**Section 6**).

An Impact Assessment has also been prepared, which assesses the impact of the proposal on Equality, the Welsh Language and on the Community, as well as how the proposal meets the requirements of the Well-being of Future Generations (Wales) Act 2015 and the Human Rights Act 1998. This is a live document which will be updated regularly as we progress with the proposal.

Consideration of the benefits and key challenges Ysgol Uwchradd Caergybi faces (Section 5), has led the Council to present the following proposal for Ysgol Uwchradd Caergybi which is to:

"Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-18-year-old learners".

If the proposal is implemented, it is anticipated that a new Ysgol Uwchradd Caergybi building will likely be completed by 2030 when the learners would relocate to it. This would minimise disruption to learners. The current Ysgol Uwchradd Caergybi school building would then close.

¹ Isle of Anglesey County Council, 2021 Census: Anglesey's Welsh language speakers (April 2023), p.9.

1. BACKGROUND AND INTRODUCTION

The Modernising Learning Communities and Developing the Welsh Language Strategy, which was adopted by the Executive on 18 July 2023, states that the Council should be committed to ensuring that all school buildings, are fit for purpose, are in the right location, meet the needs of learners and are a resource for the community.

A structural inspection of the school building has shown that there are severe deficiencies.

The condition of the Ysgol Uwchradd Caergybi building has been categorised as:

“Operational but major repair or replacement needed in the short to medium term”.

Following changes in UK Government guidance in August 2023 relating to Reinforced Autoclave Aerated Concrete (RAAC), widescale remedial work was undertaken which safeguarded the school structure in the medium-term, but this is not a long-term solution.

This paper presents the outcomes of work undertaken to look at a range of options for the future of Ysgol Uwchradd Caergybi and has been written in accordance with the expectations of the revised School Organisation Code (011/2018) and it will be presented to the Executive, seeking its decision to proceed to a statutory consultation period for the proposal.

Before arriving at the proposal (Section 2) below, the Council has considered the following:

- Key drivers for change (Section 3)
- Key drivers for change for Ysgol Uwchradd Caergybi (Section 4)
- Key challenges faced by Ysgol Uwchradd Caergybi and how they could be addressed by the proposal, (Section 5)
- Reasonable alternatives to the proposal (Section 6)

2. THE PROPOSAL

The proposal is to:

“Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11–18-year-olds”.

The proposed details for Ysgol Uwchradd Caergybi are noted below for the new school building to continue to have an age range of 11-18:

Age range	11-18 years
Learner places	900
Admission number	150
Proposed new location	Land near Holyhead Leisure Centre, contingent upon successful land acquisition.
Category	Community*
Language category	Welsh Medium**
Proposed facilities	Proposed new school building would accommodate 11–18-year-olds
Anticipated project cost	Approximately £65.9 million (estimated) (Capital Equivalent – based on the project being delivered and funded through the Mutual Investment Model).

* The categories of maintained schools in Wales are

1. community,
2. voluntary controlled (like Ysgol Cybi),
3. voluntary aided (like St Mary’s School),
4. foundation (like Ysgol Caergeiliog) and
5. community special (like Canolfan Addysg y Bont)

****Anglesey presently has 4 secondary schools in category 3 and 1 in a transitional category (T3). Ysgol Uwchradd Caergybi is in this transitional category and has begun the ambitious process of transitioning towards category 3 within a five-year plan, achieving category 3 by September 2029.**

The definition of a Category 3 secondary school is:

Category 3 – Welsh-medium school will offer a wide range of their Areas of Learning and Experience (AoLE) through the medium of Welsh. At least 60% of learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh. Category 3 schools are expected to continue to reflect the linguistic context of the area whilst working towards increasing their Welsh medium provision over time.

This is in line with the Council’s Modernising Learning Communities and Developing the Welsh Language Strategy. One of the Drivers for Change / Strategic Objectives in the Strategy is: **“The Welsh Language – Offering Welsh-medium and bilingual provision to all our learners.”**

Additionally, it’s in line with the Council Plan. One of the strategic objectives in the Plan is the Welsh language and one aim in it is: “Increase the number of children and young people studying through the medium of Welsh by implementing the ‘Welsh in Education Strategic Plan (WESP)’.

Although this transitional process is independent of this proposal, if the proposal is agreed, the provision of Welsh-medium education at a new Ysgol Uwchradd Caergybi building will meet the demand since nearly all primary schools within the school catchment area are designated as Welsh-medium.

The proposal would be part of Welsh Government and the Isle of Anglesey County Council’s Sustainable Communities for Learning programme.

3. KEY DRIVERS FOR CHANGE

The Modernising Learning Communities and Developing the Welsh Language Strategy (July 2023), lists the drivers for change. The relevant drivers for change in relation to any secondary school modernisation are discussed below.

1. Standards

Providing the best education for young people in the financial climate we are in so that education can thrive following Covid-19 and respond to the future needs of Anglesey's citizens. The Council wants to ensure the best possible outcomes for learners by ensuring that the system is suitable for this generation and future generations. The Council will be looking at creating the conditions so that Headteachers, teachers and learners can succeed.

2. Leadership and Management

Improve capacity to develop effective leadership at our schools and to plan succession. The Council strives to have schools which have strong leadership on all levels, including governors

3. School Buildings and Resources

Anglesey is committed to ensuring that all school buildings meet the expectations of the 21st century, are fit for purpose, are in the right location, meet the needs of learners and are a resource for the community.

4. Learner Numbers / Surplus Places

Providing education that corresponds to the requirements of the island's population. A reduction in surplus places to make efficient use of resources.

5. Financial

Ensuring that schools can operate effectively within the available budget. Aiming towards reducing the range in expenditure per learner, ensuring more equal opportunity across schools.

6. Wellbeing, Care and Health

Improving access to ensure wellbeing, care and health at our schools. Ensure schools have safe environments for learners and staff, which also promote respect and diversity. Schools which have been well-designed and thoughtfully developed school grounds enrich opportunities to learn and play. Connection and contact with nature create more positive emotions and feelings of vitality, and less negative emotions; it also offers a release from mental fatigue, and the ability to concentrate for longer.

7. Curriculum for Wales

Ensuring schools have the resources to drive the new curriculum forward successfully, to meet the four main purposes of developing:

- a. Ambitious, capable learners
- b. Enterprising, creative contributors
- c. Ethical, informed citizens
- d. Healthy, confident individuals

8. The Welsh Language

Maintain and improve bilingual and Welsh-medium provision. The aim is to develop learners' abilities as bilingual learners by the end of formal education.

9. Community use

The Council is eager to optimise use of resources and infrastructure to provide services to our communities. This means having flexible assets so that there are means for the community (including children, adults, and older people) to use the asset and the resources. This will support the resilience of communities and help mitigate against the impact of poverty.

10. Decarbonisation

The Council is committed to being a net zero carbon authority. A key part of the journey to achieve net zero carbon will be to review the use and performance of all Council assets, ensuring the smallest possible carbon footprint whilst continuing to provide services to our communities.

11. Post-16 Provision

The Council operates the Post-16 Education Consortium with Gwynedd Council and Grŵp Llandrillo Menai. The Consortium is responsible for commissioning post-16 provision to meet locally agreed curriculum requirements for education and training.

Although the Consortium has succeeded to rationalise provision, the current system isn't sustainable in terms of travel costs and small class sizes. (See the report on the post-16 engagement for further details). Additionally, as schools have already rationalised the number of non-viable courses, learners spend time travelling from one school to another.

12. General Matters

The assessment has also included general matters for example travel arrangements, Additional Learning Needs any likely housing developments in the area which may affect learner numbers.

Anglesey Freeport would be a great opportunity to enhance the economy of North Wales by attracting significant inward investment to drive economic activity, providing high-skilled, high-paid jobs for the local workforce. A Freeport is a designated area, that offers special tax, customs and regulatory benefits to encourage economic activity created by the UK and Welsh governments. The opportunities that the Freeport will create would be central to ensuring the long-term prosperity of communities across Anglesey and help protect the proud identity and heritage of the local area. This in turn could create opportunities for and create jobs for Ysgol Uwchradd Caergybi learners and reduce the exodus of young people.

The following section (section 4) applies the relevant key drivers for change to Ysgol Uwchradd Caergybi.

4. KEY DRIVERS FOR YSGOL UWCHRADD CAERGYBI

The key drivers for school modernisation from the Modernising Learning Communities and Developing the Welsh Language Strategy are considered below. In addition, general matters outside the key drivers are also considered.

4.1 Standards/ Estyn inspections

The school had an Estyn Inspection in February 2025 which is available in the link below:

[Inspection report Ysgol Uwchradd Caergybi 2025](#)

The Council wants to ensure that all children in Anglesey achieve their full potential and have the best possible experiences. Any school modernisation / reorganisation would have to at least maintain the good aspects noted by Estyn and also address any shortcomings outlined within their reports.

It is expected that the school leadership and management structure would need to deliver the full curriculum, regardless of the outcome of the proposal.

4.2 Leadership and Management

The Headteacher at Ysgol Uwchradd Caergybi has no teaching responsibilities, which allows the Headteacher time to deal with leadership and managerial matters.

The Headteacher does not have any specific and regular teaching commitments but may step in to cover lessons as required, for example due to periods of staff sickness.

If the proposal is implemented, the present leadership and management structure may need to be reviewed, should learner numbers change in the future.

As Ysgol Uwchradd Caergybi will continue to provide education for at 11–18-year-olds, some of the Headteacher's management and leadership time will continue to focus on post 16 provision.

4.3 Buildings and Resources

The table below details the current situation regarding the condition rating of the school (2024), the current and projected future maintenance spend required to raise the condition to a suitable level (not Sustainable Communities for Learning level) and how the school complies with requirements of the Equality Act 2010 with regards to accessibility. The information below is for the whole Ysgol Uwchradd Caergybi:

Ysgol Uwchradd Caergybi	September 2024
School Building – floor area	12,233 m ²
School Site Area	26,826 m ²
Current and projected future maintenance spend	£28,985,743*
Current and projected future maintenance spend per m ² (based on the building floor area)	£2,369
Current and projected future maintenance spend per m ² (based on the school site area)	£1,081
Current and projected future maintenance spend per learner (based on September 2023 and September 2024 learner numbers respectively)	£35,092
Condition Grade** as at 2-12-23	C
Number of mobile classrooms on site	None
Equality Act 2010	The school building has significant accessibility issues
Suitability for curriculum delivery	Satisfactory, performing as intended, but does not effectively support the delivery of the curriculum in some areas.

*The increase in current and projected future maintenance spend is mainly due to work that will be required in the future to replace RAAC, following changes to UK Government guidance in August 2023.

**Welsh Government categorises the condition of school buildings on a scale of A-D. Below is a definition of the different categories:

A – As new

B – Functionally safe and shows only minor deterioration

C – Operational but major repair or replacement needed in the short to medium term

D – A severe risk of failure

Ysgol Uwchradd Caergybi is classed as “Operational but major repair or replacement needed in the short to medium term”.

4.4 Learner Numbers / Surplus Places

Details of the learner numbers on roll (September 2024), learner numbers for the past four years (January 2024 PLASC) and future learner projections to 2029 (as provided by the school as of September 2024) are shown in this section. In addition, details of learners who travel between catchment areas are also included.

4.4.1 Current and past learner numbers for Ysgol Uwchradd Caergybi for the past four years (based on annual January PLASC figures)

Ysgol Uwchradd Caergybi	Capacity	Learner numbers					
		January 2020	January 2021	January 2022	January 2023	January 2024	September 2024
Years 7-11		703	739	752	733	728	724
Years 12-13		114	140	131	140	115	102
Years 7-13	1,170	817	879	883	873	843	826
% Surplus Places		30.2%	24.9%	24.5%	25.4%	27.9%	29.4%

4.4.2 Five-year forecasts

The projections shown in the table below (as of September 2024) are based on a formula used by the Council to calculate forecasts:

Ysgol Uwchradd Caergybi	Capacity	Projected Sept 2025	Projected Sept 2026	Projected Sept 2027	Projected Sept 2028	Projected Sept 2029
Years 7-11		696	699	695	648	626
Years 12-13		112	101	96	107	105
Years 7-13	1170	807	800	790	754	732
% Surplus Places		31.0%	31.6%	32.5%	35.6%	37.4%

4.4.3 Learners who travel between catchments areas.

As of September 2024, the table below notes the percentage of learners who travel from outside the Ysgol Uwchradd Caergybi catchment area to attend the school:

Total number of out of catchment learners	Total School Population	Out of catchment learners as a % of the school population
37	826	4.5%

The number of children attending the school from outside the catchment area is low at Ysgol Uwchradd Caergybi.

The table below shows which secondary school on Anglesey these learners attend:

	September 2024	
Number of learners registered as living in the Ysgol Uwchradd Caergybi (YUC) catchment area	1,436	
Schools attended	Number of learners	Approximate %
Ysgol Uwchradd Caergybi	826	57.5%
Ysgol Uwchradd Bodedern	406	28.3%
Ysgol David Hughes	13	0.9%
Ysgol Gyfun Llangefni	30	2.1%
Ysgol Syr Thomas Jones	2	0.1%
Ysgol Friars - Bangor	132	9.2%
Other Gwynedd schools	27	1.9%

4.5 Financial

The table below shows the cost per learner for Ysgol Uwchradd Caergybi and other secondary schools in Anglesey for the 2024/25 financial year:

School	Ysgol Uwchradd Caergybi	Ysgol Syr Thomas Jones	Ysgol Gyfun Llangefni	Ysgol David Hughes	Ysgol Uwchradd Bodedern	Average Secondary Primary
Cost per learner (2024/25)	£6,428	£7,323	£6,605	£6,368	£6,853	£6,690

Source: Stats Wales website - [Delegated School Budgets per learner, by sector \(£\) \(gov.wales\)](https://gov.wales/delegated-school-budgets-per-learner-by-sector)

The cost per learner at Ysgol Uwchradd Caergybi (£6,428) is below the average for secondary schools in Anglesey (£6,690).

In September 2024, 33.4% of learners at Ysgol Uwchradd Caergybi were entitled to free school meals. The table below shows how this compares with the other secondary schools on Anglesey:

School	% learners entitled to free school meals
Ysgol Uwchradd Caergybi	33%
Ysgol Uwchradd Bodedern	22%
Ysgol Syr Thomas Jones	20%
Ysgol Gyfun Llangefni	20%
Ysgol David Hughes	10%

4.5.1 School Budgets

School	Ysgol Uwchradd Caergybi	Ysgol Syr Thomas Jones	Ysgol Gyfun Llangefni	Ysgol David Hughes	Ysgol Uwchradd Bodedern	Average Secondary School balance
Position of School Balances as at 31st March 2024	£945,565	£258,916	£527,586	£347,322	£543,426	£524,563
% of the school budget	15%	7%	10%	5%	10%	9%

As at 31 March 2024, all schools had balances which equated to 5% or more of their school budget. The Council is facing a challenging financial situation over the next few years, (as all Local Authorities are) and school budgets cannot be excluded from this. Schools will likely continue to make use of their balances to balance their delegated budgets. The Council will continue to monitor the level and use of school balances.

The school balances for Ysgol Uwchradd Caergybi is the highest of all 5 secondary schools and is 80% higher than the average for Anglesey's secondary schools. Therefore, if the proposal is not implemented, Ysgol Uwchradd Caergybi has a higher school balance to use than the other secondary schools on Anglesey.

4.6 Well-being, care and health

There is a strong connection between school buildings / environments and wellbeing, care and health. A well-designed school environment could improve the physical and mental health of children, in addition to improving the wellbeing of staff and making them feel that they are appreciated. Well-designed and thoughtfully developed school grounds enrich opportunities to learn and play. Connection and contact with nature create more positive emotions and feelings of vitality, and less negative emotions; it also offers a release from mental fatigue, and the ability to concentrate for longer.

With regard to well-being, care, support and guidance, the report of February 2025 stated in part: ***"There is a strong culture of safeguarding at the school. Many pupils feel safe and nearly all know where to go for support if needed. Systems to report, respond and manage concerns are robust and well-understood. Leaders respond swiftly to any negative trends in attitudes or emerging issues by providing them with useful professional learning opportunities to discuss these aspects and plan to address them. Training arrangements and safe recruitment practices are suitable."***

The wellbeing, care and health of learners could well be improved if the proposal is implemented.

There is no suitable green playing field accessible to learners on the current Ysgol Uwchradd Caergybi site and learners currently use the playing fields at Millbank. A new school building for Ysgol Uwchradd Caergybi could address all these factors.

A new school building with more space, a light and airy atmosphere, and modern design would offer numerous benefits. In recently completed new local schools, the enhanced space has allowed the children to feel more relaxed and comfortable in a much better learning environment and has improved the overall well-being of all that attend the school. There has been increased student engagement, better behaviour and increased community engagement.

The proposed new school building will have more area available per learner as shown in the table below. This will contribute to the improved well-being of learners at the proposed new school building:

	Ysgol Uwchradd Caergybi	New school building
Capacity	1,170	900
School Site Area (m ²)	26,826	55,300*
Area available per learner (m ²)	22.9	61.4*

*Source Welsh Government - Area Guidelines for Schools in Wales Sustainable Communities for Learning – issued March 2025

4.7 Curriculum for Wales

If the proposal is implemented, it would ensure that the school's curriculum will continue support its learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

This would be the case for all learners at the school.

4.8 The Welsh Language

The Council's aim will be to maintain and improve bilingual and Welsh-medium provision in line with Welsh Government's Welsh Language Strategy, Cymraeg 2050: A million Welsh speakers, and the Council's own Welsh in Education Strategic Plan (WESP) for 2022-2032. The aim is to fully develop learners' abilities as bilingual learners by the end of formal education.

Realisation of the proposal would support the current trend of improvement against the outcomes 3-7 below of the Council's WESP.

Outcome 3 - More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.

Outcome 4- More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.

Outcome 5- More opportunities for learners to use Welsh in different contexts in school.

Outcome 6- An increase in the provision of Welsh-medium education for learners with additional

learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Outcome 7- Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Fforwm Iaith Ynys Môn (Anglesey Welsh language forum, which is independent from the Council) receives progress information about the Council's Welsh in Education Strategic Plan (WESP) on a quarterly basis.

All schools and local authorities in Wales inform parents and the Welsh Government of the language they intend to teach. In Wales, this can be through either English or Welsh, or through a combination of both languages. Since the policy for categorising schools in this way was first introduced in 2007, schools and local authorities have taken our lead around how they should categorise their schools according to the amount of the curriculum is delivered through the medium of Welsh.

The number of school categories are being reduced to three in the primary sector and three in the secondary sector. An English medium school would be a Category 1 school, a dual language school would be a Category 2 school, and a Welsh-medium school would be a Category 3 school. Between these categories are transitional categories e.g. T2 (between Cat 1 and Cat 2) and T3 (Between Cat 2 and Cat 3).

One of the core principles in introducing the new arrangements is that schools should not offer less Welsh-medium provision in the future than has been done in the past. In reducing the number of categories, there is the option for schools to grow their Welsh language provision within that category. Any change (reduction or increase) in Welsh-medium provision would constitute a 'regulated alteration' as set out under section 42 of the School Standards and Organisation Act 2013 and trigger a consultation process as outlined in the School Organisation Code 2018. Developing more Welsh speakers confident in their ability to use their language in as many contexts as possible is at the heart of Cymraeg 2050: A million Welsh speakers. This is why, in defining a school language category, we've placed greater emphasis on opportunities to use and enjoy Welsh outside the classroom.

Currently, thirty-eight primary schools are in category 3. And one Foundation Primary School is in category 2. The definition of Category 3 for Primary schools is:

Welsh is the school's main language of internal communication. Communication with parents and carers is in either English, Welsh or bilingually as needed. This is a school with a strong Welsh language ethos at its core, supporting and enabling learners' Welsh language use in all social context in and outside of school. In a Welsh immersion setting all learners are taught fully in Welsh, with English being used on occasion to ensure understanding during early immersion. From aged 7 onwards at least 80% of learner's school activities (both curricular and extra-curricular) will be in Welsh.

In addition, Anglesey presently has 4 Secondary schools in category 3 and 1 in a transitional category (T3). **Ysgol Uwchradd Caergybi is in this transitional category and has begun the ambitious process of transitioning towards category 3 within a five-year plan, achieving category 3 by September 2029.**

Although this transitional process is independent of this proposal, if the proposal is agreed, it will increase the provision of Welsh medium education at Ysgol Uwchradd Caergybi to meet demand.

The definition of a Category 3 Secondary school is:

Category 3 – Welsh-medium school will offer a wide range of their Areas of Learning and Experience (AoLE) through the medium of Welsh. At least 60% of learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh. Category 3 schools are expected to continue to reflect the linguistic context of the area whilst working towards increasing their Welsh medium provision over time.

4.9 Community Use

A new school building for Ysgol Uwchradd Caergybi could also optimise use of resources and infrastructure to provide services to the Holyhead and surrounding area communities. This means having flexible assets so that there are means for the community (including children, adults, and older people) to use the asset and the resources. Some facilities within the new YUC will be made available for use by the community outside of school hours. This could support the resilience of communities and help mitigate against the impact of poverty.

This would enable the Council and the potential new school to be Community Focused School, building strong partnerships with families, engaging with the wider community and collaborating effectively with other sectors and services. This would be in line with Welsh Government's latest guidance:

[Community Focused Schools \[HTML\] | GOV.WALES](#)

4.10 Decarbonisation

A key part of the journey to achieve net zero carbon at the Council is to review the use and performance of all Council assets, ensuring the smallest possible carbon footprint whilst continuing to provide services to our communities. Ysgol Uwchradd Caergybi is in the top ten of carbon emitters out of all the Council's assets. If the proposal was implemented, a potential new school building would address this issue as the building will be net zero carbon.

See data below for carbon dioxide emissions for the school:

Carbon dioxide emissions (tonnes CO ₂ e or tCO ₂ e)	2021/22	2022/23	2023/24
Electricity	64	59	57
Gas	159	152	150
Total	223	211	207

Although carbon dioxide emissions are decreasing, YUC remains among the top ten Council buildings with the highest emissions.

4.11 Post 16 Provision

The Council operates a Post-16 Education Consortium with Gwynedd and Grŵp Llandrillo Menai, and the Consortium is responsible for commissioning post-16 provision to meet locally agreed curriculum requirements for education and training.

Although the Post-16 Education Consortium has succeeded to rationalise provision, the current system isn't sustainable in terms of travel costs and small class sizes. Additionally, as schools have already rationalised the number of non-viable courses, learners spend regular intervals travelling from one school to another.

See the report on the post-16 engagement undertaken in February and March 2025 for further details.

4.12 General Matters

This section refers to travel arrangements, Additional Learning Needs, any likely housing developments in the area which may affect learner numbers.

4.12.1 Travel

The proposed location for the proposed new school building is on land near Holyhead Leisure Centre, contingent upon successful land acquisition. This may mean that there may be additional travelling times and costs. However, it is anticipated that some transport costs may well be reduced because those learners who wish to access Welsh-medium, fully bilingual provision will not need to be transported out of their school catchment area to the nearest Welsh-medium secondary school.

The Council has a duty to provide travel assistance in accordance with the Learner Travel (Wales) Measure 2008. The Council provides free school transport for full time secondary school learners residing 3 miles or more from the school in whose catchment area they reside (except for 6th form learners / further education students). Further information available from the school transport policy <https://www.anglesey.gov.wales/en/Residents/Schools-and-learning/School-transport/School-Transport-Policy.aspx>

The Sustainable Communities for Learning programme is linked to the **Active Travel (Wales) Act 2013**. The Act sets a clear ambition to improve walking and cycling routes to help us satisfy our environmental and health objectives. If the proposal is accepted, active travel plans will be reviewed and prepared in accordance with the Act for the new Ysgol Uwchradd Caergybi building once a new site is chosen.

4.12.2 Additional Learning Needs (ALN)

If the current proposal is agreed, it would result in a change in the learning environment of learners from Ysgol Uwchradd Caergybi. It is however, acknowledged the change could prove more challenging for some learners with additional learning needs (ALN). All practical steps would be taken to ensure minimum disruption and to assist learners with any transfer, the Council would obtain advice from specific teams (which the learners are subject to) to identify and implement relevant strategies to ease the transition. This could include (for example)

- a visual resource with photographs of key people/places in the school. This can be sent directly to children with ALN or who are considered vulnerable.
- provide visual resources regarding the rules and routines of the day such as photographs of the school uniform, number of lessons per day, lunchtime etc.
- arrange for the class teacher to phone, visit, or write to the learner to speak to them and to let them know that they are thinking of them prior to the transition.
- School to provide parents and carers with Q&A leaflet with key questions and answers often asked.
- Schools to try to get as much information about the learner as possible from the parents and carers, the learner, the previous school, or any agencies related to the learner.

If the proposal is accepted, a needs assessment would be undertaken to identify the level and type of support that is required to ease the transition of learners who have additional learning needs.

Any learners with additional learning need currently attending Ysgol Uwchradd Caergybi would continue to receive the level of support that is required to meet their individual educational needs at the new school building.

The Council would provide appropriate help and support for ALN learners. Should parents with learners who are registered ALN have any questions regarding the support offered, individual meetings can be arranged with the ALN and Inclusion Senior Manager by telephone on 01286 679007 or Email: GweinyddolADYaCH@gwynedd.llyw.cymru

4.12.3 Housing developments

Projections confirm that learner numbers for Ysgol Uwchradd Caergybi are expected to fall.

The table below shows the remaining allocation for housing developments in the school catchment areas with planning permission (2018-2026).

Remaining allocation for housing developments in the catchment area with or without planning permission (2018-2026)	Estimated Corresponding number of learners*
529	Estimate - 80 learners

*Evidence suggests that each house within the relevant Medium Super Output Area [MSOA*¹] has, on average 0.15 young people of secondary school age. Multiplying the number of housing developments with 0.15, gives an estimated number of additional children who would need to be educated at that particular school.

*¹ MSOA - areas as defined by the Office of National Statistics, for reporting census information. The MSOA's typically consist of between 2,000 and 6,000 households and have a population of between 5,000 and 15,000 persons. More information on the MSOA's can be found on the following link - [Census 2021 geographies - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/census/2021-geographies)

Should all the housing provision noted above materialise, there would still be sufficient places at the new school building for Ysgol Uwchradd Caergybi

It is important to note that projections are difficult as some learners attend the schools from other catchment areas.

4.12.4 Anglesey Freeport

Anglesey Freeport has the potential to be a great opportunity to enhance the economy of North Wales by attracting significant inward investment to drive economic activity, providing high-skilled, high-paid jobs for the local workforce. A Freeport is a designated area, that offers special tax, customs and regulatory benefits to encourage economic activity created by the UK and Welsh governments to boost investment in parts of the country with generous incentives. The opportunities that the Freeport will create will be central to ensuring the long-term prosperity of communities across Anglesey and help protect the proud identity and heritage of the local area. This in turn will create opportunities for and create jobs for Ysgol Uwchradd Caergybi learners and reduce the exodus of young people. Careers and Work-related Education is a new cross-cutting theme in the Curriculum for Wales where schools must plan quality careers and work-related experiences. The opportunities around the Anglesey Freeport could help young people have experiences that will open their eyes to potential employment opportunities in the area.

Below are the conclusions drawn from the key drivers for change for Ysgol Uwchradd Caergybi.

- Standards were as outlined in the last Estyn report dated February 2025.
- There could be changes to the present leadership and management structure if the proposal is implemented and should learner numbers change in the future.
- There is a current and projected future maintenance spend (September 2024) of almost £29 million at the current school building.
- The current school building has been classified as grade C (Operational but major repair or replacement needed in the short to medium term). Following changes in UK Government guidance relating to Reinforced Autoclave Aerated Concrete (RAAC), widescale remedial work was undertaken which safeguarded the school structure in the medium-term. However, a long-term solution is urgently required.
- The current school building only partially meets the requirements of the Equality Act 2010. The current building has significant accessibility issues.
- As of September 2024, there are 29% surplus places at Ysgol Uwchradd Caergybi
- 33.5% of learners who live in the catchment area attend schools elsewhere on the Island and in Gwynedd.
- The cost per learner at Ysgol Uwchradd Caergybi is lower than the average for secondary schools on Anglesey. The school balances were also the highest of the 5 secondary schools on Anglesey at the end of the 2023/24 financial year at 15% of the school's budget.
- There is a lack of playing fields on the current school site with school learners using playing fields in Millbank.
- Ysgol Uwchradd Caergybi is currently categorised as T3 that is teaching through the medium of English with significant teaching through the medium of the Welsh language. The change of category is independent of this proposal.
- In addition to learners using the school's facilities for extracurricular activities, community groups use Ysgol Uwchradd Caergybi's facilities during term time and in the school holidays.
- Ysgol Uwchradd Caergybi is in the top ten of high carbon emitters out of all the Council's assets
- Transport to school for learners is in line with Council's School Transport Policy.
- The proposed location for the proposed new school building is on land near Holyhead Leisure Centre, contingent upon successful land acquisition. However, it is anticipated that transport costs may well be reduced because those learners who wish to access Welsh-medium, fully bilingual provision may not need to be transported out of their school catchment area to the nearest Welsh-medium secondary school.
- If the housing developments that are proposed in the school's catchment area are realised, there would be sufficient room at the school for the potential additional year 12 and 13 learners.

It can therefore be concluded from this section that the school building for Ysgol Uwchradd Caergybi requires attention to provide a sustainable model for future years.

The key challenges that Ysgol Uwchradd Caergybi faces and how they may be addressed by the proposal are discussed in section 5.

5. KEY CHALLENGES FACED BY YSGOL UWCHRADD CAERGYBI

This section discusses the key challenges faced by Ysgol Uwchradd Caergybi and how they could be addressed by the proposal. In addition, consideration is given to specific factors when determining school organisation proposals for secondary schools.

5.1 How could the proposal address the key challenges?

The table below shows how the key challenges faced by Ysgol Uwchradd Caergybi could be addressed by the proposal to:

“Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11–18-year-olds”.

	Key challenges	How they would be addressed by the proposal
Buildings and resources	An inspection of the school building denotes that there are severe deficiencies. The school building has been categorised as “Operational but major repair or replacement needed in the short to medium term”. The recent Reinforced Autoclave Aerated Concrete (RAAC) remedial work in 30% of the school building were temporary measures.	By investing in school buildings, the Council wants to create better facilities that learners and the wider community can use. This includes access to continuous adult learning, childcare, sport, leisure, other social activities, and cultural activities. Investing in a new school building for Ysgol Uwchradd Caergybi also lowers the maintenance burden on the Council.
Learner numbers	There are currently 29% surplus places at Ysgol Uwchradd Caergybi	By implementing this proposal, the Council would make more efficient use of resources and reduce the surplus places at the school.
Wellbeing, Care and Health	<p>There is no suitable green playing field accessible to learners on the current site.</p> <p>The school fields are located off the school site, across two roads and behind a nearby primary school.</p> <p>The school only partially meets the requirements of the Equality Act 2010 and is unable to offer wide access throughout the school site.</p> <p>There is some use of the school's facilities by the community.</p>	<p>A well-designed school environment can improve the physical and mental health of children, in addition to improving the wellbeing of staff and making them feel that they are appreciated.</p> <p>Well-designed and thoughtfully developed school grounds enrich opportunities to learn and play. Connection and contact with nature create more positive emotions and feelings of vitality, and less negative emotions; it also offers a release from mental fatigue, and the ability to concentrate for longer.</p> <p>The Council is committed to investing in a Community Focused Schools learning environment, by co-locating key services, and ensuring a stronger engagement with parents and carers outside traditional hours.</p>

	Key challenges	How they would be addressed by the proposal
		The Council's Community Focused Schools programme addresses child poverty and mitigate its effects, including educational inequalities children experience because of living in poverty.
Curriculum for Wales	There is no designated sports hall available. The Leisure Centre is too far away from the school site. The school's gymnasium and outside space limits what can be offered to learners in relation to Health & Wellbeing.	A new school building for Ysgol Uwchradd Caergybi could ensure the school has the resources to drive the new curriculum forward successfully, to meet the four main purposes of developing: <ul style="list-style-type: none"> •Ambitious capable learners •Enterprising creative contributors •Ethical, informed citizens •Healthy, confident individuals
The Welsh Language	Ysgol Uwchradd Caergybi is the only secondary school on Anglesey that is not currently Welsh-medium. It is now categorised as T3 and is therefore in a transitional phase towards becoming Welsh-medium by September 2029.	The transition to being a Welsh medium school has begun and will continue over the next 5 years to develop and strengthen the Welsh-medium and bilingual provision in the classroom and in informal contexts. By being a community focused school, the new setting can also serve as a community hub to help support and encourage Welsh-speaking in the wider community. Furthermore, the new proposal could ensure wider and more efficient access to Welsh medium provision in the Holyhead area, allowing learners to stay within their geographical catchment area for secondary school provision whilst also ensuring they progress along the language continuum. This in turn may have a positive impact on Welsh language use in the area.
Decarbonisation	The current school building is in the Council's top 10 buildings in terms of high carbon emissions. In 2023/24, the emissions were 207t CO ₂ e. (See section 4.10 above for further information) The Council is of the opinion that nothing further can be done to reduce decarbonisation at the building in its current condition.	The new school building would be a net zero carbon school once in operation. The proposal would enable the Council to improve biodiversity on the possible site and to offset carbon emissions.

	Key challenges	How they would be addressed by the proposal
Post 16 provision	The number of bilingual courses in post-16 education offered by the school is limited owing to its language category.	If this proposal is realised, the new Ysgol Uwchradd Caergybi would be a Category 3 Welsh medium secondary school when it opens. It is expected there will thereafter be an increase in the number of courses available through the Welsh-medium at post-16.
Equality Act 2010	The current Ysgol Uwchradd Caergybi building has significant access issues.	If the proposal comes to fruition, the new Ysgol Uwchradd Caergybi will fully meet the requirements of the Equality Act 2010.

5.2 Consideration of specific factors

The school organisation code states that the following specific factors outlined in the table below requires consideration when determining school organisation proposals for secondary schools.

Specific factors	How is it addressed by the proposal
Will the proposal lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19.	The proposal invests in the learning environment of a Community Focused School which serves an area of high deprivation (in September 2024, 33.4% of learners are entitled to free school meals), co-locating key services, and securing stronger engagement with parents and carers outside traditional hours. This will aid tackling the impact of poverty on educational attainment to ensure high standards and aspirations for all, leading to improved pathways.
Will proposal contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at learners of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14–19-year-old learners.	Schools on Anglesey form part of the Anglesey-Gwynedd post-16 Education Consortium. The proposal will see learners continue to access the same appropriate range of relevant courses and qualifications and high quality; employer-informed, vocational learning routes targeted at learners of all abilities. These will either be accessed at the school, on another school-site or at Coleg Menai (the FE college).
Is the proposal likely to lead to increased participation in learning by learners beyond compulsory school age, considering transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel.	Learners will be under no detriment as post compulsory school-age learners aren't eligible for free school-transport provision. However, as part of the proposal, new active travel routes will be planned to encourage learners and the community who need to access the site to use more sustainable means of travel.

Specific factors	How is it addressed by the proposal
The extent to which the proposal contributes to the 14-19 agenda taking account of the views of regional 14-19 networks.	The proposal will maintain the current successful partnership working in a consortium framework, where schools across Anglesey and Gwynedd, alongside the FE college, ensure cost effective and efficient joint planning and delivery of services for Learning Pathways and post-16 education and training. The proposal may also offer the opportunity to expand the range of subjects on offer with on-site access to specialist resources. The proposal will complement the existing system for post-16. See the report on the post-16 engagement for further details.
The effect of proposals on 11-16 provision in schools.	Curriculum 14-19 see above.
How proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations.	Post-16 education and training will continue to be planned strategically and delivered (cost) effectively across the two counties for the benefit of post-16 learners. As per the terms of the agreement, joint planning and delivery of services for post-16 education and training will continue to ensure there is no duplication of provision. The proposal will contribute to the wider review of post-16 education provision on the Island.
How proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education.	In line with the Welsh in Education Strategic Plan and the new school's transitional status, it is foreseen that the new proposal will ensure wider access to Welsh medium provision and increase availability of Welsh medium courses in post-16 education by the completion date.
The extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation.	The proposal would be a key part of the local community, offering opportunities to use the school's modern facilities for well-being, play, sporting, cultural and other community activities. Other support or advice services would also be signposted.
How proposals might affect the discretionary transport provision the Council may provide to learners above compulsory school age.	The discretionary transport provision to be addressed once the location of the new school building is confirmed. The Council would be looking to decrease the discretionary transport cost.

5.3 Summary of the key challenges faced by Ysgol Uwchradd Caergybi

The key challenges facing Ysgol Uwchradd Caergybi and how they could be addressed by implementing the proposal, are listed below.

- A structural inspection of the school building denotes that there are severe deficiencies. The school building has been categorised as “Operational but major repair or replacement needed in the short to medium term”. The urgent Reinforced Autoclave Aerated Concrete (RAAC) remedial work conducted during 2023/24 in 30% of the school building were temporary measures. This was as a result of changes in UK government guidance.
- There is a current and projected future maintenance spend (September 2024) of almost £29 million at the current school building.
- The current school building has been classified as grade C (Operational but major repair or replacement needed in the short to medium term).
- The current school building only partially meets the requirements of the Equality Act 2010. The current building has significant accessibility issues.
- As of September 2024, there are 29% surplus places at Ysgol Uwchradd Caergybi
- 33.5% of learners who live in the catchment area attend schools elsewhere on the Island and in Gwynedd.
- There is a lack of playing fields on the current school site with school learners using playing fields in Millbank.
- The current school consists of several buildings, and this causes some challenges in delivering the Curriculum for Wales on the present split site
- Ysgol Uwchradd Caergybi is currently categorised as T3 that is teaching through the medium of English with significant teaching through the medium of the Welsh language. The change of category is independent of this proposal.
- In addition to learners using the school’s facilities for extracurricular activities, community groups use Ysgol Uwchradd Caergybi’s facilities during term time and in the school holidays.
- Ysgol Uwchradd Caergybi is in the top ten of high carbon emitters out of all the Council’s assets (third in terms of electricity usage and fifth in terms of mains gas usage).
- For post 16 education, there appears to be an issue with sustainability of the current provision in terms of travel costs and small class sizes. Additionally, as schools have already rationalised the number of non-viable courses, learners spend time travelling from one school to another.

It can therefore be concluded from this section that a new school building for Ysgol Uwchradd Caergybi is required to provide a sustainable model for future years.

6. REASONABLE ALTERNATIVES TO THE PROPOSAL

This section identifies reasonable alternatives to the proposal to:

“Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-18 year olds”.

The proposal (section 6.1 below) and the reasonable alternatives have been assessed against the drivers for change as noted in section 3 and 4.

6.1 Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-18-year-olds

Estimated cost: £66 million capital equivalent costs anticipated – based on the assumption that the proposal is to be funded through the Mutual Investment Model (MIM). Capacity 900		
Driver	Opportunities	Challenges
1.Standards	<ul style="list-style-type: none"> Standards would be expected to be at least maintained in the new school building. 	<ul style="list-style-type: none"> Ensure that there is no lowering of standards as new learners and staff take place. With reduced capacity, fewer staff will be required. This can have an impact on standards
2.Leadership and Management	<ul style="list-style-type: none"> Could build on the leadership and management structure already seen at the current school building. 	<ul style="list-style-type: none"> Managerial impact over a transitional period such as the opening of a new school building i.e. leadership focused on more active issues when moving. Need to fund the release of a school leader. If it is on a larger location, it will require more site management.
3.Building and Resources	<ul style="list-style-type: none"> Addresses the current and projected future maintenance cost, of almost £29 million. Addresses those current mitigations due to Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building were temporary measures. More green outdoor space than at the current site, in line with Building Bulletin guidelines. 	<ul style="list-style-type: none"> Maintain control over expenditure on new premises (overspending) and ensure that it meets a quality standard With more safe site management systems, there will be more demand on site managers as well as implications such as maintenance (e.g. grounds).
4.Learner Numbers /Surplus Places	<ul style="list-style-type: none"> Increased likelihood that learners will remain within their catchment area because of having access to a new school building and modern resources and possibly a facility on a campus style site. 	<ul style="list-style-type: none"> Parents will still have the same right to apply for their children to transfer to an out-of-catchment school, whether or not the new school building goes ahead. If the number of applications exceeds the school's capacity, there may be more admissions appeals.
5.Financial	<ul style="list-style-type: none"> No additional Transport Cost Would lead to a saving of approximately £45,798 against the central Repairs & Maintenance budget for the next 	<ul style="list-style-type: none"> Additional Cost of approximately £2,000k through the delegated school's budget. If the scheme was delivered through MIM, the Council's

Estimated cost: £66 million capital equivalent costs anticipated – based on the assumption that the proposal is to be funded through the Mutual Investment Model (MIM). Capacity 900

Driver	Opportunities	Challenges
	<p>25 years (if the scheme is delivered via the Mutual Investment Model (MIM))</p> <ul style="list-style-type: none"> Reduction in current and projected future maintenance cost, of £29 million (2024). 	<p>contribution (estimated 17%) towards the Annual Service Charge would result in an additional revenue cost of approximately £1.3 million per annum for the Council to fund for years 1-25 and approx. £94,000-£141,000 for years 26-60</p>
6.Wellbeing, Care and Health	<ul style="list-style-type: none"> A well-designed school environment together with green outdoor spaces could improve the physical and mental health of children, in addition to improving the wellbeing of staff and making them feel that they are appreciated. Use of a possible new facility would also benefit the wider community. 	<ul style="list-style-type: none"> Children who are already accustomed to the current school building may find it challenging from moving to a new school. Also, if the distance is greater than the current distance for some learners, it can have an impact on attendance. Operational issues to consider with the public also having access to the school building.
7.Curriculum for Wales	<ul style="list-style-type: none"> New school building could provide additional specialist modern resources and outdoor green spaces to drive the new curriculum forward. 	<ul style="list-style-type: none"> No obvious challenges.
8.The Welsh Language	<ul style="list-style-type: none"> The transition to a Welsh medium school by 2029 would continue. Transport cost savings as the school would be Welsh medium, transporting learners to a nearby Welsh medium secondary school would not be required. 	<ul style="list-style-type: none"> No obvious challenges. But depending on the school reaching language category 3.
9.Community use	<ul style="list-style-type: none"> Having purpose-built community resources in the new school building and access to modern facilities would be expected to attract increased community use and family engagement /involvement. 	<ul style="list-style-type: none"> Potential relocation of community asset.
10.Decarbonisation	<ul style="list-style-type: none"> The new school building would be net zero carbon in operation which would reduce the carbon emissions for Ysgol Uwchradd Caergybi. 	<ul style="list-style-type: none"> However, it is recognised that the carbon emission savings may be slightly reduced due to the potential extra travel for some learners.
11.Post 16 Provision	<ul style="list-style-type: none"> Post 16 education would continue at a proposed new site. 	<ul style="list-style-type: none"> No obvious challenges.

6.2 Federate Ysgol Uwchradd Caergybi, with Ysgol Cybi

To federate describes a formal and legal agreement by which the schools involved work together in a formal partnership under a single governing body.

Based on no capital costs incurred.

Driver	Opportunities	Challenges
1.Standards	<ul style="list-style-type: none"> Standards would be expected to be at least maintained in the new school building. Improved curriculum experiences and progression for learners Opportunities for sharing staff expertise, resources and good practice but would need to be managed carefully. Possibility of attaining consistency of teaching and learning methodology. Efficiencies re training opportunities for teachers at both schools. 	<ul style="list-style-type: none"> Access to learning environment/materials can change significantly as learners move from Year 6 to 7. There may be an impact on standards
2.Leadership and Management	<ul style="list-style-type: none"> Opportunity to develop a new senior management team 	<ul style="list-style-type: none"> Potential impact on leadership team with loss of experienced staff and governors as result of possible restructuring. The school status would need to be addressed as Ysgol Cybi is a Voluntary Controlled Church in Wales School and Ysgol Uwchradd Caergybi is a community school.
3.Building and Resources	<ul style="list-style-type: none"> No disruption to education because the buildings are already in place 	<ul style="list-style-type: none"> Would not address that the school building at Ysgol Uwchradd Caergybi requires significant attention and has been categorised as: "Operational but major repair or replacement needed in the short to medium term". In addition, does not address the fact those current mitigations due to Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building were temporary measures. Schools separated by a main road.
4. Learner Numbers /Surplus Places	<ul style="list-style-type: none"> Likelihood that Cybi learners may transfer to Ysgol Uwchradd Caergybi which could retain learners within their catchment area. 	<ul style="list-style-type: none"> Parents will still have the same right to apply for their children to transfer to an out-of-catchment school.

To federate describes a formal and legal agreement by which the schools involved work together in a formal partnership under a single governing body.

Based on no capital costs incurred.

Driver	Opportunities	Challenges
		<ul style="list-style-type: none"> ▪ If the number of applications exceeds the school's capacity, there may be more admissions appeals.
5.Financial	<ul style="list-style-type: none"> ▪ It is difficult to estimate the impact of the proposal on staffing costs, as the staffing structure would be decided by the governing body. Based on assumptions made by Council officers, we estimate that the proposal could lead to staffing cost saving in the region of £135,000 if Ysgol Uwchradd Caergybi and Ysgol Cybi federate. ▪ Each school retains its own budget. ▪ No additional transport cost. 	<ul style="list-style-type: none"> ▪ Whilst there are staffing cost savings to federating indicated as an opportunity, as schools receive their budgets via a set delegated school formula, it will not result in any corporate budget saving for the Council. ▪ Does not address the current and projected future maintenance cost of the individual schools – financially unviable in the future. ▪ Does not address the variation in the cost per learner and equality of provision as smaller schools receive a greater percentage of funding per learner.
6.Wellbeing, Care and Health	<ul style="list-style-type: none"> ▪ Possibility of combined learner activities through co-ordinated learning opportunities. 	<ul style="list-style-type: none"> ▪ Ensure well-being facilities of the same quality. Would not solve the lack of green outdoor space for older children
7.Curriculum for Wales	<ul style="list-style-type: none"> ▪ Opportunities for the primary sector to enrich the curriculum, by sharing resources and expertise. ▪ The transition of learners from primary to secondary school may be easier. 	<ul style="list-style-type: none"> ▪ Resources and experiences in just one site tailored and created ready for 21st Century schools.
8.The Welsh Language	<ul style="list-style-type: none"> ▪ The transition of Ysgol Uwchradd Caergybi to a Welsh medium school by 2029 would continue. 	<ul style="list-style-type: none"> ▪ No obvious challenges
9.Community use	<ul style="list-style-type: none"> ▪ The present use of the school by the community would continue. ▪ Possibly more opportunities to participate in community activities in the Holyhead area. Between Primary and Secondary learner's parents. 	<ul style="list-style-type: none"> ▪ Facilities may not be of the same standard at both sites.
10.Decarbonisation	<ul style="list-style-type: none"> ▪ No obvious challenges 	<ul style="list-style-type: none"> ▪ There would be no reduction in the carbon footprint of school buildings.

To federate describes a formal and legal agreement by which the schools involved work together in a formal partnership under a single governing body.

Based on no capital costs incurred.

Driver	Opportunities	Challenges
		<ul style="list-style-type: none"> ▪ If post-16 learners travel to a setting, the carbon footprint will increase.
11.Post 16 Provision	<ul style="list-style-type: none"> ▪ Primary school children may have access to post 16 learners as peers. ▪ Learning pathway for learners 4-19 at the federation. 	<ul style="list-style-type: none"> ▪ Learners will have to access post-16 education at a different site – this means cost implications. Some learners may not pursue further education.
12.General Matters	<ul style="list-style-type: none"> ▪ Minimum disruption to learners, parents and staff as the schools would continue to operate from their current sites. ▪ One Governing Body and potentially one Headteacher. 	<ul style="list-style-type: none"> ▪ Main road through the site.

6.3 Federate Ysgol Uwchradd Caergybi, with Ysgol Uwchradd Bodedern

To federate describes a formal and legal agreement by which the schools involved work together in a formal partnership under a single governing body.
Based on no capital costs incurred.

Driver	Opportunities	Challenges
1.Standards	<ul style="list-style-type: none"> ▪ Could maintain the current standards seen in the schools. 	<ul style="list-style-type: none"> ▪ By federating two schools, there is a risk of variation in standards in the short term.
2.Leadership and Management	<ul style="list-style-type: none"> ▪ Opportunity to develop a new senior leadership team ▪ Possibility of combined learner activities through co-ordinated opportunities involving similar aged learners from different schools. ▪ Opportunities for sharing staff expertise, resources and good practice but would need to be managed carefully. ▪ Possibility of attaining consistency of teaching and learning methodology. ▪ Efficiencies re training opportunities for teachers at both schools. 	<ul style="list-style-type: none"> ▪ Potential impact on leadership team with loss of experienced staff and governors as result of possible restructuring. ▪ The school sites are 7.7 miles apart.
3.Building and Resources	<ul style="list-style-type: none"> ▪ No capital costs 	<ul style="list-style-type: none"> ▪ Does not address the current and projected future maintenance cost of almost £29 million at Ysgol Uwchradd Caergybi and £1.36 million at Ysgol Uwchradd Bodedern. ▪ Would not address that the school building at Ysgol Uwchradd Caergybi requires significant attention and has been categorised as: "Operational but major repair or replacement needed in the short to medium term". ▪ In addition, does not address the fact that current mitigations due to Reinforced Autoclave Aerated Concrete (RAAC) in 30% of Ysgol Uwchradd Caergybi building were temporary measures.
4. Learner Numbers /Surplus Places	Better assurance regarding the satisfaction of parents/guardians regarding school admission applications.	<ul style="list-style-type: none"> • Would not reduce surplus places

**To federate describes a formal and legal agreement by which the schools involved work together in a formal partnership under a single governing body.
Based on no capital costs incurred.**

Driver	Opportunities	Challenges
5.Financial	<ul style="list-style-type: none"> Each school retains its own budget. No additional transport cost. 	<ul style="list-style-type: none"> It is difficult to estimate the impact of the proposal on staffing costs, as the staffing structure would be decided by the governing body. Based on assumptions made by Council officers, we estimate that the proposal could lead to additional staffing costs of approximately £71,000 per annum. Does not address the current and projected future maintenance cost of the individual schools – financially unviable in the future. Does not address the variation in the cost per learner and equality of provision as smaller schools receive a greater percentage of funding per learner.
6.Wellbeing, Care and Health	<ul style="list-style-type: none"> Possibility of combined learner activities through co-ordinated learning opportunities. 	<ul style="list-style-type: none"> The current Ysgol Uwchradd Caergybi and Ysgol Uwchradd Bodedern sites would not change and would be unlikely to lead to changes in learner wellbeing
7.Curriculum for Wales	<ul style="list-style-type: none"> Opportunities to enrich the curriculum, by sharing resources and expertise. 	<ul style="list-style-type: none"> Experiences in both schools could be varied for learners.
8.The Welsh Language	<ul style="list-style-type: none"> The transition of Ysgol Uwchradd Caergybi to a Welsh medium school by 2029 would continue. 	<ul style="list-style-type: none"> Experiences in Welsh in two schools can be varied until the language category changes.
9.Community use	<ul style="list-style-type: none"> The school provision would continue in both communities. The present use of the school by the community would continue. There could be more opportunities to participate in community activities across Holyhead and Bodedern. 	<ul style="list-style-type: none"> Better community resources in one school rather than the other – missing the opportunity to generate income.
10.Decarbonisation	<ul style="list-style-type: none"> No increased carbon emissions, due to further travelling distances to and from school. 	<ul style="list-style-type: none"> There would be no reduction in the carbon footprint from school buildings.
11.Post 16 Provision	<ul style="list-style-type: none"> Possibility of attaining consistency of teaching and learning methodology across the post 16 	<ul style="list-style-type: none"> Additional costs may be created due to the need to transport learners between the two sites

**To federate describes a formal and legal agreement by which the schools involved work together in a formal partnership under a single governing body.
Based on no capital costs incurred.**

Driver	Opportunities	Challenges
	provision at two secondary schools.	
12.General Matters	<ul style="list-style-type: none"> ▪ Education provision could continue school sites. ▪ Minimum disruption to learners, parents and staff as the schools would continue to operate from their current sites. ▪ One Governing Body and potentially one Headteacher. 	<ul style="list-style-type: none"> ▪ Both schools serve different specified catchment areas

6.4 Refurbish the current Ysgol Uwchradd Caergybi school building

Based on £50 million (approximately) capital costs incurred		
Driver	Opportunities	Challenges
1.Standards	<ul style="list-style-type: none"> Current standards would be expected to be maintained. 	<ul style="list-style-type: none"> A transitional period of school refurbishment may disrupt the school's ability to maintain standards
2.Leadership and Management	<ul style="list-style-type: none"> Could build on the leadership and management structure already seen at the current school building. 	<ul style="list-style-type: none"> Could build on the leadership and management structure already seen at the current school building.
3.Building and Resources	<ul style="list-style-type: none"> Would address the current and projected future maintenance cost of almost £29 million (2024). Addresses those current mitigations due to Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building were temporary measures. 	<ul style="list-style-type: none"> Any refurbishment would likely require learners to be taught off site. Limited green outdoor spaces on the current site. Refurbishment limited to a life span of 30 years as compared to 60 years for a new building.
4. Learner Numbers /Surplus Places	<ul style="list-style-type: none"> Opportunity to retain learners within their catchment area by ensuring learners have access to a refurbished school building. 	<ul style="list-style-type: none"> Disruption may potentially decrease learner numbers in the short term due to building refurbishment on the site. Learners have already seen significant disruption due to Covid and RAAC.
5.Financial	<ul style="list-style-type: none"> No additional Transport Cost Reduction in current and projected future maintenance cost, of almost £29 million (2024). 	<ul style="list-style-type: none"> Additional Cost of approximately £111,000 through the delegated school's budget. A proportion of the capital cost would need to be funded by the Council through unsupported borrowing, which is estimated to cost £1.4 million - £2.3 million per annum for 20 years.
6. Wellbeing, Health and Care	<ul style="list-style-type: none"> There could be opportunities to improve Wellbeing, Health and Care in the refurbished building. 	<ul style="list-style-type: none"> Disruption may affect learner's wellbeing and health in the short term due to building refurbishment on the site. Learners have already seen significant disruption due to Covid and RAAC.
7.Curriculum for Wales	<ul style="list-style-type: none"> The refurbishment could provide additional resources to drive the new curriculum forward. 	<ul style="list-style-type: none"> Limited space for additional resource on the current site. Outdoor facilities are located away from the school site.
8. The Welsh Language	<ul style="list-style-type: none"> The transition to a Welsh medium school by 2029 would continue. 	<ul style="list-style-type: none"> The impact of any ongoing construction on the site may mean that more parents in the catchment area (with their children attending a Welsh school) would send their children to a nearby secondary school

Based on £50 million (approximately) capital costs incurred		
Driver	Opportunities	Challenges
9. Community use	<ul style="list-style-type: none"> • The present use of the school by the community would continue. 	<ul style="list-style-type: none"> • During construction, access to the site by the community will be limited.
10. Decarbonisation	<ul style="list-style-type: none"> ▪ The refurbishment would contribute to the decarbonisation agenda. 	<ul style="list-style-type: none"> ▪ The reduction in carbon footprint would likely be marginal.
11. Post 16 Provision	<ul style="list-style-type: none"> ▪ New resources after the new school is refurbished 	<ul style="list-style-type: none"> ▪ Until the building is completed, post-16 learners may need to be relocated. This will have an impact on transport and its well-being.
12. General Matters		<ul style="list-style-type: none"> ▪ Disruption to learners, and staff as the school building is refurbished.

6.5 One new multi-site school (2 sites – current site of Ysgol Uwchradd Caergybi after refurbishment and Ysgol Cybi).

A multi-site school is one that operates from more than one site, but under a single school identity.

Based on £50million (approx.) capital costs incurred to refurbish Ysgol Uwchradd Caergybi.

Driver	Opportunities	Challenges
1.Standards	<ul style="list-style-type: none"> ▪ Possibility of developing consistency of teaching and learning methodology. ▪ Opportunities for sharing staff expertise and good practice across Key Stages at different sites. ▪ Could build on the current standards seen in the schools. ▪ Improved transition between primary and secondary and less of a dip in Yr 7 performance. 	<ul style="list-style-type: none"> ▪ By creating a multi-site school, there is a risk of variation in standards in the short term.
2.Leadership and Management	<ul style="list-style-type: none"> ▪ Opportunity for the Headteacher to develop a senior management team to share the Leadership role. ▪ Could be easier to recruit teachers and governors. 	<ul style="list-style-type: none"> ▪ Potential impact on leadership team with loss of experienced staff and governors as result of possible restructuring. ▪ The school status would need to be addressed as Ysgol Cybi is a Church in Wales Voluntary Controlled school and Ysgol Uwchradd Caergybi is a community school. ▪ It could prove difficult to lead and manage a school effectively at times when the Headteacher is not present on site.
3.Building Resources and	<ul style="list-style-type: none"> ▪ Addresses the current and projected future maintenance cost, of £29 million (2024). ▪ Addresses those current mitigations due to Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building were temporary measures. 	<ul style="list-style-type: none"> ▪ Schools separated by a main road. ▪ Minimal green outdoor space at the Secondary site. ▪ Significant disruption to learning during the Ysgol Uwchradd Caergybi refurbishment. ▪ Refurbishment lifetime is 30 years as compared to 60 years in a new build.
4. Learner Numbers /Surplus Places	<ul style="list-style-type: none"> ▪ Opportunity to retain learners within the catchment area. 	<ul style="list-style-type: none"> ▪ As a secondary school is refurbished, there is a risk parents may decide to send their children to another secondary school. As a result, it can be difficult to maintain numbers.
5.Financial	<ul style="list-style-type: none"> ▪ Schools current and projected future maintenance costs would be reduced by £29 million (2024) 	<ul style="list-style-type: none"> ▪ Would lead to additional revenue cost through the delegated school formula, of circa £267,000 per annum (estimate).

A multi-site school is one that operates from more than one site, but under a single school identity.

Based on £50million (approx.) capital costs incurred to refurbish Ysgol Uwchradd Caergybi.

Driver	Opportunities	Challenges
	<ul style="list-style-type: none"> No additional transport costs 	<ul style="list-style-type: none"> A proportion of the capital cost would need to be funded by the Council through unsupported borrowing, which is estimated to cost £1.4 million - £2.3 million per annum for 20 years
6.Wellbeing, Care and Health	<ul style="list-style-type: none"> There could be opportunities to improve Wellbeing, Health, and Care under a single identity by having combined learner activities and co-ordinated learning opportunities. 	<ul style="list-style-type: none"> Ensure well-being facilities of the same quality. Would not solve the lack of green outdoor space for older learners
7.Curriculum for Wales	<ul style="list-style-type: none"> More opportunities for co-planning amongst the school's staff. Opportunities to enrich the curriculum, by sharing resources and expertise. Learning continuity. 	<ul style="list-style-type: none"> The refurbishment period could be challenging for some learners. Limited space for additional resource on the current site. Outdoor facilities are located away from the school site.
8.The Welsh Language	<ul style="list-style-type: none"> The transition of Ysgol Uwchradd Caergybi to a Welsh medium school by 2029 would continue. 	<ul style="list-style-type: none"> Experiences in Welsh in two schools can be varied until the language category changes.
9.Community use	<ul style="list-style-type: none"> Present community use of the school would continue. By merging schools and communities, there could be more opportunities to participate in community activities. 	<ul style="list-style-type: none"> There is a risk that there will be less sense at YUC due to fewer family engagement events etc. Better community resources in one school rather than the other – missing the opportunity to generate income.
10.Decarbonisation	<ul style="list-style-type: none"> No increased carbon emissions, due to further travelling distances to and from school. The refurbishment of Ysgol Uwchradd Caergybi would contribute to the decarbonisation agenda. 	<ul style="list-style-type: none"> Difficult and expensive to decarbonise and for the current building to achieve net zero
11.Post 16 Provision	<ul style="list-style-type: none"> Primary school children may have access to post 16 learners as peers. Learning pathway for learners aged 4-19 at the multi-site school. 	<ul style="list-style-type: none"> No obvious challenges
12.General Matters		<ul style="list-style-type: none"> Schools would not retain their original identity.

6.6 Build one new secondary school instead of Ysgol Uwchradd Caergybi and Ysgol Uwchradd Bodedern (YUB) for 11–18-year-olds

Estimated cost: £111 million capital equivalent costs anticipated – based on the assumption that the option would be funded through the Mutual Investment Model (MIM). Capacity 1750 (1500 + 250)		
Driver	Opportunities	Challenges
1.Standards	<ul style="list-style-type: none"> Standards would be expected to be at least maintained in the new school building. 	<ul style="list-style-type: none"> No obvious challenges
2.Leadership and Management	<ul style="list-style-type: none"> Could build on the leadership and management structure already seen at the current schools. 	<ul style="list-style-type: none"> A new governing body and staffing structure would be required prior to opening the school.
3.Building and Resources	<ul style="list-style-type: none"> Would reduce the current and projected future maintenance cost of almost £30.35 million at YUB and YUC. Would address any future work required due to Reinforced Autoclave Aerated Concrete (RAAC) in the building. More green outdoor space than at the current site, in line with Building Bulletin guidelines. 	<ul style="list-style-type: none"> The possible construction cost of over £100 million may not be affordable to the Council. A site of 26-30 acres would be required according to Building Bulletin 98.
4.Learner Numbers /Surplus Places	<ul style="list-style-type: none"> Increased likelihood that learners will remain within their catchment area because of having access to a new school building and modern resources and possibly a facility on a campus style site. Surplus places at the potential new secondary school would be much less than the current surplus places at YUB and YUC. 	<ul style="list-style-type: none"> Some parents may want their children to attend a smaller secondary school. Less choice for parents.
5.Financial	<ul style="list-style-type: none"> Would lead to a saving of approximately £70,162 against the central Repairs & Maintenance budget for the next 25 years (if the scheme is delivered via the Mutual Investment Model (MIM)) Would reduce the current and projected future maintenance cost of £30.35 million (2024). Would lead to a saving of approximately £550,000 per annum through the delegated schools budget. 	<ul style="list-style-type: none"> If the scheme was delivered through MIM, the Council's contribution (estimated 17%) towards the Annual Service Charge would result in an additional revenue cost of approximately £2.3 million per annum for the Council to fund for years 1-25, and approx. £207,000-£325,000 for years 26-60. Could lead to additional transport costs of approx. £130,000

Estimated cost: £111 million capital equivalent costs anticipated – based on the assumption that the option would be funded through the Mutual Investment Model (MIM). Capacity 1750 (1500 + 250)

Driver	Opportunities	Challenges
6.Wellbeing, Care and Health	<ul style="list-style-type: none"> ▪ A well-designed school environment together with green outdoor spaces could improve the physical and mental health of learners, in addition to improving the wellbeing of staff and making them feel that they are appreciated. ▪ The new school building would meet the requirements of the Equality Act 2010. ▪ Use of a possible new facility would also benefit the wider community. 	<ul style="list-style-type: none"> ▪ Some learners may find it difficult to cope in a larger building
7.Curriculum for Wales	<ul style="list-style-type: none"> ▪ The new school building would provide additional specialist modern resources and outdoor green spaces to drive the new curriculum forward. 	<ul style="list-style-type: none"> ▪ No obvious challenges
8.The Welsh Language	<ul style="list-style-type: none"> ▪ The potential new school would be a Welsh medium school from the start. This could lead to some transport cost savings as transporting learners to a nearby Welsh medium secondary school would no longer be required. 	<ul style="list-style-type: none"> ▪ It may be offset by additional transport costs
9.Community use	<ul style="list-style-type: none"> ▪ Having purpose-built community resources in the new school building and access to modern facilities would be expected to attract increased community use and family engagement /involvement. 	<ul style="list-style-type: none"> ▪ Potential relocation of community asset.
10.Decarbonisation	<ul style="list-style-type: none"> ▪ The new school building would be net zero carbon in operation. The potential new school would have less emissions than the two secondary schools combined. 	<ul style="list-style-type: none"> ▪ It is acknowledged however that the carbon emissions saving may be reduced slightly due to the potential additional travel for some learners.
11.Post 16 Provision	<ul style="list-style-type: none"> ▪ Post 16 education would continue at a proposed new site and would have capacity for about 250 year 12 and year 13 learners. 	<ul style="list-style-type: none"> ▪ No obvious challenges

In the table below, there's a summary of the reasonable alternatives and the main reasons for not selecting them:

No.	Option	Meets the drivers for change? Main reasons for not selecting the option
6.2	Federate Ysgol Uwchradd Caergybi, with Ysgol Cybi	No – does not address the condition of the school building especially RAAC
6.3	Federate Ysgol Uwchradd Caergybi, with Ysgol Uwchradd Bodedern	No – does not address the condition of the school building especially RAAC
6.4	Refurbish the current Ysgol Uwchradd Caergybi school building	No – more disruption to learners' education. It would address the condition of the building for 30 years compared to 60 years for the proposal.
6.5	One new multi-site school (2 sites – current site of Ysgol Uwchradd Caergybi after refurbishment and Ysgol Cybi).	No – more disruption to learners' education. It would address the condition of the building for 30 years compared to 60 years for the proposal.
6.6	Build one new secondary school instead of Ysgol Uwchradd Caergybi and Ysgol Uwchradd Bodedern for 11–18-year-olds	No – too costly for the Council

Having considered the reasonable alternatives, only the proposal in question meets the drivers for change and therefore, this is the preferred option:

“Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11–18-year-olds.”

6.7 Other options considered but were not considered to be reasonable alternatives to the proposal.

In addition to the above, the following options were also considered, but were not considered reasonable alternatives for the reasons summarised below:

Ref	Description	Main Reasons for Rejection
6.7.1	Retain the status quo – Leave Ysgol Uwchradd Caergybi as it is.	<ul style="list-style-type: none"> ▪ Would not address that the school building at Ysgol Uwchradd Caergybi requires significant attention and has been categorised as: “Operational but major repair or replacement needed in the short to medium term”. ▪ In addition, does not address the fact that current mitigations due to Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building were temporary measures ▪ Would not contribute toward the agenda to work towards becoming Net Zero. ▪ The school does not have green outdoor spaces on the current site. ▪ This option would not address the surplus places in the school.

		<ul style="list-style-type: none"> ▪ This option would not address the present building's significant accessibility issues.
6.7.2	Close Ysgol Uwchradd Caergybi and transfer learners to the other secondary schools on Anglesey.	<ul style="list-style-type: none"> ▪ No secondary school in the island's largest town. ▪ Not enough surplus places in other secondary schools
6.7.3	<p>Review the school and service provision at Ysgol Uwchradd Caergybi looking at examples such as:</p> <ul style="list-style-type: none"> ▪ Clustering, collaboration i.e. bringing schools together to explore ways of doing things more effectively and efficiently. ▪ Using the schools as community hubs to accommodate/ support community services e.g., health, childcare facilities, family and adult learning, community education, sport, recreation, social activity. ▪ Co-locating local services within schools to offset the costs of maintaining the school 	<ul style="list-style-type: none"> ▪ Would not address that the school building at Ysgol Uwchradd Caergybi requires significant attention and has been categorised as: "Operational but major repair or replacement needed in the short to medium term". ▪ In addition, would not address the need to replace the Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building ▪ Would not contribute toward the agenda to work towards becoming Net Zero. ▪ Formal Cluster / collaboration agreements are slow to develop in Wales. ▪ Possibility of additional child safeguarding issues, with other services sharing the school site. ▪ Difficult to attract suitable services due to Council's retraction of services into Headquarters in Llangefni to aid the efficiency agenda.

As highlighted above, the Council has considered several different reasonable alternatives to the proposal. Whilst there are opportunities and challenges attributed to each reasonable alternative, it concludes that, the proposal to:

"Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-18-year-olds"

is the proposal that offers the best solution to address the key drivers for change and the key challenges (identified in section 4 and 5) for Ysgol Uwchradd Caergybi.

If the proposal is implemented, it is anticipated that a new Ysgol Uwchradd Caergybi building will be completed by 2030 when the learners would relocate to it. This would minimise disruption to learners. The current Ysgol Uwchradd Caergybi school building would then close.

7. FINANCIAL IMPACT IF THE PROPOSAL IS IMPLEMENTED

This section discusses financial impact of the proposal if it is approved.

The Council's preference would be to deliver this project through Welsh Government's Mutual Investment Model (MIM – see section 7.2 below). This would be subject to confirmation from Welsh Government that MIM funding is available.

7.1 Approximate cost and funding options for the new school building

The Council has passed a resolution that all capital receipts arising from the closure of school buildings will be ring-fenced for the use of school reorganisation projects. If the proposal is approved, and a new building for Ysgol Uwchradd Caergybi is built, the existing school building would be surplus to requirements.

For this document, it is assumed that the sale of Ysgol Uwchradd Caergybi will release capital receipts towards the cost of building the new school building.

The estimated cost of the proposal at present and depending on the outcome is estimated to be £65.9m if delivered as a MIM scheme; this will be part funded by the Sustainable Communities for Learning programme.

The Welsh Government intervention rate to fund capital projects is 65%, with the remaining 35% funded by the Council.

The Welsh Government also invites Councils to use the Mutual Investment Model (MIM) [see part 7.2 below] to fund new build projects of significant value. The Welsh Government intervention rate for funding Sustainable Communities for Learning MIM projects is 81%, with the remaining 19% funded by the Council. Most of the expenditure associated with the new building is likely to be eligible to be delivered and funded using the Mutual Investment Model, should the Executive wish to pursue this option.

7.2 Mutual Investment Model (MIM)

The Mutual Investment Model (MIM) is an innovative way to invest in public infrastructure developed in Wales. MIM has been designed by the Welsh Government to finance major capital projects due to a scarcity of capital funding.

The Mutual Investment Model (MIM) supports additional investment in social and economic infrastructure projects and help to improve public services in Wales.

MIM schemes will see private partners build and maintain public assets. In return, the Welsh Government will pay a fee to the private partner, which will cover the cost of construction, maintenance and financing the project. At the end of the contract the asset will be transferred into public ownership. (Source: Mutual Investment Model)

7.3 Annual Costs to the Council

Transport Costs

The proposal is not expected to have a material change on school transport costs, however will become clearer once a sit for the new building has been confirmed.

Delegated Schools Budget

Schools delegated budget (funded through the delegated schools funding formula) requirement is likely to increase by approximately £26,000 per annum if the proposal is implemented.

Repairs and Maintenance Costs

If the project is funded through the Mutual Investment Model (MIM), the maintenance of the school will be the responsibility of the Project Co (the company responsible for the build) for the length of the contract (25 years). This would generate a saving to the Council of approximately £46,000 per annum from the school's opening date for the next 25 years.

7.4 Summary of Annual Cost to the Council – Mutual Investment Model.

The table below summarises the annual revenue costs for the Council if the proposal is delivered through the Mutual Investment Model (MIM):

Total Capital Equivalent Project Cost	£65,860,267
Project Costs Funded By MIM	£60,697,000
Council Contribution (estimate) towards annual service cost -for 25 years	£1,238,218
Project Costs funded by Capital Grant (Development Fees, Furniture, Teaching Resources, ICT, and Purchase of Land)	£5,163,267
Government Grant	(£3,356,124)
LA Contribution	£1,807,143
Capital Receipts	(£715,000)
Borrowing Requirement	£1,092,143
Annual Repayments over 60 years *	£60,324 to £114,860
Additional Transport Cost – Permanent (This will become clearer once a site is chosen)	£0
Additional Cost - Delegated School Budget – Permanent	£26,000
Repairs and Maintenance Saving – years 1-25	(£46,000)
Net additional Cost / (Saving) per annum – From school opening date- year 25*	£1,278,542 to £1,285,269
Net additional Cost / (Saving) per annum –From Year 26 – Year 60*	£93,552 to £140,860
Reduction in current and projected future maintenance cost	£28,985,743
Reduction in current and projected future maintenance cost – Annual equivalent (saving) **	(£2.4 million- £3.8 million)

*As repayments are calculated based on the 'annuity method' the amount which would be repaid would be lower in the initial loan period and will be higher during the latter stages of the loan period.

** Calculated on the assumption that the current and projected future maintenance cost was funded by means of unsupported borrowing over a period of 20 years.

7.5 Summary of Annual Cost to the Council – Delivered through Capital funding

Should MIM funding not be available to support this proposed project, the Council could consider delivering this project as a Capital scheme. The table below summarises the annual revenue costs for the Council if the proposal is delivered through Capital funding:

Total Capital Equivalent Project Cost	£56,859,500
Estimated Government Grant	(£38,348,636)
LA Contribution	£18,510,864
Capital Receipts	(£715,000)
Borrowing Requirement	£17,795,864
Annual Repayments over 60 years*	£982,950 to £1,871,583
Additional Transport Cost - Permanent	£0
Additional Cost - Delegated School Budget – Permanent	£26,000
Net additional Cost / (Saving) per annum* - from school opening to year 60	£1,008,950 to £1,897,583
Reduction in current and projected future maintenance cost	£28,985,743
Reduction in current and projected future maintenance cost – Annual equivalent (saving) *	(£2.4 million to £3.8 million)

7.6 Short Term Costs

There will be some short-term transitional costs which need to be funded.

These could include:

- Additional one-off cost to release a member of the school's senior leadership team prior to the opening of the new school building.
- Premises costs for the closed building until it has been disposed of.

It is estimated that the transitional cost will be approximately £8,000 per annum from 2025/26 – 2027/28, approximately £19,000 in 2028/29, Approximately £177,000 in 2029/2030 (when the new school building opens) and will be approximately £115,000 per annum from 2030/31, until the existing school property is transferred out of the Council's ownership.

8. CONCLUSION

Following careful consideration of the key challenges (section 5) and reasonable alternatives for Ysgol Uwchradd Caergybi (Section 6), the Council's preferred proposal for consultation is to:

“Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-18-year-olds”.

The Council is of the opinion that this proposal is the optimum solution that addresses the key drivers for change and the key challenges faced by Ysgol Uwchradd Caergybi (Section 5).

Possible benefits of the proposal

The proposal, if realised would be expected to realise the following benefits (Section 5):

- As there could be a new school building, the Council would avoid having to conduct work to address the current and projected future maintenance cost of almost £29 million (2024) on the current building.
- It would address those urgent current mitigations taken in 2023/24 due to Reinforced Autoclave Aerated Concrete (RAAC) in 30% of the school building as a result of changes to UK Government guidance in August 2023.
- The potential new school site would have its own playing fields.
- Surplus places at Ysgol Uwchradd Caergybi would be reduced.
- Increased likelihood that learners will remain within their catchment area because of having access to a potential new school building and modern resources.
- There is no additional transport cost associated with the proposal
- The proposal would lead to a saving in the central repairs & maintenance budget for the next 25 years (if the scheme is delivered via the Mutual Investment Model (MIM))
- A well-designed school environment together with green outdoor spaces could improve the physical and mental health of children, in addition to improving the wellbeing of staff and making them feel that they are appreciated.
- A new school building could provide additional specialist modern resources and outdoor green spaces to drive the new curriculum forward.
- Having purpose-built community resources in the new school building and access to modern facilities would be expected to attract increased community use and family engagement /involvement.
- The new school building will be net zero carbon.

It could also lead to the following benefits:

- Help retain learners who attend Ysgol Uwchradd Caergybi's primary schools' catchment areas
- As there could be a new secondary school building, learners who live in Ysgol Uwchradd Caergybi's catchment area but attend other secondary schools could choose to attend the potential new school rather than other secondary schools
- Be a new school building with latest technology and resources, suitable for the latest and most modern methods of teaching and learning with positive effects on learner wellbeing and educational outcomes.
- Create better facilities that learners and the wider community can use, including multi-agency use
- Reduce the building maintenance burden on the Council

A new well-designed school environment could improve the physical and mental health of children, in addition to improving the wellbeing of staff and making them feel that they are appreciated.

Well-designed and thoughtfully developed school grounds enrich opportunities to learn and play. Connection and contact with nature create more positive emotions and feelings of vitality, and less negative emotions; it also offers a release from mental fatigue, and the ability to concentrate for longer.

The Council is committed to investing in a Community Focused Schools learning environment, by co-locating key services, and ensuring stronger family engagement between parents and carers with the school. Welsh Government's Community Focused Schools guidance addresses child poverty and mitigate its effects, including educational inequalities children experience because of living in poverty.

The proposal would enable the Council and the potential new school to be a Community Focused School, building strong partnerships with families, engaging with the wider community and collaborating effectively with other sectors and services. This would be in line with Welsh Government's latest guidance.

The new school building would have the resources to drive the new curriculum forward successfully, to meet the four main purposes of developing:

- Ambitious capable learners
- Enterprising creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

The proposal could ensure wider access to Welsh medium provision and increase availability of Welsh medium courses in post-16 education by the completion date.

The new school building will be net zero carbon.

If the proposal is implemented, it is anticipated that a new Ysgol Uwchradd Caergybi building will be completed by 2030 when the learners would relocate to it. This would minimise disruption to learners. The current Ysgol Uwchradd Caergybi school building would then close.



IMPACT ASSESSMENT

SCHOOL ORGANISATION

PROPOSAL PAPER

Ysgol Uwchradd Caergybi

Proposal to:

“Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11–16-year-olds”

Date: May 2025

Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh.

Assessment start date	15 May 2025
The officer responsible for the assessment	Aaron C. Evans, Director of Education, Skills and Young People.
Date of review	This is a working document and will be revised on a regular basis. Any likely or actual additional impacts identified will be reflected in an amended version which will be published as part of the Consultation Report in due course.

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APPENDIX 1

1. INTRODUCTION

The Welsh Government’s School Organisation Code (011/2018) requires Local Authorities to undertake equality impact assessments, impact on the Welsh Language and the impact on the community, when proposing changes to the organisation of schools.

The proposal under consideration is to:

“Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-16-year-olds”

The Headteacher was invited to complete a questionnaire to assess the current community use of the school buildings (outside normal school opening hours) and use of other facilities in the community by school learners. In addition, the data and evidence collected for the purpose of the assessments was based on the Pupil Level Annual School Census (PLASC) January 2024 and future learner projections to 2029 based on the number of learners at the school in September 2024.

The document consists of:

- Section 2 – Equality Impact Assessment
- Section 3 – Welsh Language Impact Assessment
- Section 4 – Community Impact Assessment
- Section 5 – Conclusion

This is a working document and will be revised on a regular basis. There will be an opportunity for stakeholders to contribute to the impact assessments.

Revision history:		
Version	Date	Summary of changes
0.1	15 May 2025	First draft

APPENDIX 1

2. EQUALITY IMPACT ASSESSMENT

This equality impact assessment has been undertaken to meet the requirements of both the Equality Act 2010, the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Welsh Government's School Organisation Code (011/2018).

The Equality Act 2010

The Equality Act 2010 (the Act) places a general duty on public bodies in carrying out their functions to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Act is about ensuring fairness and protects the following nine characteristics (also known as 'protected groups'):

- Age
- Disability
- Sex
- Gender reassignment
- Pregnancy and maternity
- Race, including ethnic or national origin, colour or nationality
- Religion or belief, including lack of belief.
- Sexual orientation

It applies to marriage and civil partnership, but only in respect of the requirement to eliminate discrimination in employment.

The phrase 'protected group' is sometimes used to refer to people who share a protected characteristic.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Welsh Government introduced the above Regulations which contain additional specific duties to help devolved public bodies in Wales to meet the general duty and to aid transparency. Specific duties include a requirement to assess the impact of policies and practices on groups protected by the Act and to consider how this will affect the Council's performance of the general duty. This means that the Isle of Anglesey County Council (the Council) must consider relevant evidence to understand the likely or actual impact of its proposed policies and practices on protected groups and have 'due regard' (*i.e.*, give appropriate weight) to the results of such assessments.

Equality considerations are considered in forming the proposals for schools' organisation during the project development process and, if implemented, the actual impact will be monitored to consider taking action to address any issues identified, such as addressing negative impacts, where possible.

The equality impact assessment document will be updated regularly to ensure that any issues identified are given fair consideration.

2.1 Background- Equality Impact Assessment	
What are you assessing?	The proposal being assessed is to “Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-16-year-olds”
Is this a new or existing proposal?	This is a new proposal.
What are the aims and purpose of this proposal?	<p>The Modernising Learning Communities and Developing the Welsh Language Strategy, which was adopted by the Executive on 18 July 2023, states that the Council should be committed to ensuring that all school buildings, are fit for purpose, are in the right location, meet the needs of learners and are a resource for the community.</p> <p>The school building at Ysgol Uwchradd Caergybi requires significant attention and has been categorised as: Operational but major repair or replacement needed in the short to medium term In this respect the proposal is to relocate Ysgol Uwchradd Caergybi learners to a new school building for 11-16-year-olds”.</p> <p>It should also be noted that a separate simultaneous proposal and consultation on post 16 provision for 16-18 year olds is also being held across Ynys Môn, including the post 16 provision at Ysgol Uwchradd Caergybi. Any additional impacts identified from that post-16 consultation will be reflected in an amended version (s) of this impact assessment.</p>
Who is responsible for the proposal you are assessing?	Aaron C. Evans, Director of Education, Skills, and Young People
Who is the Lead Officer for this assessment?	Emrys Bebb, Programme Manager (Corporate)
Who else is involved in undertaking this assessment?	<p>Alun Roberts - Programme Manager (Corporate)</p> <p>Arwyn Hughes - Programme Manager (Corporate)</p> <p>Carol Sorahan - Programme Manager (Corporate)</p>

2.1 Background- Equality Impact Assessment		
Is the proposal related to other areas of work?	Yes – This proposal is consistent with the objectives of the Modernising Learning Communities and Developing the Welsh Language Strategy which was adopted by the Executive on 18 th July 2023. However, each school proposal is assessed on its own merit.	
<p>Is the proposal relevant to how the Council complies with the public sector general duty relating to people who are protected by the Equality Act 2010?</p> <p>Generally, any policy that affects people is likely to be relevant across all protected groups.</p> <p>Is the proposal relevant to how the Council complies with the Human Rights Act 1998?</p>	The elimination of discrimination, harassment, victimisation and other conduct	✓
	The advancement of equality of opportunity	✓
	The fostering of good relations	✓
	The protection and promotion of human rights	✓
Is the proposal a strategic decision? If so, the Socio-Economic Duty is relevant (what is the duty? explained in Section 6)	<p>The proposal is not a strategic decision but is part of the Modernising Learning Communities and Developing the Welsh Language Strategy.</p> <p>Ysgol Uwchradd Caergybi is located in the town of Holyhead which is the largest town in Anglesey with a population of 11,760 (2021 Census figures). Holyhead has 7 Lower Super Output Areas (“LSOA’s”) with high deprivation rates. Income deprivation levels in Holyhead exceed the Wales average. As of September 2024, 33.4% of learners at Ysgol Uwchradd Caergybi were entitled to free school meals.</p> <p>The proposal is for new secondary school instead of the current Ysgol Uwchradd Caergybi building. Therefore, the proposal is likely to have a neutral effect on deprivation levels in Holyhead.</p> <p>The Council will attempt to mitigate any relevant risks arising from the proposal by working with the community in Holyhead.</p>	
<p>Who would be affected by the proposal(s) (adversely or positively, directly, or indirectly)?</p> <p>If this is a strategic proposal, ensure that you consider whether the proposal would</p>	<p>For Ysgol Uwchradd Caergybi, the following may be affected:</p> <p>Staff, learners, governors, parents and carers of learners at the schools, members of the community who use the school building.</p>	

2.1 Background- Equality Impact Assessment

affect more on people living in less favourable social and economic circumstances than others in the same society

2.2 Information Gathering – Welsh Language Standards and the Welsh Language Measure (Wales) 2011

Does this proposal ensure that the Welsh language is treated no less favourably than the English language, in accordance with the Council's Welsh Language Policy?	Yes – this is assessed separately in the Welsh Language Impact Assessment part of this document (Section 3).
Is there an opportunity here to offer more opportunities for people to learn and / or use the Welsh language on a day-to-day basis?	Yes – this is discussed briefly in section 2.6 of this document and assessed separately in the Welsh Language Impact Assessment part of this document (Section 3).
Will this area of work proactively offer services in Welsh for users?	Yes – this is assessed separately in the Welsh Language Impact Assessment part of this document (Section 3).
Is this proposal likely to protect and promote the Welsh language within communities?	Realisation of the proposal could protect and promote the Welsh language within Ysgol Uwchradd Caergybi and within its catchment area. A more comprehensive impact assessment on the Welsh language is carried out in Section 3.

2.3 Information Gathering – Human Rights Act 1998 (The 16 basic rights are listed in section 7).

Are there any human rights issues? If so, what are they?	No human rights issues have been identified.
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2.4 Information Gathering – Well-Being of Future Generations (Wales) Act 2015 – see section 8

Does this proposal meet any of the seven national well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015? (Descriptions of the well-being goals are listed in Section 8 of this document)	A prosperous Wales	Yes
	A resilient Wales	Yes
	A healthier Wales	Yes
	A more equal Wales	Yes
	A Wales of cohesive communities	Yes
	A Wales of vibrant culture and thriving Welsh language	Yes
	A globally responsible Wales	Yes

2.5 Information Gathering – Engagement / Consultation	
What has been done to date in terms of involvement and consultation about this proposal?	<p>The Council consulted on the Modernising Learning Communities and Developing the Welsh Language strategy (the Strategy) in draft from 31 March 2023 until 18 May 2023. The Council consulted with schools and stakeholders (including Headteachers, Governors, Town and Community Councils, Menter Môn, GwE, Estyn, Trade Unions, the local Member of Parliament, the local and regional Members of the Senedd, and others) informing them of the consultation period.</p> <p>The Council's school Headteachers were also asked to share the message with their school's parents and carers, through their usual method of communication. The consultation was also advertised through the Council's social media and on the Council's website. Briefing sessions were held with all the Elected Members, Headteachers, and Governors, and a series of engagement sessions were held with children and young people.</p> <p>Almost 300 responses to the consultation were received. All the responses were considered before the Strategy was presented and adopted.</p> <p>Overall, most responses agreed with the reasons as to 'why continuous change is required', the 'Vision and Leading Principles' and the 'Drivers for Change / Strategic Objectives'.</p> <p>A proposal paper is presented to the Council's Executive to seek a decision whether to undertake a full statutory consultation on this new proposal, in line with the process outlined within the School Organisation Code (11/2018)</p>
What other information have you used to inform your assessment? If so, please detail:	<p>The following information about the schools has been included: gender balance, Additional Learning Needs (ALN) data, ethnicity, language, and free school meals.</p> <p>A questionnaire was sent to the Headteacher to ask for details of any after school activities held at their school and any community use of the school building.</p>
Are there any gaps in the information collected to date? If so, how will these be addressed?	No gaps identified at this stage.

Is the proposal relevant to how the Council complies with the public sector general duty relating to people who are protected by the Equality Act 2010 and the requirements of the Human Rights Act 1998?	Yes	No
The elimination of discrimination, harassment, victimisation and other conduct	√	
The advancement of equality of opportunity	√	
The fostering of good relations	√	
The protection and promotion of human rights	√	

2.6 Considering the potential impact and identifying mitigating action

Note below any likely impact on equality for each individual group and identify what action could be taken to reduce or improve the impact.

*For determining potential impact, please choose from the following: **Negative / Positive / Neutral**

Protected group	*Potential Impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact
Age	Neutral	The Council has a statutory duty to provide full-time education to children and young people aged 4-16. Ysgol Uwchradd Caergybi currently accepts learners from the age of 11 to 18. Should the proposal be realised, Ysgol Uwchradd Caergybi will continue to accept learners from the age of 11 to 18.	Should the proposal be realised, Ysgol Uwchradd Caergybi will continue to accept learners from the age of 11 to 18.
Disability	Positive	<p>If the proposal is realised:</p> <ul style="list-style-type: none"> As Ysgol Uwchradd Caergybi was built in the 1960s, it only partially meets the requirements of the Equality Act 2010. The potential new Ysgol Uwchradd Caergybi building would fully meet the requirements of the Act Learners who have ALN will continue to receive support to respond to their individual educational needs. Impact on ALN staff 	If the proposal is approved, the Council would ensure the design of the new building would be in line with HM Government's guidelines for secondary school design namely Building Bulletin 98 It states: "Access and inclusion must be allowed for in the design, reflecting the Government's commitment to promoting inclusion of learners with special educational needs (SEN) and disabilities into mainstream schools. This means that such learners should be able to have

Protected group	*Potential Impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact												
			<p>access to the whole curriculum and participate in school life.” Therefore, disabled learners and staff would be able to fully access the whole of the proposed new school building.</p> <p>The Council will provide appropriate assistance and support for the learners with ALN and a disability. Individual needs of ALN and disabled learners will be assessed at the time of transferring to any school.</p> <p>The Council will also provide appropriate assistance and support for the needs of ALN staff members.</p>												
Sex	Neutral	<p>The table below shows the current gender split and the split if the proposal is realised.</p> <p>Current gender split (January 2024):</p> <table><tr><td>Gender</td><td>Ysgol Uwchradd Caergybi</td></tr><tr><td>Male</td><td>50%</td></tr><tr><td>Female</td><td>50%</td></tr></table> <p>Anticipated gender split if the proposal is realised:</p> <table><tr><td>Gender</td><td>Ysgol Uwchradd Caergybi</td></tr><tr><td>Male</td><td>50%</td></tr><tr><td>Female</td><td>50%</td></tr></table> <p>The anticipated gender split under the proposal would be relatively equal and would not be a cause for concern.</p>	Gender	Ysgol Uwchradd Caergybi	Male	50%	Female	50%	Gender	Ysgol Uwchradd Caergybi	Male	50%	Female	50%	<p>All learners’ performance is assessed and monitored, to include specific groups such as male and females, free school meals, ALN learners, ethnic minority, English as an additional language (EAL), children in care and the more able and talented. The educational performance of males and females are constantly monitored to ensure there are no large differences between males and females.</p>
Gender	Ysgol Uwchradd Caergybi														
Male	50%														
Female	50%														
Gender	Ysgol Uwchradd Caergybi														
Male	50%														
Female	50%														
Gender Reassignment	Neutral	<p>Not applicable to the learners of the school. There is no evidence to indicate that discrimination based on gender reassignment will occur and is not likely.</p>	<p>Any members of staff who have reassigned their gender would not be treated differently.</p>												

Protected group	*Potential Impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact															
Pregnancy & Maternity	Neutral	Not applicable to the learners of the school. There is no evidence that discriminating based on pregnancy or taking leave takes place with the schools' staff.	Female staff employed at Ysgol Uwchradd Caergybi who become pregnant are eligible for a maternity period in accordance with the Council's Maternity Leave Scheme. Male staff are eligible for paternity leave in accordance with the Paternity Leave Policy, or parents can request shared paternal leave.															
Race / Ethnicity / Nationality	Neutral	<div>PLASC data January 2024:</div> <table><tr><th colspan="5">Ysgol Uwchradd Caergybi</th></tr><tr><td>White</td><td>Asian</td><td>Black</td><td>Mixed</td><td>Other</td></tr><tr><td>95.8%</td><td>0.7%</td><td>0.2%</td><td>2.9%</td><td>0.4%</td></tr></table> <div>Available evidence indicates that adverse impacts based on race / ethnicity / nationality will not occur and are not likely.</div>	Ysgol Uwchradd Caergybi					White	Asian	Black	Mixed	Other	95.8%	0.7%	0.2%	2.9%	0.4%	If the proposal is realised and learners from other ethnic or racial backgrounds attend the new school building, they will not be treated differently based on their ethnic origin. Any members of staff from other ethnic backgrounds would not be treated differently based on their ethnic origin.
Ysgol Uwchradd Caergybi																		
White	Asian	Black	Mixed	Other														
95.8%	0.7%	0.2%	2.9%	0.4%														
Religion or Belief	Neutral	<div>The PLASC January 2024 does not retain data on this aspect.</div> <div>Available evidence indicates that adverse impacts based on religion or belief will not occur and are not likely.</div>	<div>It is a choice of those with parental responsibility or of a capable child to share information about that child's religion or belief with the school.</div> <div>Learners will not be treated differently based on their religion or belief and neither would members of staff.</div>															
Sexual Orientation	Neutral	<div>The PLASC January 2024 does not retain data on this aspect.</div> <div>Available evidence indicates that adverse impacts based on sexual orientation will not occur and are not likely.</div>	<div>It is a choice of those with parental responsibility or of a competent child to share information about that child's sexual orientation with the school.</div> <div>Staff or learners will not be treated differently due to their sexual orientation.</div>															
Marriage or Civil Partnership	Neutral	<div>Not applicable to the learners of the school.</div> <div>The Council has considered the impact of the proposal on Ysgol Uwchradd Caergybi staff in</div>	Members of staff will not be treated differently based on their marriage or civil partnership status.															

Protected group	*Potential Impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact
		respect of the requirement to eliminate discrimination in employment. Available evidence indicates that discrimination based on marriage /or civil partnership will not occur and is not likely.	
Welsh language	Neutral	<p>Data from PLASC – January 2024 shows that 20% of learners from Ysgol Uwchradd Caergybi speak Welsh at home. Implementation of the proposal would, of itself, not lead to an increase in the number of Welsh speakers at the school.</p> <p>Anglesey presently has 4 secondary schools in category 3 and 1 in a transitional category (T3). Ysgol Uwchradd Caergybi is in this transitional category. It has begun the process of transitioning towards category 3 within a five-year plan, achieving category 3 by September 2029. The definition of a Category 3 secondary school is: Category 3 – Welsh-medium school will offer a wide range of their Areas of Learning and Experience (AoLE) through the medium of Welsh. At least 60% % of learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh. Category 3 schools are expected to continue to reflect the linguistic context of the area whilst working towards increasing their Welsh medium provision over time.</p>	<p>Although this transitional process is independent of this proposal, if the proposal is agreed, the provision of Welsh-medium education at a new Ysgol Uwchradd Caergybi building will meet the demand since eight out of nine primary schools within the school catchment area are designated as Welsh-medium. This would also mean that learners would remain within their catchment area to access fully bilingual education instead of accessing a nearby secondary school.</p> <p>The proposal would be part of Welsh Government and the Council's Sustainable Communities for Learning programme.</p>
Human rights requirements	Neutral	The PLASC January 2024 does not retain data on this aspect.	Learners nor staff will not be treated differently based on their human rights requirements

Protected group	*Potential Impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact
		There is no evidence to indicate that discrimination based on protected human rights will occur or is likely with school staff or learners.	
Other - Socio-economic.	Neutral	As of September 2024, 33.4% of learners at Ysgol Uwchradd Caergybi were entitled to free school meals. Available evidence indicates that discrimination based on socio-economic status will not occur and is not likely.	No site for the potential new building has been identified but some learners will travel further, and others could travel less distance to the potential new school. Therefore, the proposal is likely to have a neutral effect on deprivation levels in Holyhead. Learners will not be treated differently based on their socio-economic status and neither would members of staff.
Other - Socio-economic. Less advantaged children's participation in after school activities.	Positive	The location of the proposed new secondary school is not yet known. However, the new school building will have the potential to provide increased opportunities for learners to take advantage of after school activities at the proposed new Ysgol Uwchradd Caergybi. Some learners from some parts of the catchment area may have to travel further to participate in after school activities but others would have to travel less. If the proposal is realised, the proposed new Ysgol Uwchradd Caergybi could make suitable provision that will at least match the current provision in relation to after school activities. In the context of after school activities every learner, irrespective of background, will be encouraged to participate with the expectation on the school to make suitable arrangements for less advantaged learners to be able to participate. These arrangements would include but would not be confined to clubs held during the lunch break, arrangements with parents	No negative impact found but IACC will assess again once the location of the proposed new school building is known.

Protected group	*Potential Impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact
		or carers for pick-up and providing after school transport	
There are clear links between inequality and socio-economic issues. Discrimination against protected groups can be a direct cause of socio-economic disadvantage. If any such issues become apparent when assessing non-strategic matters, they should be given due regard and recorded under the relevant protected group, or under 'any other relevant issue' below.			

Please complete this section if the proposal is a strategic matter			
The Socio-Economic Duty	Potential impact	Details of the impact (including evidence to support the findings)	Actions to mitigate negative impact
Is the proposal likely to cause any inequalities of outcome resulting from socio-economic disadvantage?	Included above	See above	See above
Any other relevant issue	Should impacts be identified, these will be considered and reflected in an amended version (s) of this impact assessment		

Outcome of the assessment:

The assessment demonstrates the proposal is robust; **there is no known potential for discrimination or adverse impact at this stage. In fact, if the proposal is implemented, it would improve access to the school building for disabled people as the potential new school building would be designed in accordance with the guidelines in Building Bulletin 98.** All opportunities to promote equality have been taken.

2.7 Outcome of the assessment	
Note the impacts identified and how it is intended to mitigate any negative impact in terms of equality, human rights the Welsh language and, if relevant, socio-economic disadvantage	Overall, the proposal is expected to have a positive impact in terms of equality, human rights, the Welsh Language and socio-economic disadvantage.
Describe any actions taken to maximise the opportunity to promote equality and the Welsh language, the goals of the Well-being of Future Generations (Wales) Act 2015 (sustainability) and, if relevant, ensure better outcomes for those facing economic disadvantage.	<p>If the proposal is agreed by the Council's Executive, the potential new school would be designed to allow access to the new Ysgol Uwchradd Caergybi building for disabled learners and staff.</p> <p>If the proposal is agreed, by the time the new school building is opened, Ysgol Uwchradd Caergybi will be a Welsh medium secondary school.</p> <p>The proposal is for new secondary school instead of the current Ysgol Uwchradd Caergybi building. Therefore, the proposal is likely to have a neutral effect on deprivation levels in Holyhead.</p> <p>The proposed new Ysgol Uwchradd Caergybi will be expected to make suitable provision that will at least match the current provision in relation to clubs. In the context of <u>after school activities</u> every learner, irrespective of background, will be encouraged to participate with the expectation on the school to make suitable arrangements for less advantaged learners to be able to participate. These arrangements would include but would not be confined to clubs held during the lunch break, arrangements with parents or carers for pick-up and providing after school transport. Learners from the proposed new Ysgol Uwchradd Caergybi could have more opportunities to participate in after school activities.</p> <p>Amongst other benefits, the proposal, if realised could lead to the following benefits (as outlined in the proposal paper):</p> <ul style="list-style-type: none"> • The potential new school site would have its own playing fields. • Increased likelihood that learners will remain within their catchment area because of having access to a potential new school building and modern resources. • It is unlikely there will be an additional transport cost associated with the proposal • A well-designed school environment together with green outdoor spaces could improve the physical and mental health of children, in addition to improving the wellbeing of staff and making them feel that they are appreciated.

2.7 Outcome of the assessment

- A new school building could provide additional specialist modern resources and green outdoor spaces to drive the new curriculum forward.
- Having purpose-built community resources in the new school building and access to modern facilities would be expected to attract increased community use and family engagement /involvement.
- Carbon emissions would be reduced
- The proposal would help retain learners who attend Ysgol Uwchradd Caergybi - there is an increased likelihood that learners will remain within the Ysgol Uwchradd Caergybi catchment area because the intended completion date of the school building coincides with the proposed new language definition for the school i.e. Welsh-medium. More catchment school learners would therefore attend their catchment area school instead of Ysgol Uwchradd Bodedern (which is currently the nearest Welsh-medium secondary school to the catchment area), leading to increased use of the language in Holyhead.
- The transport for children to Ysgol Uwchradd Bodedern from the Ysgol Uwchradd Caergybi catchment area to access bilingual education may come to an end when the new Ysgol Uwchradd Caergybi building opens.
- Be a new school building with latest technology and resources.
- Create better facilities that learners and the wider community can use
- Possibly improve the physical and mental health of children, in addition to improving the well-being of staff and making them feel that they are appreciated.
- Well-designed and thoughtfully developed school grounds enrich opportunities to learn and play. Connection and contact with nature create more positive emotions and feelings of vitality, and less negative emotions; it also offers a release from mental fatigue, and the ability to concentrate for longer.

The Council is committed to investing in a Community Focused Schools learning environment, by co-locating key services where appropriate, and ensuring a stronger engagement with parents and carers outside traditional hours. The Council's Community Focused Schools programme addresses child poverty and

2.7 Outcome of the assessment

mitigate its effects, including educational inequalities children experience because of living in poverty.

In terms of the **Well-being of Future Generations (Wales) Act 2015**, well-being goals the following outcomes are foreseen:

A prosperous Wales – The proposal, if realised, could lead to a reduction in energy consumption and a reduction in carbon dioxide emissions. The education the learners receive will help develop a skilled and well-educated population to the future.

A more equal Wales – The proposal will ensure that the potential new school building is fit for purpose and will ensure that every learner's capacity and potential to succeed is realised.

A Wales of cohesive communities – The proposal has the potential to form a new community based around the new school building and its catchment area.

A globally responsible Wales – The proposed new school building will be built to BREAM standards and will involve several energy-saving initiatives. This, and other specific parts of the curriculum, will be used to develop learners' understanding of living and growing up in a globally responsible Wales.

A Wales of vibrant culture and thriving Welsh language - The Welsh Language Impact Assessment can be seen in Section 3. By the time the potential new school opens in 2030, the proposed new secondary school building will be a Welsh-medium school, and the proposal will at least maintain Welsh medium provision in the area.

The Schools Modernisation Programme will collaborate with the Gwynedd and Anglesey Public Services Board to promote the use of the Welsh language in the community and contribute towards the Welsh Government's target of a million Welsh speakers by 2050.

The Education Service reports on a quarterly basis to the Council's Language Forum on the use of Welsh in the Council's schools and the Council's Welsh in Education Strategic Plan (WESP) is monitored on a quarterly basis by the Council's Language Forum.

The proposed new secondary school will have a Multi-Use Games Area (MUGA) which will encourage participation in sports and recreation.

2.7 Outcome of the assessment	
Would any aspect of the proposal contravene the well-being goals of the Well-being of Future Generations (Wales) Act 2015?	No
Is there a need to look at what could be done differently, or to reconsider the entire proposal as a result of conducting this assessment? (Evidence of negative impact could render the proposal or decision unlawful. If you have identified negative impact, you should consider at this stage whether it is possible to proceed with the proposal).	No
Is there a strategy for dealing with any unavoidable but not unlawful negative impacts that cannot be mitigated?	Mitigating actions will be taken to offset any potential negative impacts which have been anticipated – as noted above.
Will the proposal be adopted / forwarded for approval? Who will be the decision-maker?	Yes – The Council's Executive will decide whether to progress with the proposal, by undertaking a statutory consultation. If the Executive decides to progress, officers will follow a statutory consultation process as outlined within the School Organisation Code (11/2018)
Are there monitoring arrangements in place? What are they?	Governance arrangements include procedures which contribute towards, challenges, and ensures compliance with the School Organisation Code, monitors progress and manages risks. This Impact Assessment is a live document, which will continue to be updated as the proposal progresses.

Conclusion - The assessment demonstrates the proposal is robust; **there is no known potential for discrimination or adverse impact.** All opportunities to promote equality have been taken.

The potential effect of the proposal on the Welsh language is assessed separately in the Welsh Language Impact Assessment (Section 3).

2.8 Action Plan

Please detail any actions that are planned following completion of your assessment. You should include any changes that have been made to reduce or eliminate the effects of potential or actual negative impact, as well as any arrangements to collect data or to carry out further research.

Ref	Proposed actions	Lead officer	Timescale
1	The Council's Executive to decide whether to authorise officers to conduct a statutory consultation on the proposal.	Aaron C. Evans	To be confirmed.

3. WELSH LANGUAGE IMPACT ASSESSMENT

The Council has adopted the principle that the Welsh language should be treated no less favourably than the English language, and that the residents of the island should be able to live their lives through the medium of Welsh if they so wish. The same expectation applies in respect of the Welsh language for each of the schools, which provide an opportunity for every learner in the County to gain the appropriate skills to be confident bilingually.

As this proposal looking at how the implementation of the Council's key policies, strategies or guidance would affect the Welsh language; and how the proposal would treat the Welsh language less favourably than the English language or would have a detrimental impact on opportunities for people to use the Welsh language; **a more comprehensive impact assessment on the Welsh language is carried out here.**

3.1 - Compliance with the Welsh Language Policy

<p>Is the proposal influential in terms of dealing with the Welsh-speaking public?</p> <ul style="list-style-type: none"> Will activities such as corresponding by letter, communicating by telephone, public meetings and other meetings comply with the language policy? Will any new IT development comply with the policy? 	<p>Yes, positive effect - see below.</p> <p>Yes – all correspondence and communications will continue to comply with the Welsh Language Policy.</p> <p>Yes – any new IT developments will continue to comply with the Welsh Language Policy.</p>
<p>Is the proposal likely to impact upon the public image of the organisation?</p> <ul style="list-style-type: none"> Will all signs comply with the language policy? Will publications and forms be compliant? Will any publicity material or marketing campaigns comply? Will staff recruitment advertisements comply? 	<p>Yes</p> <p>Yes – all signs will comply with the language policy.</p> <p>Yes – publications and forms will be compliant.</p> <p>Yes – any publicity material or marketing campaigns will comply.</p> <p>Yes – staff recruitment advertisements will comply.</p>
<p>Is the proposal likely to have an impact upon the implementation of the language policy?</p> <ul style="list-style-type: none"> Will the proposal create new jobs? Will the staffing arrangements facilitate the implementation of the language policy? Will the proposal offer training through the medium of Welsh? Will any arrangements with third parties comply with the language policy? Will the proposal include any targets or indicators relating to the language? How will performance be monitored and measured? 	<p>Any new teaching posts will be created according to the staffing structure developed by the governing body of Ysgol Uwchradd Caergybi. The effect the proposal may have on the current staffing structure of Ysgol Uwchradd Caergybi is dependent on the Executive's decision:</p> <ul style="list-style-type: none"> on whether to proceed to statutory consultation with this proposal and subsequent decisions. on whether to proceed to statutory consultation with the post-16 education provision on Anglesey and any subsequent decisions. <p>Yes – as a Welsh medium secondary school, any new staff recruited will be Welsh speakers in line with the language policy and they will continue to implement the policy.</p> <p>Yes – new staff will be trained through the medium of Welsh.</p> <p>Yes – arrangements with third parties will comply with the language policy.</p> <p>Yes – the percentage of learners achieving the expected level in Welsh at the end of key stages</p>

3.1 - Compliance with the Welsh Language Policy

	<p>and the percentage of learners who speak Welsh at home. Outcomes in the WESP.</p> <p>By data collected by the Learning Service such as the percentage of learners achieving the Literacy points score at the end of Key Stage 4. Other data such as the percentage of learners who speak Welsh at home is collected as part of the Pupil Level Annual School Census (PLASC) conducted in January every year.</p>
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3.2 - Effect on Welsh speaking users

<ul style="list-style-type: none"> Will the proposal offer a language choice for users? Will it be possible for users to receive any part of the service in Welsh? 	<p>Ysgol Uwchradd Caergybi is categorised as T3 i.e. the school is transitioning to being a Welsh Medium school (by September 3 2029). The school has a strong Welsh ethos, and all learners will be supported to use the Welsh language both inside and outside the classroom. For language immersion, each learner will be taught fully through the medium of Welsh, with English being used at times to ensure understanding.</p>
<ul style="list-style-type: none"> If there a risk for the proposal to discriminate against Welsh speaking service users? Have the needs of Welsh speakers been considered in the proposal? Are Welsh speakers likely to receive the same standard of service as provided in English? Are Welsh language arrangements likely to lead to a delay in the service? 	<p>No – The school will comply with the Council's Welsh Language Policy.</p> <p>Yes – the needs of Welsh speaking learners are one of the key drivers for this proposal.</p> <p>Yes – the same standard of service will be provided to all learners.</p> <p>No – Welsh language arrangements will not lead to a delay in the service.</p>
<ul style="list-style-type: none"> Is the proposal likely to make Welsh more visible? Is it likely to increase use of the language by producing Welsh language materials and signs? Is it likely to influence others to make more use of Welsh, for example businesses? 	<p>No significant change is anticipated.</p> <p>Signage at the new school building would conform to the Welsh language policy. Ysgol Uwchradd Caergybi would continue to promote and encourage the use of the Welsh language and could use Welsh language materials.</p> <p>Bilingual signage would be seen by many in the locality at the new school building.</p>
<ul style="list-style-type: none"> Will the Welsh language service in relation to the proposal be accessible? Will the service be as accessible in Welsh as in English? 	<p>Yes - will continue to comply with the Welsh Language Policy.</p> <p>Yes - will continue to comply with the Welsh Language Policy.</p>

3.2 - Effect on Welsh speaking users

<ul style="list-style-type: none"> Will the services be available at the same time? 	Yes - will continue to comply with the Welsh Language Policy.
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3.3 Effect on Welsh speaking communities

<ul style="list-style-type: none"> Is the proposal likely to contribute towards safeguarding Welsh in communities? Is it likely to contribute towards efforts to tackle the challenges of demographic change and migration - such as providing opportunities for young people to stay in their communities? Is it likely to contribute towards the local economy in Welsh speaking areas? Will it provide Welsh medium services - such as child-minding services? 	<p>Yes - if the proposal is implemented, Ysgol Uwchradd Caergybi will be a Welsh medium secondary school. When learners will leave the school, they will be fully bilingual. This in turn will contribute towards safeguarding Welsh in their communities.</p> <p>The proposal is likely to have a neutral effect on efforts to tackle the challenges of demographic change and migration.</p> <p>The proposal is likely to have a neutral effect on the local economy in Welsh speaking areas.</p> <p>The proposal is unlikely to provide Welsh medium services outside the school.</p>
<ul style="list-style-type: none"> Does the proposal take steps to promote and facilitate the Welsh language? Does the proposal contribute towards Welsh medium community activities? Does it offer opportunities for young people to use Welsh outside school hours? Does it offer a new service that will also be available in Welsh – for example leisure or sporting activities and provision? Does it contribute or add value to other activities relating to language, such as the work of the local Welsh language initiative (Menter Iaith), the Urdd etc. 	<p>Yes – see below:</p> <p>Yes – if the proposal is realised, there may be various Welsh- medium community activities at Ysgol Uwchradd Caergybi.</p> <p>Yes – it will provide opportunities for learners to use Welsh during after school activities, as well as at the pre-school childcare and breakfast clubs.</p> <p>Partly – There will not necessarily be new services available as a direct consequence of the proposal. However, the proposal could lead to increased learner numbers at Ysgol Uwchradd Caergybi, which may result in new after school activities, due to increased demand.</p> <p>It will strengthen the work of activities relating to the Welsh in the catchment area.</p>

3.4 Contribution towards Welsh language standards, language policies, strategies and other relevant guidance relating to the Welsh language

<p>The language policies of partner organisations or nearby public bodies:</p> <ul style="list-style-type: none"> • Is the authority working in partnership on the proposal? • Which other organisations are likely to be affected by the development? • Do those organisations have Welsh language standards or language policies? • Does the proposal contribute towards these schemes? 	<p>No – The Council is not working in partnership on the proposal. However, if the Council's Executive approve a statutory consultation process for the proposal, the Council will seek the views of many stakeholders and external organisations (such as, but not limited to: parents, carers, staff, governing bodies, Welsh Government, Estyn, community and town councils etc) by means of a statutory consultation. This would be done in line with the School Organisation Code.</p> <p>The proposal is not expected to affect any other organisation.</p> <p>If the proposal comes to fruition, there is an increased likelihood that learners will remain within the Ysgol Uwchradd Caergybi catchment area because the intended completion date of the school building coincides with the proposed new language category for the school i.e. Welsh-medium. More catchment school learners would therefore attend their catchment area school instead of Ysgol Uwchradd Bodedern (which is currently the nearest Welsh-medium secondary school to the catchment area), leading to increased use of the language in Holyhead.</p>
<p>Relevant Welsh language strategies:</p> <ul style="list-style-type: none"> • Will the proposal contribute towards the Welsh Language Promotion Strategy 2021 to 2026 which was adopted by this Council on 7 December 2021? • How does the proposal contribute towards the vision of the Welsh Government for one million Welsh speakers by 2050? 	<p>The Council's aim will be to maintain and improve bilingual and Welsh-medium provision. The aim is to develop learners' abilities as bilingual learners by the end of formal education.</p> <p>Realisation of the proposal would not adversely affect the current trend of improvement against Outcomes 3, 5 and 6 (all objectives that relate to learners of secondary school age) of the Council's Welsh in Education Strategic Plan 2022-2032, namely:</p> <p>Outcome 3 - More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.</p> <p>Outcome 4 - More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.</p> <p>Outcome 5 - More opportunities for learners to use Welsh in different contexts in school.</p> <p>Outcome 6 - An increase in the provision of Welsh-medium education for learners with additional</p>

3.4 Contribution towards Welsh language standards, language policies, strategies and other relevant guidance relating to the Welsh language

	<p>learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018. Outcome 7- Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh</p> <p>The Council's Welsh Language Forum monitors the progress of the Council's Welsh in Education Strategic Plan (WESP) on a quarterly basis.</p>
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3.5 The impacts identified and assessed

What impacts and effects have you identified (i.e., summary of the responses to the above questions) together with the probability and likely severity/ significance of impact? How do you plan to address these impacts to improve the outcomes for the Welsh language? Detail mitigation measures/ alternative options to reduce adverse impacts and increase positive outcomes:	
Positive impact	If the proposal is fully implemented, Ysgol Uwchradd Caergybi will be a Welsh medium secondary school when the new building is opened.
Adverse impact	None
Opportunities to promote the Welsh language e.g. status, use of Welsh language services, use of Welsh in everyday life, Welsh at work increased?	Use of Welsh by learners of Ysgol Uwchradd Caergybi increased
Evidence / data used to support your assessment:	<ul style="list-style-type: none"> • PLASC 2024 – Pupil Level Annual School Census • September 2024 statistics received from the Headteacher. • The Council's Welsh in Education Strategic Plan • Responses from the consultation on the Modernising Learning Communities and Developing the Welsh Language Strategy (if the Executive authorises officers to conduct a statutory consultation on the proposal)

3.6 Consultation

To be updated if the Executive authorise officers to hold a statutory consultation

During consultation, what questions do you wish to ask about the Welsh Language Impacts?	<p>Q1</p> <p>What impact would the proposal have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.</p> <p>What effects do you think there would be?</p>
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3.6 Consultation

To be updated if the Executive authorise officers to hold a statutory consultation

	<p>How can positive effects be increased, or negative effects be mitigated?</p> <p>Q2 Please explain how you believe the proposal could be used or changed to have positive effects or increased positive effects on opportunities for people to use the Welsh language, and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.</p>
With whom are you consulting? How are Welsh language interest groups likely to respond?	Stakeholders as identified in the school organisation code to include the Welsh Language commissioner and Council's Policy Welsh Language Manager
Following consultation, what changes have you made to address language issues raised?	If the proposal is approved, changes will be included after the statutory consultation stage.

3.7 Post consultation, final proposals and ongoing monitoring

<p>Summarise your final decisions, list the likely effects on the Welsh language and how you will promote/ mitigate these. Record your compliance with the Welsh language standards.</p> <p>You will need to refer to this summary in the equality impact assessment template.</p>	Not applicable at this stage.
How will you monitor the ongoing effects during the implementation of the policy?	The action plan at the end of the equality impact assessment is used to note any actions planned following completion of the assessment.

Conclusion

The proposal at this stage would seem not to have any adverse effects on the Welsh Language.

4 COMMUNITY IMPACT ASSESSMENT

This section considers the possible effect of the proposal to “**Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11–16-year-olds**” on the local community.

Whilst noting that a separate simultaneous proposal and consultation on post 16 provision for 16-18 year olds is also being held across Ynys Môn, including the post 16 provision at Ysgol Uwchradd Caergybi

4.1 Learner Numbers and Five-Year Forecasts

Details of the learner numbers on roll (September 2024), learner numbers for the past four years (January 2024 PLASC) and future learner projections to 2029 (as provided by the school in September 2024) are shown in this section:

Current (Sept 2024) and past learner numbers for the past four years (January 2024 PLASC)

		Learner numbers					
Ysgol Uwchradd Caergybi	Capacity	January 2020	January 2021	January 2022	January 2023	January 2024	September 2024
Years 7-11		703	739	752	733	728	724
Years 12-13		114	140	131	140	115	102
Years 7-13	1,170	817	879	883	873	843	826
% Surplus Places		30.2%	24.9%	24.5%	25.4%	27.9%	29.4%

Five-year forecasts

Ysgol Uwchradd Caergybi	Capacity	Projected Sept 2025	Projected Sept 2026	Projected Sept 2027	Projected Sept 2028	Projected Sept 2029
Years 7-11		696	699	695	648	626
Years 12-13		112	101	96	107	105
Years 7-13	1170	807	800	790	754	732
% Surplus Places		31.0%	31.6%	32.5%	35.6%	37.4%

Projections confirm that learner numbers for Ysgol Uwchradd Caergybi are expected to fall.

4.2 Learners who travel between catchment areas

The Council is expected to plan school provision around the number of learners in the catchment area.

As of September 2024, the table below notes the percentage of learners who travel from outside the Ysgol Uwchradd Caergybi catchment area to attend the school:

Total number of out of catchment learners	Total School Population	Out of catchment learners as a % of the school population
37	826	4.5%

The number of children attending the school from outside the catchment area is low at Ysgol Uwchradd Caergybi.

As of February 2023, there were 1,323 registered learners living in the Ysgol Uwchradd Caergybi catchment area. By September 2024, this had changed to 1,242. The table below shows which secondary school on Anglesey these learners attend:

	February 2023		September 2024	
Number of learners living in the YUC catchment area	1,323		1,242	
Schools attended	Number of learners	Approximate %	Number of learners	Approximate %
Ysgol Uwchradd Caergybi	824	62.3%	826	66.5%
Ysgol Uwchradd Bodedern	344	26.0%	406	32.7%
Ysgol David Hughes	16	1.2%	13	1.0%
Ysgol Gyfun Llangefni	26	2.0%	30	2.4%
Ysgol Syr Thomas Jones	6	0.5%	2	0.2%
Ysgol Friars - Bangor	103	8.0%	132	10.6%
Other Gwynedd schools	4	0.5%	27	2.2%

4.3 Learner projections if the proposal goes ahead.

The table below shows the remaining allocation for housing developments in the school catchment areas with planning permission (2018-2026).

Remaining allocation for housing developments in the catchment area with or without planning permission (2018-2026)	Estimated Corresponding number of learners*
529	Estimate 80 learners

*Evidence suggests that each house within the relevant medium super output area Medium Super Output Areas ([MSOA*¹]) has, on average 0.15 young people of secondary school age. Multiplying the number of housing developments with 0.15, gives an estimated number of additional children who would need to be educated at that particular school.

*¹ MSOA - areas as defined by the Office of National Statistics, for reporting census information. The MSOA's typically consist of between 2,000 and 6,000 households and have a population of between 5,000 and 15,000 persons. More information on the MSOA's can be found on the following link - [Census 2021 geographies - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/census/2021-geographies)

Should all the housing provision noted above materialise, there would still be sufficient places at the potential new school building for Ysgol Uwchradd Caergybi

It is important to note that accurately projecting figures can be difficult as some learners choose to attend schools outside their catchment area.

4.4 Information about the school

Ysgol Uwchradd Caergybi

Ysgol Uwchradd Caergybi is situated in the town of Holyhead

As of September 2024, the table below notes the percentage of **learners who travel from outside the Ysgol Uwchradd Caergybi catchment area** to attend the school:

Total number of out of catchment learners	Total School Population	Out of catchment learners as a % of the school population
37	826	4.5%

The number of learners in each year in the school is as follows (as of September 2024):

School year	7	8	9	10	11	12	13
Ysgol Uwchradd Caergybi	140	157	141	127	159	59	43

Facilities and services provided by the schools

Details of facilities and services provided by the schools were obtained from a questionnaire completed by the Headteacher

After school activities available to learners at Ysgol Uwchradd Caergybi

Ysgol Uwchradd Caergybi Activity	During the term or holidays?	Frequency
Football/Rugby/Netball	Term time	Weekly
Games Club	Term time	Weekly
Debating Society	Term time	Weekly
Choir practice	Term time	Weekly
Drama workshop	Term time	Weekly
Drama Club	Term time	Weekly
Basketball	Term time	Weekly
Art Club	Term time	Weekly
Science 'spells' club	Term time	Weekly

School facilities at Ysgol Uwchradd Caergybi used by local groups:

Ysgol Uwchradd Caergybi User and facility	During the term or during holidays?	Frequency
Football clubs - Gymnasiums x2	Holidays and term time	Weekly

Pre-school and after school care available at Ysgol Uwchradd Caergybi

Ysgol Uwchradd Caergybi	Language	Independent from the school	Location of Provision	Frequency
Homework Club	Welsh/English	No	Classroom	Weekly

Community activities held locally near Ysgol Uwchradd Caergybi

Activity	How often?	Where?
Youth club	weekly	Jesse Hughes
Dance Club	weekly	Dance studio
Gymnastics Club	weekly	Leisure Centre
Several football clubs	weekly	Holyhead
Majorettes	weekly	Dance studio
Drama	monthly	

Summary

There is some community use of the facilities at Ysgol Uwchradd Caergybi.

4.5 Distance and travelling time.

As the location or site of a potential new school building is unknown at present, there may be additional travelling times for some learners and less travelling time for others.

The Council has a duty to provide travel assistance in accordance with the Learner Travel (Wales) Measure 2008. The Council provides free school transport for full time secondary school learners residing 3 miles or more from the school in whose catchment area they reside (except for 6th form learners / further education students).

Further information available from the school transport policy
<https://www.anglesey.gov.wales/en/Residents/Schools-and-learning/School-transport/School-Transport-Policy.aspx>

4.6 Community Impact and Conclusion

What is being assessed?	<p>The proposal being assessed is to: “Relocate Ysgol Uwchradd Caergybi learners to a new school building for 11–16-year-olds”</p> <p>Whilst noting that a separate simultaneous proposal on post 16 provision for 16-18 year olds is also being considered across Ynys Môn, including the post 16 provision at Ysgol Uwchradd Caergybi</p>
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To determine the potential impact of the proposal on the community, the proposal is assessed against the criteria in the table below. Its impact is identified as positive if deemed to be beneficial, negative if deemed detrimental and neutral if the proposal is deemed not to have a significant impact.

Criteria	Observations	Impact Negative/ Neutral/ Positive	Mitigation Measures / Further Comments
Learners who live outside the catchment area who attend school	The out of catchment learners as a percentage of the school population is 4.5% or 37 learners from 826.	Neutral	<p>The Council is expected to plan school provision around the number of learners in the catchment area. It is important to note that accurately projecting figures can be difficult as some learners choose to attend schools outside their catchment area.</p> <p>The proposal addresses the need to have sufficient school places for current and future learners of Ysgol Uwchradd Caergybi.</p>
Services provided by the school for the community including after school activities	<p>Local football clubs use the 2 gymnasia at the school.</p> <p>Homework Club</p>	<p>Neutral</p> <p>Neutral</p>	<p>It is possible that local football clubs could use the facilities in the new school building</p> <p>The Homework Club would move to the possible location of the new school.</p>

Criteria	Observations	Impact Negative/ Neutral/ Positive	Mitigation Measures / Further Comments
Community facilities provided by the school and activities held on school grounds	There are no playing fields on the current Ysgol Uwchradd Caergybi site. There is some community use of the school at present	Positive	If the proposal is agreed by the Executive, the potential new school site would be designed to have: <ul style="list-style-type: none"> • playing fields that could be used by the community, in line with Building Bulletin 98 • a small part of the potential new school building for community use which could be locked off from the rest of the school. • charging points for electric cars? Playing fields used by the school at Millbank would remain for use by the community if the proposal is approved.
Other impacts Transport	Depending on whether the Council's Executive approves moving to the statutory consultation stage and its possible implementation, some learners may have travel longer distances to a new school site but others may not have to travel as far.	Neutral	Learners would continue to receive their education in a school within a reasonable distance of their homes and receive transport in accordance with the Council's policy, however this means some additional travelling for some learners. Others will no longer need to travel to a nearby Welsh-medium secondary school.
School transport	School buses having to travel through the town of Holyhead to get to Ysgol Uwchradd Caergybi.	Positive	If the proposal is agreed by the Executive, the potential new school site may be located on the outskirts of Holyhead. This would then mean that school buses would not have to travel through the town of Holyhead to get to the school.
Other impacts the public		No impact	

Conclusion – At this stage, prior to officers being authorised to conduct a statutory consultation process on the proposal, the proposal would seem to have little or no impact on the community.

5 CONCLUSION

The proposal has been initially assessed for its potential impact on:

- Equality and human rights
- The Welsh language
- Community.

The effect of the proposal on each part has been initially assessed as follows:

Combined effect on:	Likely Impact at proposal stage:
Equality and human rights	There is no known potential for adverse impact at this stage. If the proposal is implemented, it would improve access to the school building for disabled people as the potential new school building would be designed in accordance with the guidelines in Building Bulletin 98.
Language	The proposal at this stage would seem not to have any adverse effects on the Welsh Language. If the proposal is fully implemented, Ysgol Uwchradd Caergybi will be a Welsh medium secondary school when the new building is opened.
Community	At this stage, prior to officers being authorised to conduct a statutory consultation process on the proposal, the proposal would seem to have neutral impact on the community.

This is a working document and will be revised on a regular basis. Any additional impacts arising because of any subsequent consultation that may be approved, will be reflected in an amended version which will be published as part of the Consultation Report in due course.

6 Further information - A More Equal Wales – The Socio-Economic Duty Equality Act 2010¹
(commenced in Wales: 31 March 2021)

What is the Socio-economic Duty (the Duty)?

The general aim of the Duty is to ensure better outcomes for those suffering socio-economic disadvantage. When making strategic decisions such as deciding priorities and setting objectives, due regard must be given to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.

Who is likely to experience socio-economic disadvantage?

Socio-economic disadvantage can be disproportionate in both ‘communities of interest’ and ‘communities of place’, leading to inequality of outcome, which can be further exasperated when considering ‘intersectionality’:

Communities of interest – groups who share an experience, e.g., homelessness; or people who share an identity, e.g., lone parents, carers. Also, those who share one or more of the protected characteristics listed in the Equality Act 2010.

Communities of place – people who are linked together because of where they live, work, visit or spend a substantial portion of their time there.

Intersectionality - crucially, this is about understanding the way in which a combination of characteristics such as gender, race, or class, can produce unique and often multiple experiences of disadvantage in certain situations. One form of discrimination cannot and should not be considered in isolation from other forms. A truly intersectional approach ensures that this does not happen.

When will the Duty be relevant?

When making **strategic decisions**. The Welsh Government Statutory Guidance² has provided some examples of strategic decisions (this is not an exhaustive list):

- Strategic directive and intent.
- Strategies developed at Regional Partnership Boards and Public Service Boards which impact on public bodies’ functions.
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans).
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy).
- Changes to and development of public services.
- Strategic financial planning.
- Major procurement and commissioning decisions.
- Strategic policy development

¹ Set out in Sections 1 to 3 of the Equality Act 2010

² See <https://www.gov.wales/sites/default/files/publications/2021-03/a-more-equal-wales.pdf>

7 Further information - Human Rights

Human rights are rights and freedoms that belong to all individuals, regardless of their nationality and citizenship. There are 16 basic rights in the Human Rights Act 1998 (HRA)—which give effect to the rights and freedoms guaranteed under the European Convention on Human Rights. For the purposes of the Act, they are known as ‘the Convention Rights’. The rights are listed in Schedule 1 of the HRA below:

(Article 1 is introductory and is not incorporated into the HRA)

Article 2: The right to life.

Article 3: Prohibition of torture.

Article 4: Prohibition of slavery and forced labour.

Article 5: Right to liberty and security.

Article 6: Right to a fair trial.

Article 7: No punishment without law.

Article 8: Right to respect for private and family life.

Article 9: Freedom of thought, conscience, and religion.

Article 10: Freedom of expression.

Article 11: Freedom of assembly and association.

Article 12: Right to marry.

Article 14: Prohibition of discrimination.

Article 1 of Protocol 1: Protection of property.

Article 2 of Protocol 1: Right to education.

Article 3 of Protocol 1: Right to free elections.

Article 1 of Protocol 13: Abolition of the death penalty.

8 Further information - Well-being of Future Generations (Wales) Act 2015 (the Future Generations Act)

This Act is about improving the social, economic, environmental, and cultural well-being of Wales. Public bodies need to make sure that when making their decisions they consider the impact they could have on people living their lives in Wales in the future.

The Future Generations Act defines Sustainable Development in Wales as: *“The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals.”*

The Act puts in place seven well-being goals:

A prosperous Wales:

An innovative, productive, and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

A resilient Wales:

A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).

A healthier Wales:

A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.

A more equal Wales:

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances).

A Wales of cohesive communities:

Attractive, viable, safe, and well-connected communities.

A Wales of vibrant culture and thriving Welsh language:

A society that promotes and protects culture, heritage, and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

A globally responsible Wales:

A nation which, when doing anything to improve the economic, social, environmental, and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.