

| 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. | |
|--|--|--|

| 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
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

www.ynysmon.llyw.cymru

www.anglesey.gov.wales

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|---|-----------|
| 1. Executive Summary | 3 |
| 2. Background / Context..... | 4 |
| 3. Survey Responses (From All Respondents) | 6 |
| 4. Survey Responses (From Learners / Young People Only)..... | 11 |
| 5. Engagement Sessions with Learners | 13 |
| 6. Summary | 14 |
| 7. Recommendation | 15 |

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% |

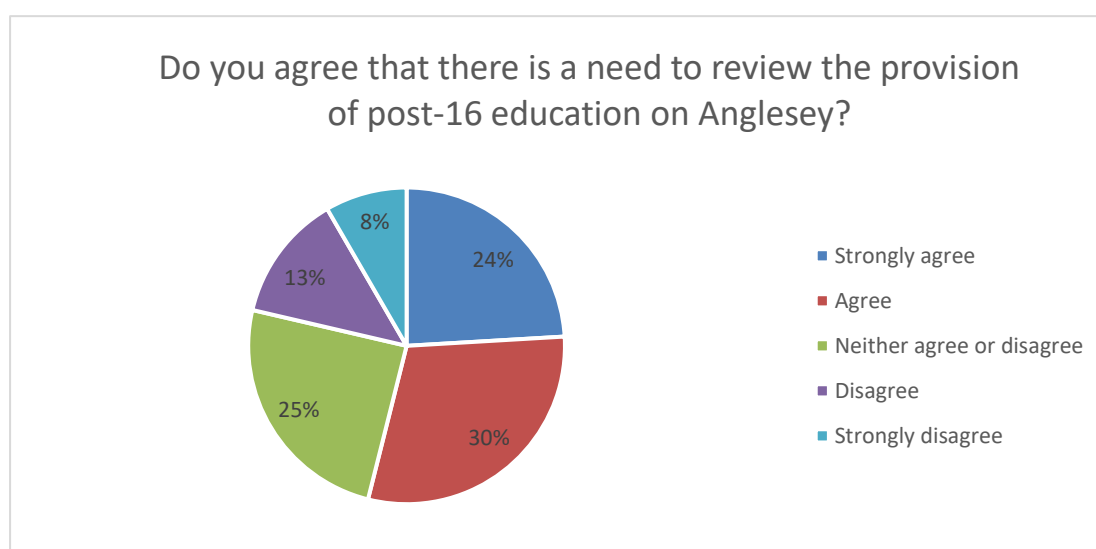
'Other' respondents included, ex -teachers, and support agencies.

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 |

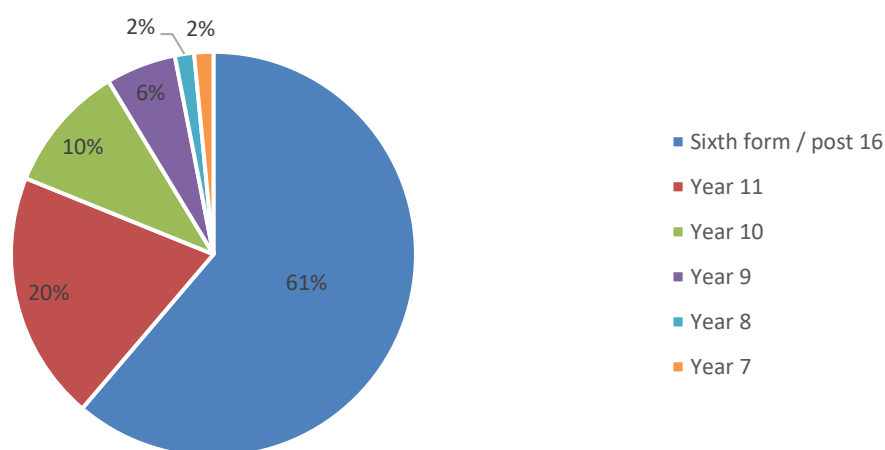
Further analysis can be seen at **Appendix 4**.

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.

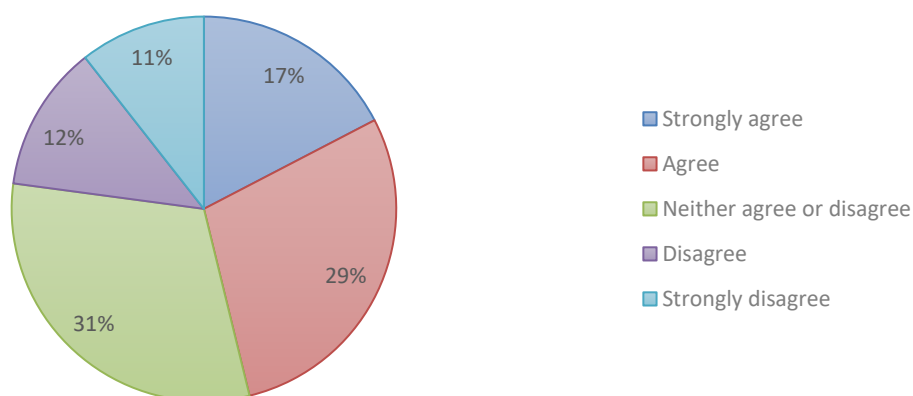
Which School Year



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**.

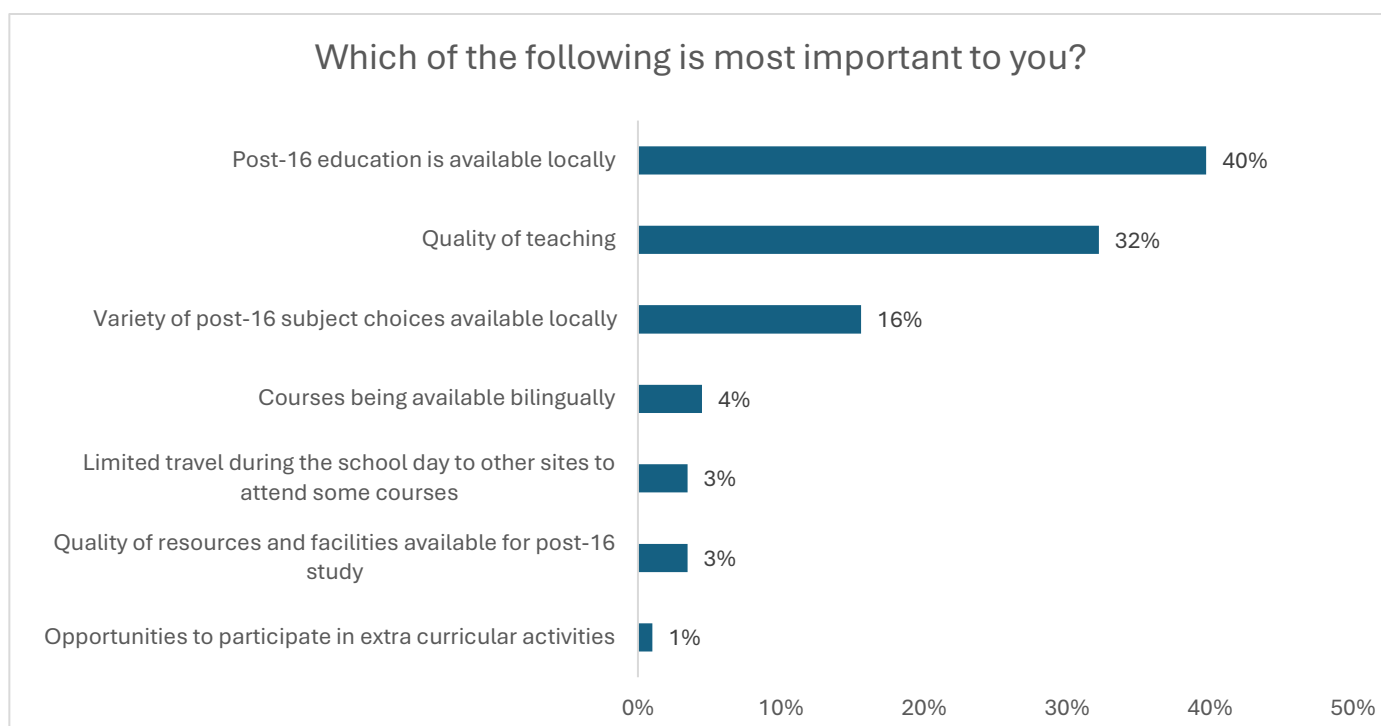
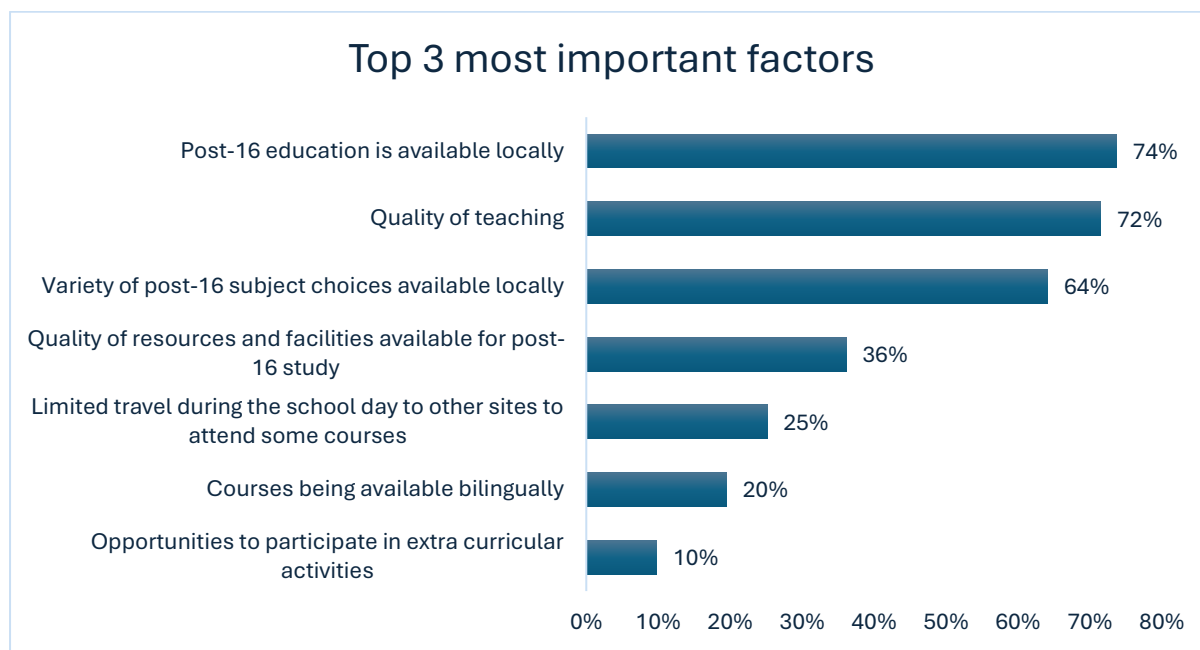
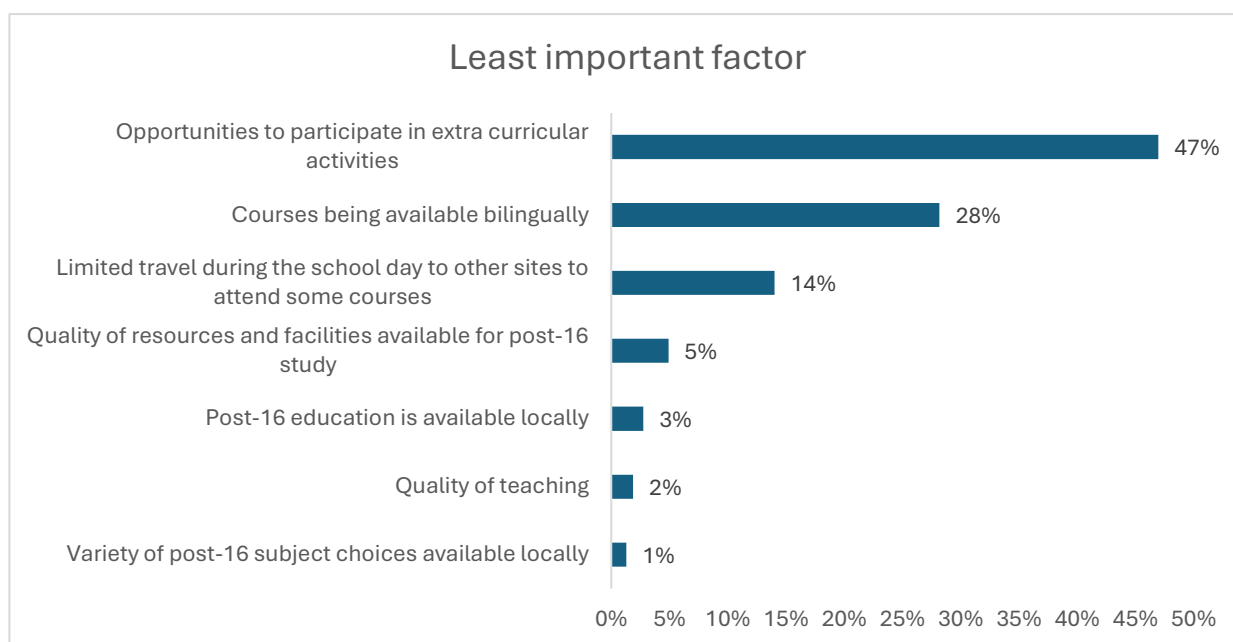


Chart 2

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.

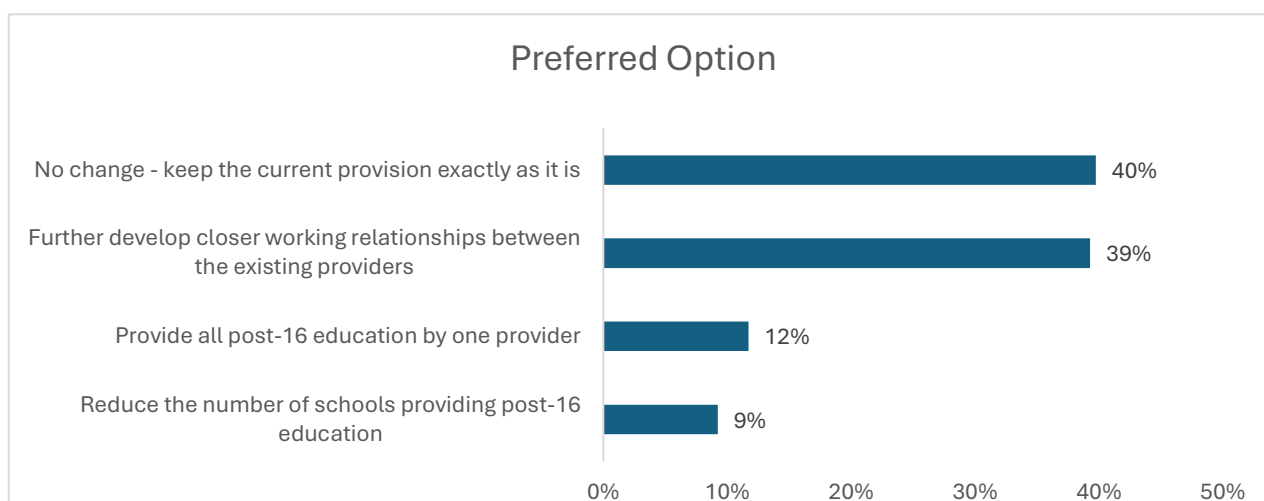


Chart 3

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

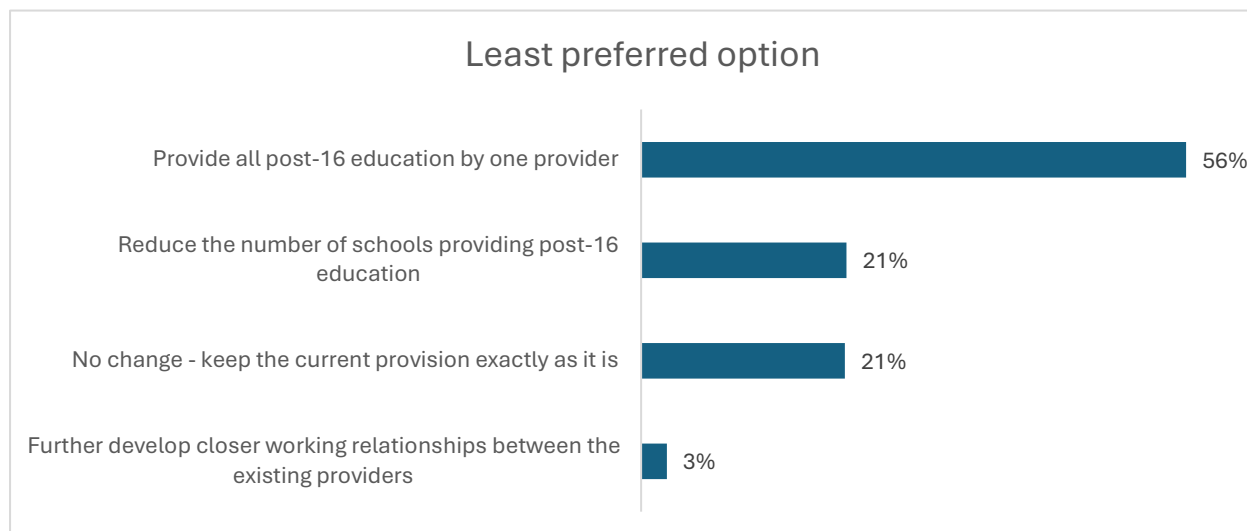


Table 1 shows that while Option 1 was the option favoured by most responders (40%, narrowly ahead of Option 2 with 39%), Option 1 was the least favoured option for 21% of responders, compared to only 3% who chose Option 2 as their least favoured option.

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> |
|---|--|

| 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. |
|---|---|

| 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> |

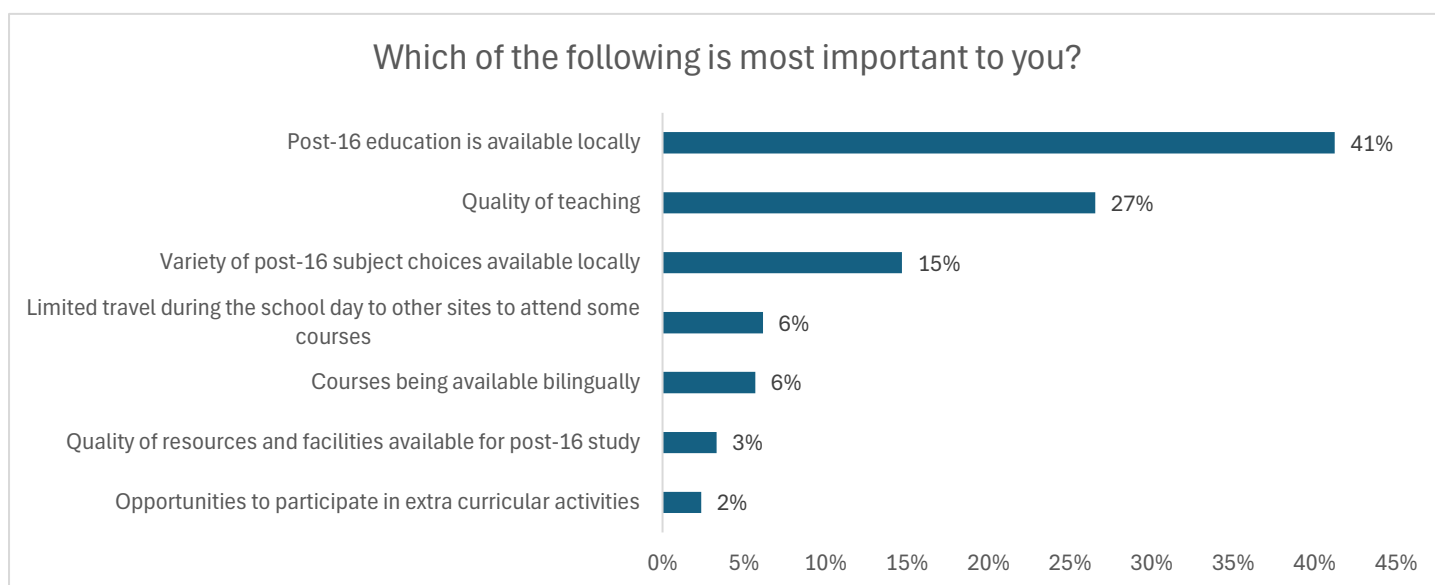
| Any further comments? A Total of 169 respondents answered this question | |
|---|--|
| THEME 4 – SUPPORTIVE OF REDUCING THE NUMBER OF POST-16 PROVIDERS 11 RESPONSES. | |
| Number of comments | Type of comments made |
| 11 | Some commented that they were supportive of reducing the number of post-16 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**.

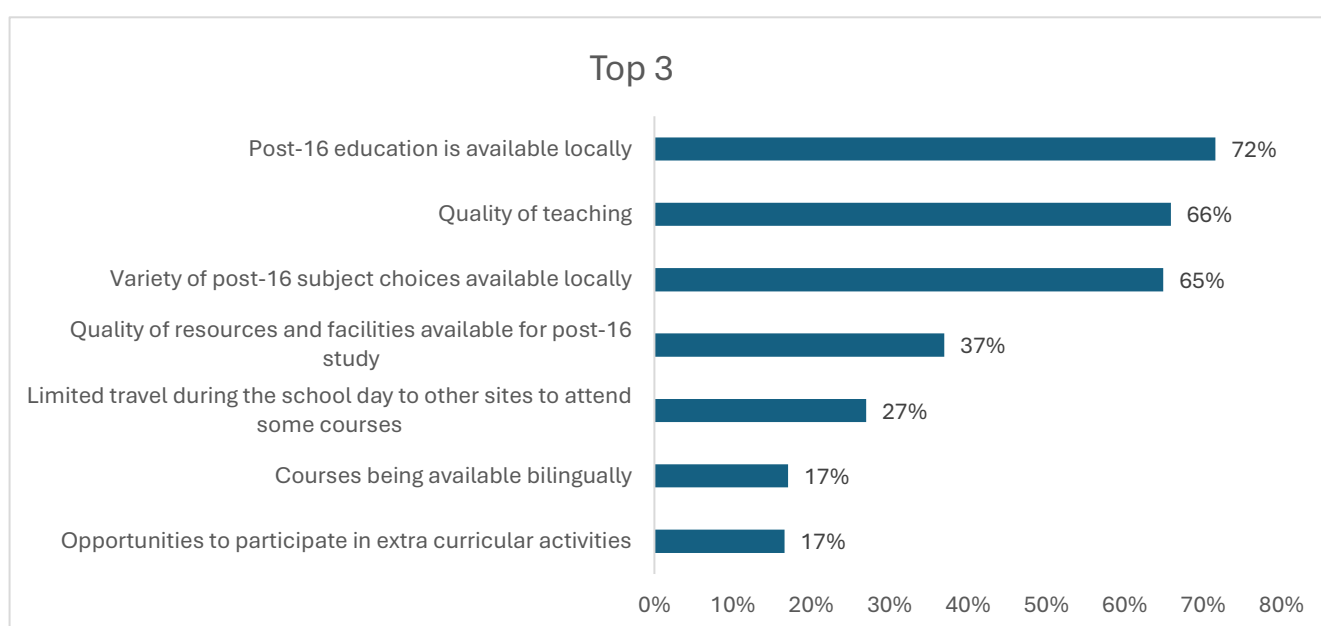
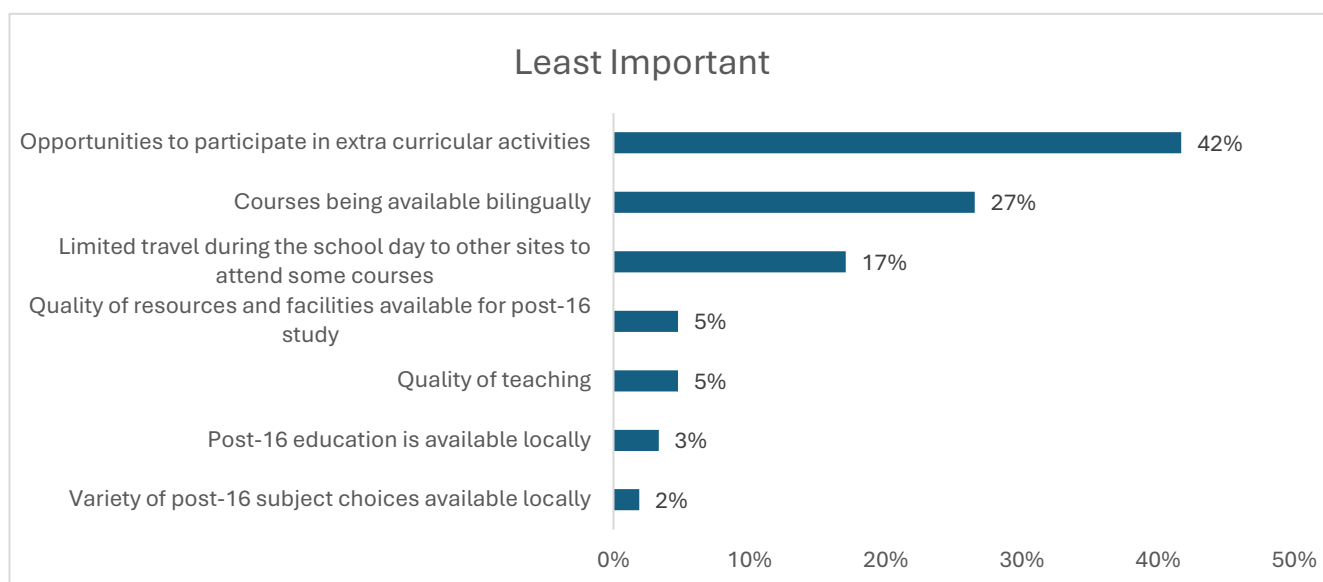


Chart 3

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

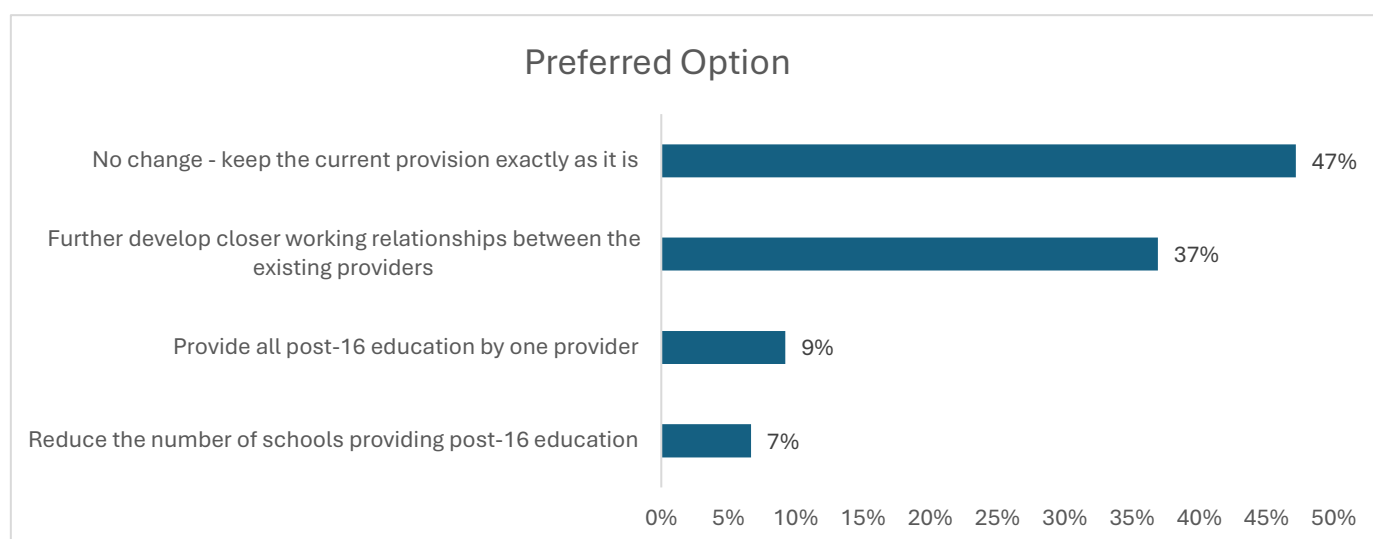


Chart 3

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

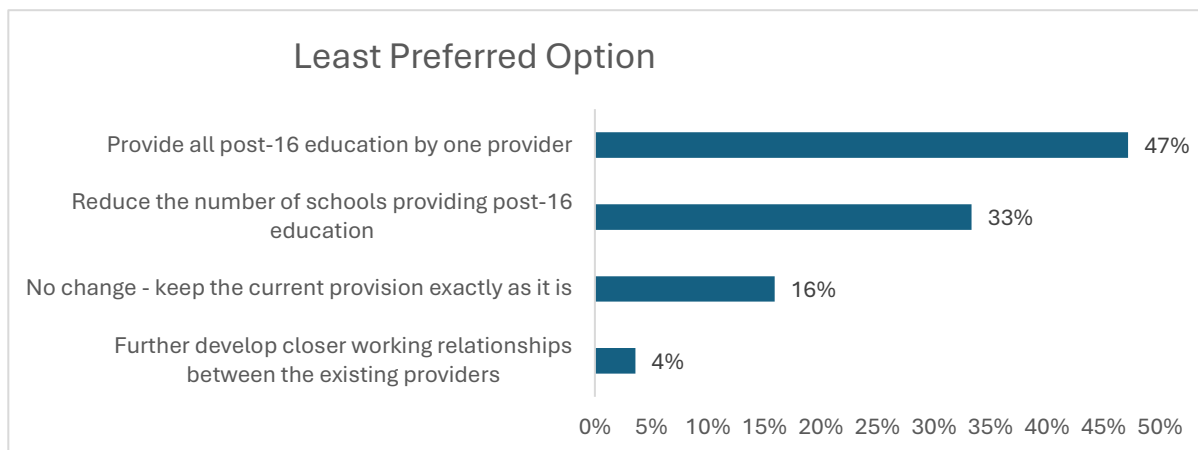


Table 1 shows that while Option 1 was the option favoured by most responders (47%), Option 1 was the least favoured option for 16% of responders.

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

CONTENTS

| | | |
|-----|---|----|
| 1. | INTRODUCTION..... | 3 |
| 2. | EQUALITY IMPACT ASSESSMENT..... | 4 |
| 2.1 | Background- Equality Impact Assessment..... | 5 |
| 2.2 | Information Gathering – Welsh Language Standards and the Welsh Language Measure (Wales) 2011 | 7 |
| 2.3 | Information Gathering – Human Rights Act 1998 (The 16 basic rights are listed in section 7 . | 7 |
| 2.4 | Information Gathering – Well-Being of Future Generations (Wales) Act 2015 – see section 8 | 7 |
| 2.5 | Information Gathering – Engagement / Consultation | 8 |
| 2.6 | Considering the potential impact and identifying mitigating action | 9 |
| 2.7 | Outcome of the assessment | 13 |
| 2.8 | Action Plan..... | 15 |
| 3. | WELSH LANGUAGE IMPACT ASSESSMENT | 16 |
| 3.1 | Compliance with the Welsh Language Policy | 17 |
| 3.2 | Effect on Welsh speaking users | 18 |
| 3.3 | Effect on Welsh speaking communities | 19 |
| 3.4 | Contribution towards Welsh language standards, language policies, strategies and other relevant guidance relating to the Welsh language | 21 |
| 3.5 | The impacts identified and assessed..... | 22 |
| 3.6 | Consultation | 23 |
| 3.7 | Post consultation, final proposals and ongoing monitoring | 25 |
| 4 | COMMUNITY IMPACT ASSESSMENT..... | 26 |
| 4.1 | Facilities and services provided by the schools / college..... | 26 |
| 5 | CONCLUSION | 33 |
| 6 | Further information - A More Equal Wales – The Socio-Economic Duty..... | 34 |
| 7 | Further information -Human Rights | 36 |
| 8 | Further information -Well-being of Future Generations (Wales) Act 2015 | 37 |

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? | <p>Gwyndaf Parry - Corporate Planning, Performance and Programme Manager</p> <p>Alun Roberts - Programme Manager (Corporate)</p> | |
| 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. |
|--|--|

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. | |
|---|--|---|--|

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> |
|---|--|

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; |
|--|---|

| 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 |
|----------------------|------|--------|

| 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.