

Isle of Anglesey County Council

Scrutiny Report

Committee:	Partnership and Regeneration Scrutiny Committee
Date:	12/06/2025
Subject:	Report on the Welsh in Education Strategic Plan (WESP)
Scrutiny Chair:	Councillor Dylan Rees

1. Who will be the portfolio holder presenting / leading the report?

Portfolio Holder	Role
Councillor Dafydd Roberts	Portfolio Holder for Education and the Welsh Language
Service Officer (Supporting)	Role
Mr Owen Davies	Senior Manager – Primary Sector

2. Why the Scrutiny Committee is being asked to consider the matter

To receive the annual WESP report.

3. Role of the Scrutiny Committee and recommendations

- ☒ For assurance
☐ For recommendation to the Executive
☒ For information

Recommendation(s): To receive an update on Anglesey's 2024-2025 WESP data and offer a method of sharing this information.

4. How does the recommendation(s) contribute to the objectives of the Council's Plan?

Objective 1 – Increasing the opportunities to learn and use the language. Objective 3 – Ensuring effective provision for today and future generations.

5. Key scrutiny themes

Key themes the Scrutiny Committee should concentrate on: 1. Effectiveness of the Welsh in Education Strategic Plan (WESP) in supporting Anglesey to achieve its Outcome 1-7 targets. 2. The Language Centre service's responsiveness to the requirements of our immersion programme.
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3. Evaluating the possible risks and effects noted in the report.

6. Key points / summary

The Learning Service uses LAEG funds under the Welsh 5050 Grant sub-heading to support language centres and uses grant funds to increase the provision for engaging with secondary schools. Should there be any change to the grant post-2025, this provision would be at risk.

Need to consider the increasing costs of transport (taxis) and re-visit the creative ideas that cut costs in the long term and demonstrate the Council's commitment to being carbon neutral.

The Senior Manager supports schools to submit applications for a grant to increase workforce capacity. We have been successful in the past year to support Ysgol Uwchradd Caergybi's application. These funds mean that there is collaboration between the school and members of Coleg Menai's language team to support professional development via modelling and developing bilingual teaching pedagogy.

WESP (Welsh in Education Strategic Plan) data reports on the Welsh language's position in education on Anglesey over the period of 06/24-06/25. The 2025 report notes the stability of outcomes 1, 2, 3, 5 and 6 but a decline in outcomes 4 and 7.

Outcome							Status 2024-2025
<ul style="list-style-type: none"> Outcome 1 – More nursery children/three-year-olds receive their education through the medium of Welsh. 2025 – 100% 							Stable
<ul style="list-style-type: none"> Outcome 2 – More reception class children/five-year-olds receive their education through the medium of Welsh. 2025 – 100% 							Stable
<ul style="list-style-type: none"> Outcome 3 – More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another. (Schools no longer report on assessment data nationally). Despite this, each school has plans in place to monitor pupils' literacy, reading and writing skills. 							Stable
<ul style="list-style-type: none"> Outcome 4 – More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh – Decline to (67%). This percentage is based on schools registering fewer children for Welsh first language and possibly more for second language (to create the best conditions for each child to receive the best grades possible). 							Decline
2022	2023	2024	2025	2026	2027	2028	
68.1%	70.4%	68.46%	66.91%				

<ul style="list-style-type: none"> Outcome 5 – More opportunities for learners to use Welsh in different contexts in school - Information gathered from schools shows that this outcome is on track. 							Stable
<ul style="list-style-type: none"> Outcome 6 – An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN). 2025 – 100% 							Stable
<ul style="list-style-type: none"> Outcome 7 – Increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh – Decline reflects staff members leaving and challenging recruitment. 							Decline
2022	2023	2024	2025	2026	2027	2028	
89.03%	90.57%	93.36%	89.91%				

Please see the appendices at the end of the document for Anglesey WESP 2024-2025 data. This data is intended to be shared with: Scrutiny Committee, Language Forum and to create an annual statutory report for Welsh Government (July).

Recent developments:

Learning Service

A senior officer has developed a website in the form of an app to support Anglesey's parents and carers.

One of this resource's outcomes is to promote Welsh medium education by emphasising advantages to the island's children and young people.

Early Years:

- In December 2024, 8 additional settings succeeded to achieve a silver award, and across the island there are 22 settings who have a silver award. Each one implements a plan to complete the requirements and are eager to receive their award plaques so they can move onto the gold award.
- As there are 2 new settings, the bronze requirements need to be introduced to them, and they are very eager to start the journey. There are actions in place to support one setting aiming towards a bronze award.

Anglesey Taith i Iaith Award	Gold	Silver	Bronze
2022-2023	0	0	10
2023-2024	0	22	12
2024-2025	9	21	1

Primary and Secondary

- Across this year, three schools have requested additional support for the Welsh language. A senior manager in the service has collaborated on forming a WESP Project Group at the three schools. The group includes headteachers, teachers, governors, a senior manager, Language Centre and Language Charter officers and strategic ancillary members such as the Director of the National Centre for Learning Welsh.
 - Ysgol Uwchradd Caergybi

- Ysgol Uwchradd Caergybi's WESP Project Group was established in May 2024, with an extensive focus on establishing a category 3 year 7 class, establishing a language centre within the school that also supports teaching of Humanities through the medium of Welsh and a programme of specific support to support the workforce.
- **Ysgol Llanfawr**
 - Group established in March (26/3/2025), with focus on ethos, curriculum and supporting bilingual pedagogy.
- **Ysgol Santes Fair**
 - Group established 3/5/2025 with focus on supporting the workforce, bilingual teaching and Language Charter experiences.
- The Yr.6 Language Cohort Information Transfer Guidance has been adapted this year to reflect the fact that the SIMS system for gathering the information is duplicating catchment processes. Therefore, a senior officer has requested secondary schools to add a column for language cohorts in their information gathering spreadsheet regarding year 6. The secondary schools will then send an anonymous profile of their schools' language cohorts to the Learning Service.
- Anglesey language centres are essential to ensure that newcomers receive timely immersion support. We have balanced the 2025 Welsh language budget to ensure continuity to this service despite financial challenges requiring us to monitor closely every year.
- Use of these funds to operate 2 centres on a full-time basis and 1 member on Ysgol Uwchradd Caergybi's site has had a positive impact on the school and the island's WESP outcomes.

Anglesey Language Charter

There are 38 of Anglesey's primary schools that are part of the Language Charter, and 5 secondary schools. Many discussions have occurred within the county and new resources and documents have been shared with the schools since relaunching in September 2024. Five schools have applied for the 2024-2025 awards, four primary schools and one secondary school, with the validation occurring during the summer term 2025 and beyond.

Many schools have received a visit during the year, varying from the Language Charter service, language awareness training or support visits.

Regular meetings are held with cluster coordinators within the local authority to collaborate on the support for schools. Clear guidance was given to the coordinators' work programme for the Welsh Language Grant expenditure, and there were successful projects in each of the catchment areas. Support was secured for each school to implement the grant funds and to monitor impact.

During the year, discussions have been held with representatives from each school catchment area. During the meetings, the handiest and most effective methods of cascading good practice among clusters within the authority were shared. A PPT template and a handy procedure were shared on how to record the evaluation and impact of the grant usage in a simple and appealing way.

Once again this year, this successfully led to implementation consistency across the authority. Activities were planned to enrich primary and secondary pupil experiences across the county. Good practices were shared, and the impact of the implementation was tracked in meetings throughout the year in order to exemplify good practices and identify next development steps.

Regular discussions were held between a primary/secondary Language Charter officer and Menter Môn officers, and other agencies such as the Urdd to ensure successful collaboration and appropriate platforms to highlight all the work produced by the schools.

One primary school has taken part in the Llafar Gwlad project, which connects three schools from different counties in Wales to develop pupils' oracy skills. A successful project with positive feedback.

One secondary school has been successful in gaining the Siarter Iaith silver award, with other schools close to being validated.

Identified risks:

- The capacity of schools to continue to immerse and integrate newcomers to mainstream.
- Financial challenges endanger the island's immersion strategy.
- A recent trend of a decline in the numbers being registered for GCSE first language Welsh.
- Recruitment challenges mean that more teachers and staff require Welsh learning or Welsh refresher courses to teach confidently in both languages.
- Transport finances are increasingly challenging in the context of funding transport to the language centres.

7. Impact assessments

7.1. Potential impacts on groups protected under the Equality Act 2010

The strategy acknowledges areas requiring further support whilst also ensuring that there are systems and high expectations across the island.

7.2. Potential impacts on those experiencing socio-economic disadvantage (strategic decisions)

The strategy acknowledges areas requiring further support whilst also ensuring systems and high expectations across the island.

7.3. Potential effects on opportunities to use Welsh and not treat the language less favourably than English

The strategy includes several plans that align to ensure clarity on the Council's aspiration and commitment to a million Welsh speakers by 2050. Re-categorising schools ensures Anglesey's understanding and status as one of the language's strongholds and parents' expectations in terms of education provision across the island.

7.4. Potential impact on the Council's Net Zero Carbon target

Positive / Neutral / Negative and how

8. Financial implications

The Learning Service uses LAEG funds under the Welsh 5050 Grant sub-heading to support language centres and using grant funds to increase the provision for engaging with secondary schools. Should there be any change to the grant post-2025, this provision will be at risk.

Need to consider the increasing costs of transport (taxis) and re-visit the creative ideas that cut costs in the long term and demonstrate the Council's commitment to being carbon neutral.

The Senior Officer supports schools to submit applications for a grant to increase workforce capacity. We have been successful in the past year to support Ysgol Uwchradd Caergybi's application. These funds mean collaboration between the school and members of Coleg Menai's language team to support professional development via modelling and developing bilingual teaching pedagogy.

9. Appendices

WESP data dashboard report by the Data Unit

10. Report author and background papers

Mr Owen Davies

Y Gymraeg mewn Addysg

English

Y Gymraeg
Mewn Addysg

Y Gymraeg
Mewn Addysg



Deilliant 1

Mwy o blant meithrin / tair oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Cylchoedd Meithrin

34

EYW

4

Ysgolion Gynradd

36

Ysgolion Sefydledig

1

Ysgolion Pabyddol dan
Gymorth Gwirfoddol

1

% yn darparu addysg drwy
gyfrwng y Gymraeg

100.00%

100.00%

100.00%

100.00%

100.00%

Deilliant 2

Mwy o blant dosbarth derbyn / pump oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Nifer o Ddalgylchoedd

5

% yn derbyn asesiad
Cymraeg iaith gyntaf

100.00%

Nifer o Sefydliadau
Addysg Gynradd

38

% yn darparu addysg drwy
gyfrwng y Gymraeg

100.00%

Plant 5 oed yn derbyn eu
haddysg drwy'r Gymraeg

581

% yn derbyn eu haddysg
drwy gyfrwng y Gymraeg

100.00%

Deilliant 3

Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall

Niferoedd y dysgwyr sy'n parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall

Anstatudol



Y Gymraeg mewn Addysg

English

Y Gymraeg
Mewn Addysg

Y Gymraeg
Mewn Addysg



Deilliant 4

Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

2023-2024

Nifer o Ddysgwyr
419

% y dysgwyr sy'n astudio ar gyfer cymwysterau Cymraeg
(fel pwnc) a phynciau drwy gyfrwng y Gymraeg

68.46%

2024-2025

Nifer o Ddysgwyr
451

% y dysgwyr sy'n astudio ar gyfer cymwysterau Cymraeg
(fel pwnc) a phynciau drwy gyfrwng y Gymraeg

66.91%



Deilliant 5

Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol

Cynyddu cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol

Ar Drac

Deilliant 6

Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol

% o ddisgyblion cynradd / uwchradd sydd yn derbyn gwasanaeth yn gwbl ddwyieithog

100.00%

Deilliant 7

Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg

2023-2024

Nifer o Staff
534

% y staff addysgu sy'n gallu addysgu Cymraeg
(fel pwnc) a thrwy gyfrwng y Gymraeg

93.36%

2024-2025

Nifer o Staff
491

% y staff addysgu sy'n gallu addysgu Cymraeg
(fel pwnc) a thrwy gyfrwng y Gymraeg

89.11%



Welsh in Education

Cymraeg

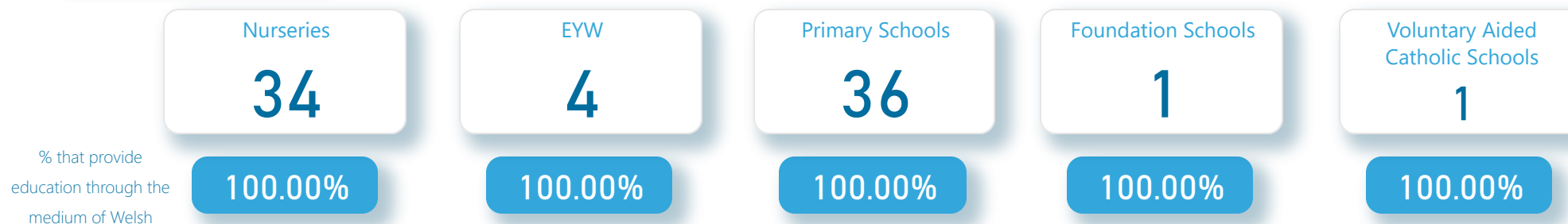
Welsh in
Education

Welsh in
Education



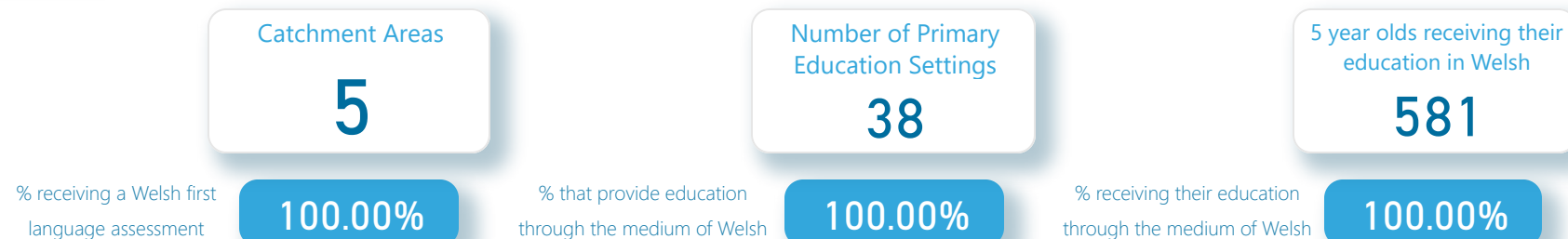
Outcome 1

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



Outcome 2

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



Outcome 3

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

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

Not Statutory



Welsh in Education

Cymraeg

Welsh in
Education

Welsh in
Education



Outcome 4

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

2023-2024

Number of Learners

419

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

68.46%

2024-2025

Number of Learners

451

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

66.91%



Outcome 5

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

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

On Track

Outcome 6

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

% of primary / secondary pupils receiving a bilingual service

100.00%

Outcome 7

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

2023-2024

Number of Staff

534

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

93.36%

2024-2025

Number of Staff

491

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

89.11%

