

# Isle of Anglesey County Council Scrutiny Report

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	09.06.2026
<b>Subject:</b>	Welsh in Education Strategic Plan (WESP) Report 2025-26
<b>Scrutiny Chair:</b>	Cllr. Sonia Williams

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

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

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

The Committee is requested to consider the matter to provide assurance and to challenge the WESP 2024-25 performance against the 7 Outcomes, noting the main risks (including financial and transport sustainability), and to agree on the method for sharing the data and learning with stakeholders.

## 3. Role of the Scrutiny Committee and recommendations

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

Recommendation(s):

Receive an update on Anglesey WESP 2024-2025 data and propose a method to share this information.

Accept a draft of the Education Language Policy for consultation with schools.

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

Objective 1-Increase the opportunities to learn and use the language

Objective 3-Ensure effective provision for today and future generations.

## 5. Key scrutiny themes

1.

Key themes the Scrutiny Committee should concentrate on:

1. The 7 Outcomes in our WESP.
2. The Language Charter's wider work.
3. Recent developments.
4. Risks and challenges.
5. Next steps.

## 6. Key points / summary

Operational Summary:

1. This report summarises the performance of Anglesey's WESP over 06/2025-06/2026 and highlights the main developments, risks and next steps.
2. Effective use of funds (Local Authority Education Grant (LAEG)/Welsh Language Grant 2050) to sustain language centres and strengthen engagement with secondary schools.
3. Successful support for 'workforce capacity' grant applications and a partnership with Coleg Menai to model and develop bilingual pedagogy.
4. Increase in development activities (e.g., Taith i laith, WESP project groups in schools, and collaboration with the National Centre for Learning Welsh).
5. Any possible changes to the grant after 2026 could threaten the continuity of the provision (especially language centres and secondary support).
6. Transport (taxi) costs are increasing, with financial and carbon implications, and we need long term solutions to reduce costs.
7. Recruitment/language proficiency challenges, and the risk that secondary arrangements aren't increasing the registrations for GCSE Welsh First Language.

The Learning Service uses LAEG funds under the Welsh Language Grant 2050 subheading to support language centres and uses grand funds to increase secondary school engagement provision. If there is any change to the grant post-2026, this provision will be at risk.

There is a need to consider the increasing costs of 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 apply for a grant to increase workforce capacity. We have previously succeeded to support Ysgol Uwchradd Caergybi's application and supported another application again this year. This funding enables collaboration between the school and members of Coleg Menai's language team to support professional development through 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 06/25-06/26. The report for 2025 notes the stability of outcomes 1, 2, 3, 5 and 6, and growth in outcomes 4 and 7.

Outcomes	Status 2024-2025																				
<ul style="list-style-type: none"> <li>Outcome 1 – More nursery/three-year-old children receive their education through the medium of Welsh. <b>2026 – 100%</b></li> </ul>	<b>Robust</b>																				
<ul style="list-style-type: none"> <li>Outcome 2 – More reception/five-year-old children receive their education through the medium of Welsh. <b>2026 – 100%</b></li> </ul>	<b>Robust</b>																				
<ul style="list-style-type: none"> <li>Outcome 3 – More children continue to improve their Welsh language skills when transitioning from one statutory education period to another. <b>(None of the schools now report on assessment data nationally). Despite this, each school has plans to monitor pupil oracy, reading and writing skills.</b></li> </ul>	<b>Robust</b>																				
<ul style="list-style-type: none"> <li>Outcome 4 – More learners study for Welsh language qualifications (as a subject) and subjects through the medium of Welsh. <b>Increase/Decrease to (67%). This percentage is based on schools registering fewer children for GCSE Welsh First Language and registering more for Second Language (to create the best conditions for each child to achieve the best possible grades).</b></li> <li>Anglesey GCSE data 2025/26.</li> </ul> <table border="1" data-bbox="224 1283 1252 1398"> <tr> <td colspan="2" data-bbox="224 1283 1252 1325"><b>The number of children registering for Welsh GCSE</b></td> </tr> <tr> <td colspan="2" data-bbox="224 1325 1252 1360"><b>99.9%</b></td> </tr> <tr> <td data-bbox="224 1360 743 1398"><b>GCSE First Language 66.2%</b></td> <td data-bbox="743 1360 1252 1398"><b>GCSE Second Language 34%</b></td> </tr> </table> <p data-bbox="224 1440 769 1472"><b>Anglesey GCSE Progress 2022-2028</b></p> <table border="1" data-bbox="224 1472 1271 1570"> <thead> <tr> <th data-bbox="224 1472 358 1514">2022</th> <th data-bbox="358 1472 493 1514">2023</th> <th data-bbox="493 1472 639 1514">2024</th> <th data-bbox="639 1472 786 1514">2025</th> <th data-bbox="786 1472 1003 1514">2026</th> <th data-bbox="1003 1472 1133 1514">2027</th> <th data-bbox="1133 1472 1271 1514">2028</th> </tr> </thead> <tbody> <tr> <td data-bbox="224 1514 358 1570">68.1%</td> <td data-bbox="358 1514 493 1570">70.4%</td> <td data-bbox="493 1514 639 1570">68.46%</td> <td data-bbox="639 1514 786 1570">66.91%</td> <td data-bbox="786 1514 1003 1570">66.20%</td> <td data-bbox="1003 1514 1133 1570"></td> <td data-bbox="1133 1514 1271 1570"></td> </tr> </tbody> </table> <p data-bbox="224 1570 1271 1713">Plan to increase the percentage growth in the number of Ysgol Uwchradd Caergybi pupils who progress through the school in the Welsh-medium stream.</p>	<b>The number of children registering for Welsh GCSE</b>		<b>99.9%</b>		<b>GCSE First Language 66.2%</b>	<b>GCSE Second Language 34%</b>	2022	2023	2024	2025	2026	2027	2028	68.1%	70.4%	68.46%	66.91%	66.20%			<b>Robust – decrease of 0.71 from last year</b>
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68.1%	70.4%	68.46%	66.91%	66.20%																	
<ul style="list-style-type: none"> <li>Outcome 5 – More opportunities for learners to use the Welsh language in different contexts at school. <b>Evidence from the Language Charter Officer shows that there are rich opportunities available for pupils to use the Welsh language</b></li> </ul>	<b>Robust</b>																				

<b>beyond the classroom, e.g., yard game resources and children’s podcasts about the World Cup.</b>							
<ul style="list-style-type: none"> <li>Outcome 6 – Increase in Welsh medium education provision for pupils with additional learning needs (“ALN”). <b>2026 – 100%</b></li> </ul>							<b>Robust</b>
<ul style="list-style-type: none"> <li>Outcome 7 – Increase in the number of teaching staff who can teach Welsh (as a subject) and through the medium of Welsh. <b>This year’s increase may reflect changes to the workforce.</b></li> </ul>							<b>Robust – small decrease</b>
<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	
89.03%	90.57%	93.36%	89.91%	89%			
A number of staff in the workforce have left as a result of school budget processes and challenges in securing supply teachers, resulting in a slight decrease. Despite this, targeted action has taken place to support teachers across the island (see the Centre for Learning Welsh report below).							

**‘Robust’ in Estyn’s wording means good.**

See appendices at the end of the document for Anglesey WESP data 2024-25. It is intended to share this data with: Scrutiny Committee, Language Forum and to create an annual statutory report for Welsh Government (July).

**Recent developments:**

**Learning Service**

A senior manager has developed a site on the council’s website to support Anglesey’s parents and carers, where developments regarding the advantages of Welsh medium education will be given a platform to promote the language. A senior manager has received feedback on the government’s annual report template, developing more quantitative data for each outcome.

See link below:

[Addysg drwy'r iaith Gymraeg  
Welsh language education](#)

**Early Years**

- During the year, each setting implements a plan to fulfil the requirements and are eager to receive their award plaque so they can proceed to the gold award.

<b>Anglesey Taith i iaith Award</b>	<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
<b>2022-2023</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>2023-2024</b>	<b>0</b>	<b>22</b>	<b>12</b>

<b>2024-2025</b>	<b>9</b>	<b>21</b>	<b>1</b>
<b>2025-2026</b>	<b>13</b>	<b>18</b>	<b>5</b>

**Primary and Secondary**

- Over the year, three schools have applied for additional support with the Welsh language. A senior manager at 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**

- The Ysgol Uwchradd Caergybi WESP Project Group oversees developments to increase the number of pupils receiving education through the medium of Welsh and bilingually. This year, there is 1 bilingual class in year 8 and 1 in year 7, and a National Centre for Learning Welsh officer is on the school site supporting staff members' language proficiency.

**Summative data**

	<b>Number of children in Cat 3 stream (Category 3 Welsh-medium, i.e., over 70% of the child's experiences through the medium of Welsh).</b>
<b>2023-2024</b>	<b>0</b>
<b>2024-2025</b>	<b>30</b>
<b>2025-2026</b>	<b>60</b>

- In addition, a senior officer has supported an assisting headteacher to draw up an application for funds to increase capacity in order to continue collaboration with Coleg Menai Sgiliaith.

- **Ysgol Llanfawr**

- A group has been established with focus on ethos, curriculum and supporting bilingual pedagogy. Following Estyn's visit, the school continues to consider feedback that leaders maintain robust self-evaluation processes, which enable improvements in provision for the benefit and progress of pupils. As a result, most pupils are making good progress in their skills over time. Through developing Welsh using sign language, the motivation and efforts of the majority of pupils to use spoken Welsh in lessons are developing appropriately. Despite this, the provision doesn't always give pupils consistent and coherent opportunities to use and develop the Welsh language in various situations effectively enough. The catchment's senior manager will support the school with this priority.

- **Ysgol Santes Fair**

- A group has been established with focus on supporting the workforce, bilingual teaching and Language Charter experiences. During this year, courses have supported individual and collective members of staff to develop language proficiency, also including courses for assistants.
- In addition, Delyth Gwyn from the Language Centre visits 1 day a week to support immersion pedagogy for the school's early years to increase the number of children receiving Welsh medium education.

### **Transfer of Information from one Phase of Education to the Next and the Language Centre's Work**

- An information gathering/transfer from Yr.6 to Yr.7 spreadsheet already includes information about the learners' language cohorts. The secondary schools then send an anonymous profile of their school's language cohorts to the catchment's language coordinator. This is likely to strengthen the consistency of data across the catchment area and support monitoring and planning within the context of the Welsh in Education Strategic Plan (WESP).
- Anglesey's Language Centres are essential to ensure that newcomers receive timely immersion intervention. We have balanced the Welsh 2026 budget to ensure continuation for this service despite that financial challenges require us to monitor closely each year.
- Use of this Local Authority Education Grant (LAEG) funding to maintain two full time centres and 1 additional member on the Ysgol Uwchradd Caergybi site has meant that 96 primary pupils and 30 secondary pupils have received Welsh language immersion intervention.

### **Anglesey Language Charter**

There are 38 Anglesey primary schools that are part of the Language Charter, and 5 secondary schools. Many discussions have taken place within the county and new resources and documents have been shared with the schools since re-launching the charter in September 2024. Two schools have applied for the 2025-26 awarding, with the validating taking place during summer term 2026 and beyond.

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

Regular meetings are held during the 25-26 year with cluster coordinators within the local authority to collaborate on the support for schools. Clear guidance was provided for the coordinators' work programme in relation to Welsh Language Grant expenditure, and successful projects were delivered in each of the catchment areas. Support was ensured for every school to implement the grant funding and to monitor its impact.

For example, Holyhead catchment area has introduced a website where there will be access to the Drilio'r Iaith Dalgylch scheme. The website includes all resources and good practice across the catchment and is a website to share resources to focus on elements of the Language Charter and oracy proficiency.

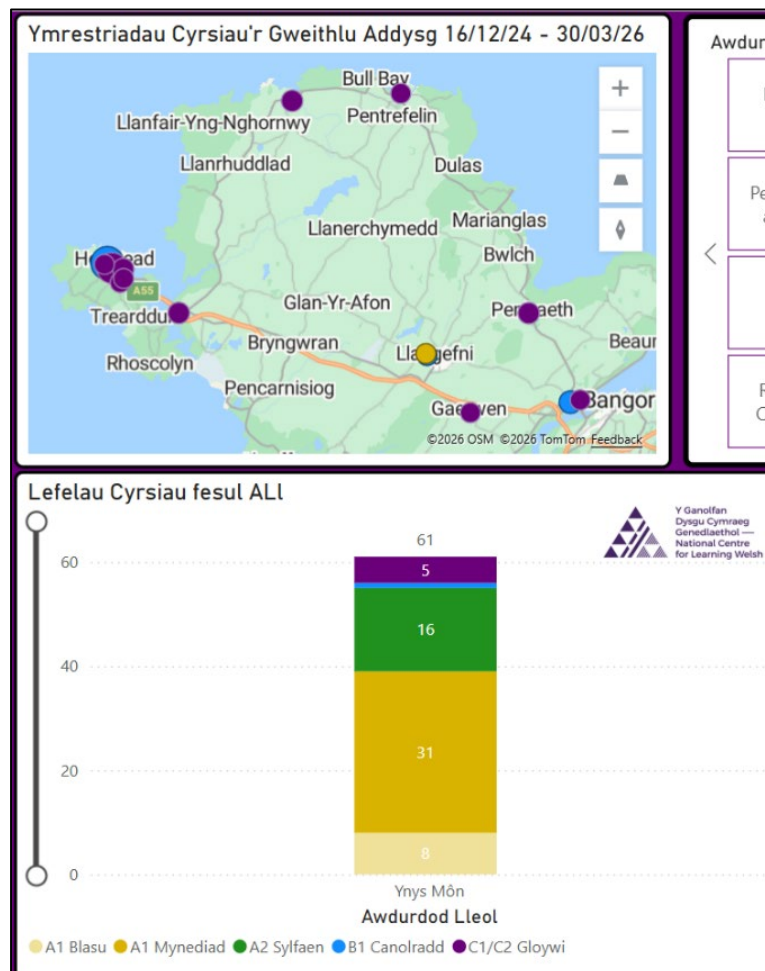
During the year, a series of structured discussions took place with representatives from each school catchment area. The aim of this work was to strengthen collaboration arrangements and ensure a consistent approach across the cluster in terms of sharing and spreading effective practice. To support governance and transparency, a standard delivery template and recording guidance were shared to ensure that the evaluation and impact of grant usage are documented in a clear, comparable, and easily reportable way to stakeholders and committees.

This successfully led to consistency of action across the authority. Activities were planned to enrich primary and secondary pupils' experiences across the county. Good practice was shared with schools, and the impact of the action was tracked in meetings with catchment language coordinators throughout the year in order to exemplify good practice and identify next steps for development.

For example, the Cefni catchment area has planned a programme over the year to develop staff proficiency in using effective approaches to develop writing skills by implementing the 'Talk for Writing' approach across the curriculum. This means that writing standards will be prioritised alongside reading and oracy skills.

Regular meetings were held between the Primary/Secondary Language Charter Officer, 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 been part of the Llafar Gwlad project which links three schools from different counties in Wales to develop pupils' oracy skills. A successful project with positive feedback. One primary school also successfully achieved the Gold Language Charter award (Ysgol Parc y Bont), with other schools about to be validated.

## Collaboration with the National Centre for Learning Welsh



On Anglesey, we recognise that fostering a lifelong love towards the Welsh language starts with innovative and accessible education. Within the WESP context, the collaboration with the Centre has been an important element in strengthening the continuum between formal education and acquiring language in the community, contributing to ensuring a sequential and cohesive journey for learners of all ages.

In addition, attention is drawn to the close and well-planned partnership between the Learning Service and the National Centre, specifically in terms of targeted support for WESP groups in specific schools, in accordance with Outcome 7 within the relevant plans. Through this partnership, we have developed profound linguistic support frameworks tailored to Ysgol Uwchradd Caergybi, Ysgol Llanfawr and Ysgol Santes Fair. The support provided to staff in these schools through the centre has been transformational; it has significantly increased confidence in the Welsh language and improved their ability to teach and learn effectively through both languages. In addition to supporting intensive groups of schools that are moving towards a secure Category 3 over a specified timeframe, it also provides a general

offer to all schools. A good example is the collaboration to support teaching assistants across the island to promote bilingual education and increase confidence in the professional use of the Welsh language.

Strategically, this collaboration supports the leadership of the Welsh language on Anglesey and contributes directly to strengthening capacity and standards within schools. As staff confidence grows, they are able to increase the percentage of education delivered through the medium of Welsh, ensuring our schools thrive in a completely bilingual environment. We are committed to deepening this partnership to guarantee a lively Welsh language community for future generations, with focus on sustainability, consistency and measuring impact, to support a lively Welsh community for future generations.

### **Strategic Impact**

- Direct Leadership Alignment: 100% alignment between the local authority's Welsh in Education Strategic Plan and the centre's initiatives.
- Workforce Development: Measurable increase in the number of teaching staff who achieve high Welsh language proficiency levels.
- Successful grant funding applications (workforce capacity) to support school plans more extensively.

### **School Standards and Pedagogy**

- Increase in Delivery through the Medium of Welsh: An average increase in curriculum provision through the medium of Welsh across the target schools.
- Pupil Results: Evidence from the Centre Officer notes better pupil engagement and assessment results in Welsh modules due to strengthened staff confidence in schools collaborating with the National Centre for Learning Welsh.
- Close collaboration and strategic use of SWAC (School Workforce Annual Census) data, and discussions with the Learning Service on school priorities.

## **MENTER MÔN'S COLLABORATION WITH SCHOOLS**

Gŵyl y Fenai (March 27) was a notable example of work under the leadership of Ysgol Gyfun David Hughes and the Welshness group specifically. A total of 386 people attended the event, supported by 15 volunteers including pupils and school staff. The organisation of the festival was entirely guided by the voices of the pupils, including the selection of the artists, the venue, ticket prices, and the food and drink stalls. The festival was a particular success, giving pupils the opportunity to promote a Welsh-language music festival (including media appearances and visits to primary schools to promote the event) and to provide access for an audience in an area that would not normally experience such an event.

Five Saint David's Day parades were held throughout the island, with 32 schools and 2,056 pupils taking part. It is estimated that 1,150 people were present on the streets, with the highest numbers in Llangefni and Menai Bridge coming together to celebrate our language, culture and heritage. The feedback from parents, inhabitants and shop owners was very positive, and attention was drawn to the celebration's linguistic, social and economic value.

A gig was arranged in Pontio for Year 6 pupils of Llangefni schools' catchment area alongside Isle of Anglesey County Council's Learning Service, with 203 pupils in attendance. The gig gave children the opportunity to get to know one another before transitioning to the local secondary school, with pupils leading on key decisions such as choosing artists, a venue and a date. The feedback from stakeholders was very positive, with a clear intention to develop the event into a sustainable annual initiative.

Menter Môn holds the weekly Theatr Ieuentid Môn (TIM) sessions. A core part of TIM's vision is to provide every individual with opportunity. The members come from 14 primary schools, secondary schools and special education departments on Anglesey. Members' voices are central to the sessions, and they are preparing to play a key role in the ceremonies of the Urdd Eisteddfod. They also took part in the Theatr Fach Llangefni pantomime. It was a tremendous success, with 6 tutors supporting 57 children and young people to perform in 9 pantomimes for an audience of 972 people.

The special education section of the project, delivered in conjunction with Canolfan Addysg y Bont in Llangefni, continues to develop positively. The tutors engage with over 20 young people on a weekly basis, using the arts to foster a feeling of belonging. In November, a sensory experience was created on the theme Pirates, which was presented to all the centre's pupils through an interactive performance and activities. In addition, secondary and additional learning needs pupils are being supported to create a theatrical performance for the Urdd Eisteddfod, helping to build confidence, creative skills, teamwork, and principles of co-creation.

Rhwydwaith Perfformwyr Ifanc sessions (run by a member of staff from Menter Môn) continue to provide a platform for our young musicians, with 11 attending weekly. Through collaboration with Medrwn Môn, NEET individuals (not in education, employment, or training) were supported, helping to increase confidence, social skills, and creative participation. The personal impact on participants was clear and significant.

**Identified risks and mitigations:**

- That schools have the capacity to continue to immerse and integrate newcomers to mainstream.

Mitigation: Carry out immersion capacity mapping by cluster and implement a referral protocol where demand exceeds capacity.

- That financial challenges mean endangering the island's immersion strategy.

Mitigation: Prioritise and secure the immersion provision's core budget through an annual "value for money" review.

- That secondary school arrangements do not increase the number of pupils being registered for GCSE Welsh First Language.

Mitigation: Set clear registration targets by secondary school and monitor them on a termly basis via registration data and curricular pathways.

- That recruitment challenges mean that more teachers and staff require Welsh learning or language refresher courses.  
Mitigation: Carry out a language development programme for the workforce, with priority to key roles.
- That the 3 schools' project groups are not on track.  
Mitigation: Strengthen project governance through a quarterly report against milestones with specified rectifying actions.
- Transport funding is increasingly challenging (we have applied for capital funding for an electric bus under the council's ownership).  
Mitigation: Optimise transport routes and arrangements through an operational review of routes and contracts to reduce costs.

## 7. Impact assessments

7.1. Has an impact assessment (equality considerations, the socio-economic duty, Welsh language) been undertaken?

Yes

No

The immersion activities/language centres, workforce development, and school plans are likely to have a positive impact on access to Welsh-medium education; however, some groups (e.g., learners with ALN, newcomer learners, and non-Welsh speaking families) may face barriers if support is not consistent across catchment areas or if funding is reduced.

Mitigations:

- Prioritise language centre continuation and capacity to ensure timely immersion intervention for latecomers/newcomers.
- Continue to strengthen Welsh language provision for ALN (noting the aspiration for progress in Outcome 6) and record examples of reasonable adaptations/targeted support.
- Ensure that information for parents/carers is accessible and clear (building on the new corporate website to support parents and carers).

7.2. Potential impacts on opportunities to use Welsh and not treating the language less favourably than English

The strategy recognises areas requiring further support while ensuring high standard systems and high expectations across the island.

The WESP may have a positive impact on equal opportunities by increasing access to Welsh language education and immersion/language centre support. However, any capacity

or resource limitations (e.g., change to grant streams post-2026 or provision cost pressures) may lead to a reduced support density, therefore negatively impacting learners from disadvantaged backgrounds who depend more on school/LA provision to receive consistent Welsh experiences.

Mitigations:

- Prioritise the provision that supports access (immersion/language centres and support for schools) and ensure accessible communication with parents/governors for options and support available.

### 7.3. Possible impacts on groups protected under the Equality Act 2010

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

Mitigations:

- Ensure consistency between cluster/catchment in providing support (Language Charter, language centres, staff training) and record the impact in a simple and approved manner.
- Monitor Welsh qualification trends (e.g., first language/second language balance) and record the educational reasons for any changes to registrations.

### 7.4. Possible impacts on those experiencing socio-economic disadvantage (strategic decisions)

Positive / Neutral / Negative and how

The dependency on transport (including taxis) to provide access to provision (e.g., language centres) may increase emissions and costs.

Mitigations:

- Review transport routes and models to reduce miles (coordinating journeys, sharing transport and demand-led planning).
- Prioritise lower carbon options where practical (including the work of seeking capital funding for an electric bus under the council's ownership).

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

Adopt and realise the new 'Modernising Learning Communities and Developing the Welsh Language' strategy so that schools are fit for purpose and work towards a carbon neutral status.

## **8. Financial implications**

The Learning Service uses LAEG funding under the Welsh Language Grant subheading to support language centres and uses grant funding to increase the secondary school engagement provision. Any change to the grant post-2026 will place this provision at risk.

There is a 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 apply for grants to increase workforce capacity. We successfully supported Ysgol Uwchradd Caergybi's application last year. This funding enables collaboration between the school and members of Coleg Menai's language team to support professional development through 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