

ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	Partnership and Regeneration Scrutiny Committee
Date:	21.6.23
Subject:	Welsh in Education Strategic Plan: Report on progress
Purpose of Report:	To provide an annual update on progress against the Welsh in Education Strategic Plan (WESP) and share information regarding relevant developments
Scrutiny Chair:	Councillor Dylan Rees
Portfolio Holder(s):	
Head of Service:	Marc Berw Hughes, Director of Education, Skills and Young People
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Local Members:	Relevant to all members
1 - Recommendation/s	
<p>The Committee is requested to:</p> <p>R1 Receive an update on Anglesey WESP 2022-2023 data and propose a method of sharing this information.</p> <p>R2 Confirm arrangements to re-categorise Anglesey schools in line with national non-statutory guidelines.</p>	
2 – Link to Council Plan / Other Corporate Priorities	
<p>The Council Plan 2023-2028 identifies education and the Welsh language as priority areas for the Council's current term. It includes the following commitments.</p> <p>The Welsh Language – Increasing opportunities to learn and use the language.</p> <ul style="list-style-type: none"> - Increasing the number of children and young people who study through the medium of Welsh by implementing a Welsh in Education Strategic Plan (WESP) <p>Education – Ensuring effective provision for today and for future generations.</p>	
3 – Guiding Principles for Scrutiny Members	
To assist Members when scrutinising the topic:-	
<p>3.1 Focus on customer/citizen Impact the matter has on individuals and communities.</p> <p>3.2 Focus on value A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality</p> <p>3.3 Focus on risk A look at any risks</p>	

3.4 Focus on performance & quality

Scrutiny taking a performance monitoring or quality assurance role

3.5 Focus on wellbeing

Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

3.6 Focus on equality and the Welsh language

The potential impacts the decision would have on:

- protected groups under the Equality Act 2010
- those experiencing socio-economic disadvantage in their lives (when making strategic decisions)
- opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language.

4 - Key Scrutiny Questions

1. To what extent is the WESP suitable for ensuring that Anglesey achieves its Outcome 1-7 targets?
2. How is school categorisation mapping suitable for Anglesey's needs in order to ensure provision and opportunities to increase the number of speakers by 2050?
3. Does the Committee consider that any aspects of the action plan need to be adapted?
4. To what degree does the county Language Centre service fully respond to our immersion needs?

5 – Background / Context**A1**

Regulations made under the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act"), require local authorities to prepare a Welsh in Education Strategic Plan ("WESP"). The Welsh in Education Strategic Plan (Wales) Regulations 2019 set out the matters that must be included in a local authority WESP including a requirement to 'set a target outlining the expected increase during the lifespan of the Plan in the amount of Welsh-medium education provided in its maintained schools which provide education through the medium of both English and Welsh'. This is a statutory requirement in which the authority must take a strategic lead.

A2

Legislation sets duties and requirements on schools and local authorities to provide parents/carers with information about the language medium in which the curriculum is delivered. The School Information (Wales) Regulations 20113 sets out the information to be published by schools and local authorities in their individual school and authority wide composite prospectus. This includes information about school language categories for the purposes of Pupil Level Annual School Census (PLASC).

The regulations set out the general information to be published by local authorities in their school prospectus which includes the language category used by the school governing body in the most recent PLASC return which most closely describes the school.

Category 1 – English-medium
 Category T2 – Transitional
 Category 2 – Dual Language
 Category T3 – Transitional
 Category 3 – Welsh-medium

PLASC will be changed to reflect the new categories. Until they are replaced, schools and local authorities will be required, in publishing their school or authority wide prospectus, to refer to the categories set out in PLASC at the time of publishing.

The Curriculum for Wales has a renewed focus on tailored learning that works to the strengths of our learners. It offers flexibility for schools to decide how best to ensure their learners make progress in Welsh:

- Welsh is a mandatory element of the Curriculum.
- All schools and settings are expected to teach Welsh to all learners from age 3.
- The area of learning and experience for languages, literacy and communication in the Curriculum for Wales is based on a continuum or framework of progression in languages, starting with little or no language and working towards proficiency.

This will enable learners with Welsh language skills, even if it's just a little, to develop and build on their skills and confidence during the course of their statutory education and post-statutory careers.

6 – Equality Impact Assessment [including impacts on the Welsh Language]

6.1 Potential impacts on protected groups under the Equality Act 2010

N/A

6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)

The strategy identifies areas that require more support and at the same time ensures high expectations and systems across the island.

6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

The strategy includes many aligned plans to ensure clarity on the Council's ambition and commitment to a million Welsh speakers 2050. Re-categorisation of schools will ensure the understanding and status of Anglesey as one of the language's strongholds, and parents' expectations in terms of education provision across the island.

7 – Financial Implications

The Learning Service uses funds to support the language centres and uses immersion grant funds to increase provision to engage with secondary schools. If changes were to occur to this grant after 2025, this provision would be at risk.

The increasing costs of transport (taxis) need to be considered, and creative ideas that cut costs in the long term and display the Council's commitment to being carbon neutral need to be revisited.

The Learning Service has asked for additional allocation of the immersion grant to recruit a Welsh Language Coach for Ysgol Uwchradd Caergybi and Ysgol Syr Thomas Jones to support staff (to develop and/or learn the language if required) with language skills, Welsh ethos outside the classroom and conducting a more intensive immersion centre at both schools. If the application is unsuccessful, other financial sources will need to be considered.

8 – Appendices:

- Welsh in Education Strategic Plan: Year one progress report
- An overview of WESP data 2022/2023

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

- Welsh in Education Strategic Plan 2022-2032
- Guidance on school categories according to Welsh-medium provision

Appendix

Welsh in Education Strategic Plan: Year one progress report

R1

WESP (Welsh in Education Strategic Plan) data reports on the position of Welsh in education on Anglesey over the period of 06/22-06/23. The 2023 report notes the stability of outcomes 1, 2, 3, 5 and 6 and growth in outcome 4 and 7.

- Outcome 1 – More nursery children/three-year-olds receive their education through the medium of Welsh – **stable**
- Outcome 2 – More reception children/five-year-olds receive their education through the medium of Welsh - **stable**
- Outcome 3 – More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another (***no schools report on assessment data nationally by this point***)
- Outcome 4 – More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh – **increase from 429 learners (68.1%) in 2022 to 448 learners in 2023 (70.44%)**
- Outcome 5 – More opportunities for learners to use Welsh in different contexts in school – **information gathered by schools shows that this outcome is on track.** *The information is gathered through individual conversations with schools regarding data from Language Charter and language coordinators' reports, Welsh language opportunities outside school such as after school clubs, the Urdd, swimming lessons, Young Farmers clubs, Anglesey's Music Federation and Music Service, bands and music groups, sports groups and clubs, etc.*
- Outcome 6 – An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 - **stable**

- Outcome 7 – Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh – **increase from 503 in 2022 (89.03) to 528 in 2023 (90.57%)**.

See appendices at the end of the document for Anglesey's WESP data 2022-2023.

It is intended to share this data with: Scrutiny Committee, Language Forum and to create an annual statutory report to Welsh Government (July).

R2

The School Categorisation process has been conducted over this year, and the Learning Service has mapped, informed the process and consulted with schools to steer the profile of School Categorisation.

The Learning Service has consulted on and discussed Language Categories with schools before coming to a decision on the category. The method of discussing and coming to a joint judgement has been important and has been in line with the Council's principles of working together and showing respect towards all stakeholders.

All primary schools apart from one, and three of the secondary schools are in Category 3. Since one of the intentions of the new regime of categorisation is to encourage Anglesey schools to increase their Welsh language provision, one primary school has been placed in Category 2 and two secondary schools are in transitional sub-category T2 to facilitate the process for schools to move to Category 3. This will give these schools the opportunity to work with the Learning Service to grow their Welsh language provision over an extended period with an agreed plan.

Anglesey Primary School Categorisation	
Number of Schools in Category 3	39
Number of Schools in Transitional Category T3	0
Number of Schools in Category 2	1
Number of Schools in Transitional Category T2	0
Number of Schools in Category 1	0

Anglesey Secondary School Categorisation	
Number of Schools in Category 3	3
Number of Schools in Transitional Category T3	2
Number of Schools in Category 2	0
Number of Schools in Transitional Category T2	0
Number of Schools in Category 1	0

Recent developments:

Early Years

- The early years' Makaton and 'Language Journey' programme is developing well, with 10/38 settings having received a Bronze award in the first cycle. This pilot scheme will include all the island's non-maintained settings over 2023-2024 to develop a profile that increases the number of settings that are moving towards a Gold award.
- Non-maintained settings receive grant funds based on education provision, including standard and experiences through the medium of Welsh. The early years support teacher team monitors and supports this work.

Primary and Secondary

- We use a language cohort tracking system as a main style of monitoring the diction of schools. In time, this framework will evolve alongside CEFR (Common European Framework of Reference for Languages) developments.
- The Guidance on the Transfer of Yr.6 Language Cohort Information means that all schools have received guidance, support and assistance to report on the language cohort of each child in Yr.6. This information will feed into catchment language coordinators and secondary schools to ensure that children who are supposed to follow Welsh first language follow this path.
- Anglesey language centres are essential to ensure that newcomers receive timely immersion intervention. We will continue to use immersion grant 2 funds (2022-2025 cycle). This year, use of the grant has meant that immersion occurs through members of the centre at the secondary schools for the first time in some years.
- The work of the language centres has been requested for an Estyn case study 22-23.
- The work of the centre receives recognition from schools, through social media and on television programmes.

The Learning Service continues to work with stakeholders such as parents, Menter Môn, the Urdd, Young Farmers, Môn Actif, non-maintained settings, schools and GwE to ensure that the aims and objectives of the WESP are realised.

Risks identified:

- That financial challenges mean risk to the island's immersion strategy.
- Transport finances are increasingly challenging (we have sought capital funds for an electric bus owned by the Council).

CSGA Ynys Môn

Welsh in Education

Cymraeg

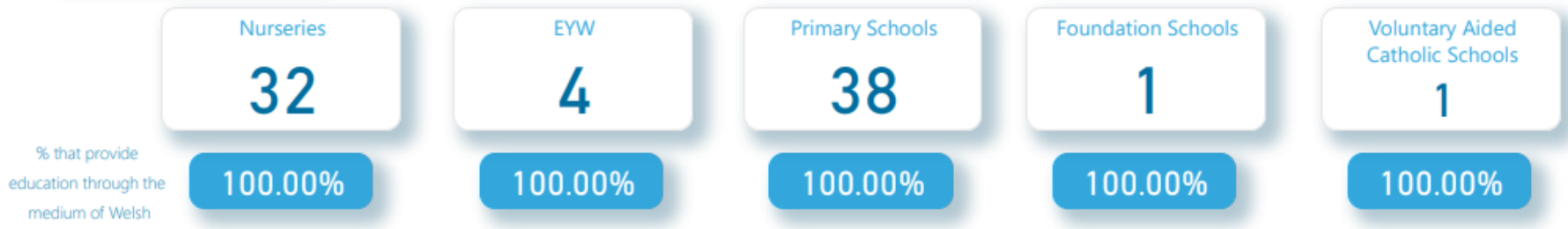
Welsh in Education

Welsh in Education



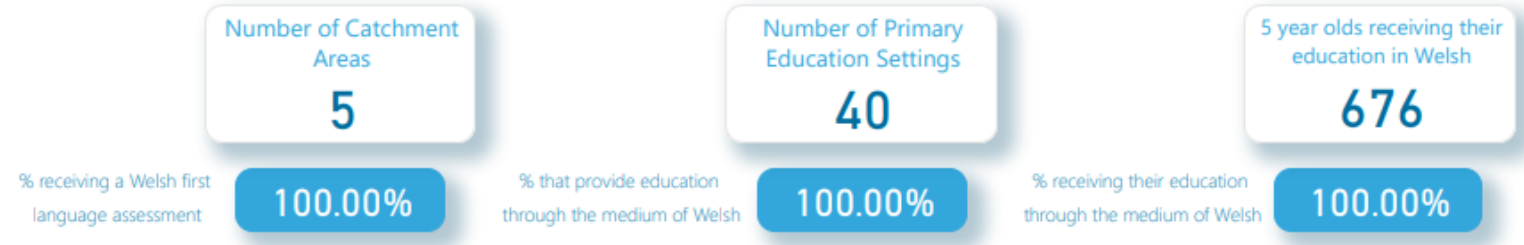
Outcome 1

More nursery children / three year olds receive their education through the medium of Welsh



Outcome 2

More reception class children / five year olds receive their education through the medium of Welsh



Outcome 3

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

Number of learners continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another

Not Statutory



CSGA Ynys Môn

Welsh in Education

Cymraeg

Welsh in Education

Welsh in Education



Outcome 4

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

2021-2022

Number of Learners

429

2022-2023

Number of Learners

448

% of learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

68.10%

% of learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

70.44%



Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Increasing opportunities for learners to use Welsh in different contexts in school

On Track

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs

% of primary / secondary pupils receiving a bilingual Service

100.00%

Outcome 7

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

2021-2022

Number of Staff

503

2022-2023

Number of Staff

528

% of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh

89.03%

% of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh

90.57%

