

From: [PMO](#)
To: [Wylfa Newydd](#)
Subject: RE: IACC Deadline 2 Submission : Local Impact Report - Welsh Language and Culture (email 14)
Date: 04 December 2018 20:37:49
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[Welsh Language and Culture.pdf](#)
[Annex 9A - Anglesey Language Profiling Data Report \(Batch 1 of 4\).zip](#)

Please note, a number of emails will follow in relation to the LIR – we will confirm the final e-mail.

Pnawn Da/ *Good afternoon,*

Gweler ynghlwm cynrychiolaeth CSYM mewn perthynas â'r uchod / *Please see IACC's representation in respect of the above.*

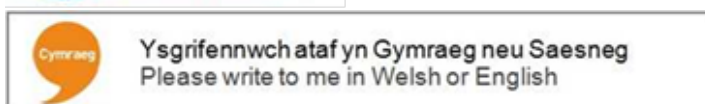
Bydd fersiwn Gymraeg yn cael ei ddarparu cyn gynted a phosib / *A Welsh version of the submission will be provided in due course.*

Cofion/ *Regards,*
Manon

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Mae cynnwys y neges e-bost hon yn cynrychioli sylwadau'r gyrrwr yn unig ac nid o angenrheidrwydd yn cynrychioli sylwadau Cyngor Sir Ynys Môn. Mae Cyngor Sir

Ynys Mon yn cadw a diogelu ei hawliau i fonitro yr holl negeseuon e-bost trwy ei rwydweithiau mewnol ac allanol.

Croeso i chi ddelio gyda'r Cyngor yn Gymraeg neu'n Saesneg. Cewch yr un safon o wasanaeth yn y ddwy iaith.

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CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

LOCAL IMPACT REPORT

CHAPTER XX THEME: WELSH LANGUAGE AND CULTURE

ANNEX 1: Anglesey Language Profiling Report

November 26 2018

OFFICIAL SENSITIVE

1 Introduction

- 1.1 This gathering of evidence for this *Anglesey Language Profiling Report* was undertaken during July – October 2018 as part of the Island of Anglesey County Council (IACC)’s response to the Horizon Nuclear Power (HNP) Wylfa Newydd Development Consent Orders (DCO) application process.
- 1.2 This document serves two purposes:
- it provides some additional community language profiling data to inform policy decisions with regard to safeguarding and strengthening the vitality of Welsh-speaking communities and social networks on Anglesey;
 - given the limitations of the currently available data, it outlines ways of strengthening the evidence base for assessing the impact of the HNP Wylfa Newydd DCO Project and the ongoing monitoring of this impact and the effectiveness of mitigation strategies during the lifetime of the project.

The need for additional language profiling data

- 1.3 In HNP’s Welsh Language Impact Assessment, the impacts of the Wylfa Newydd project are typically assessed in relation to the Key Study Area. The impact of the project on the Welsh language at ward and community levels is not measured in sufficient detail to enable close monitoring of impact and the effectiveness of mitigation strategies. Upon IACC’s completion of its initial Welsh Language & Culture Impact Assessments, it was apparent that there was a gap in information regarding the language profile for the Isle of Anglesey and that, therefore, additional evidence base was required to secure appropriate mitigation. This data is intended to supplement the language profile data which is presented in the *Welsh Language Strategy 2016 – 2021*¹ and *A picture of the position of Welsh on the Isle of Anglesey* (2014).²
- 1.4 The objective of gathering additional evidence on the language profile of wards across the Isle of Anglesey is to:
- begin to identify the baseline of the Welsh Language at a more local level (underneath the Key Study Area); which then could be assessed against other data sets such as the Bed-stock Analysis, Housing stock etc. This would be beneficial to understand which areas are more sensitive than others to the migrant workers choice of where to live.
 - assess which areas are close to the 50% and 70% Welsh Language thresholds;
 - identify capacity levels of community groups and schools;
 - establish a method for language profiling which could be operational over time (part of ongoing monitoring);

¹ Published by the Anglesey Welsh Language Strategic Forum in September 2016.

² Produced by the Research and Analytics Service, Gwynedd Council as *Background Paper 10B: Anglesey Language Profile to the Gwynedd and Anglesey Local Development Plan* (2015).

- obtain additional evidence to justify the mitigations that IACC are requesting as part of the Wylfa Newydd Project, namely: enhanced immersion services for primary and secondary pupils; community translation services and the creation and funding of 5 Community Involvement Officers.

Scope of language profiling data

1.5 Language profiling data was collected across all of Anglesey for the following reasons:

- the Gravity Model used by HNP does not provide a means of identifying conclusively and specifically where workers (with different socio-economic and family status) are likely to choose to reside and interact with the local population;
- limiting the focus to the north of the island alone would ignore other areas where it is possible that workers may reside;
- from the experience of Wylfa A, it is known that managers, for example, chose to reside in areas such as Moelfre, Biwmares, Porth Llechog and Benllech;
- Anglesey is not a large island and it is expected that workers and their dependents will interact with the local population beyond their immediate locations of work and residence.

Geographical Boundaries

1.6 This study has used the old (pre- 2012) electoral boundaries. This aligns with the 2011 Census and these are the boundaries that HNP have used to determine the Key Study Areas of Anglesey North, Anglesey West, and Anglesey South in its documentation. It was decided that undertaking the assessment within the new 2012 electoral boundaries could prove problematic and would allow room for dispute and would be unhelpful in common ground discussions. In this study, electoral wards rather than Lower Super Output Areas (LSOA) have been used. This is to concur with *Anglesey's Welsh Language Strategy* and the *Anglesey Language Profile* used in the *Anglesey and Gwynedd Joint Local Development Plan (2017)*.

The evidence collected

1.7 During the timeline and available resources, this evidence gathering exercise concentrated on:

- developing an initial language profile of the existing provision of community groups/activities across Anglesey that serve children, young adults, adults, families, older people;
- traditional Welsh language organisations on the island that support cultural and creative networks;
- other networks that hold the Welsh Language in high regard (for example: Town/Community Councils, Sports Clubs, Evening Classes);
- language medium of schools, and early education and childcare groups

1.8 Representatives of the following were approached for data that could contribute to this evidence gathering exercise. The majority were able to provide some of the data requested.

- IACC education services
- IACC community services
- IACC adult services
- IACC leisure services
- Welsh for Adults, Bangor University
- Urdd Gobaith Cymru
- Young Farmers Clubs
- Mudiad Meithrin
- One Voice Wales
- Medrwn Môn
- Menter Môn
- Merched y Wawr
- Grŵp Llandrillo Menai

1.9 The evidence for this language profiling involved:

- conducting semi-structured qualitative interviews with members of IACC departments and representatives of community organisations
- collecting where possible existing data-sets from IACC departments, service providers and community organisations
- conducting supplementary desk-top secondary research.

1.10 Where possible, data on the language ability of group leaders / service providers and group participants / service users was collected using the following categories:

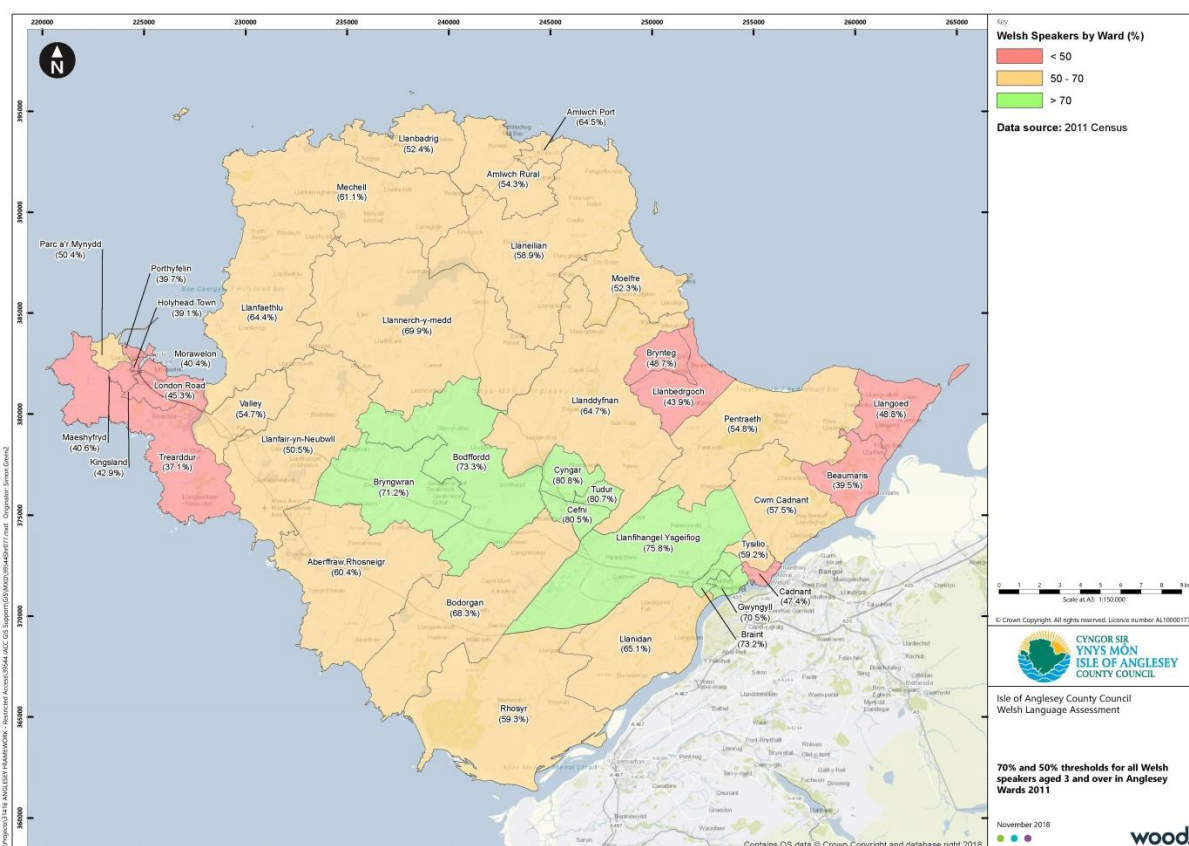
- All speak Welsh (100%)
- Majority speak Welsh (55%+)
- Half speak Welsh, half don't (45% - 55%)
- Minority speak Welsh (< 45%)
- Nobody speaks Welsh (0%)

- 1.11 Data on the language of a group or organisation's activities was also collected where possible using the following categories:
- Welsh Only (95% - 100%)
 - Welsh mainly (55%+)
 - Half and half Welsh and English (45% - 55%)
 - English mainly (< 45%)
 - English only (0% / 100% English)
- 1.12 Post code data was also collected in order to map the location of community groups and organisations spatially using IACC's QGIS programme.
- 1.13 In the main, this report concentrates on discussing the available data on language ability and language use and data that is possible to map according to ward using post code data. A list of all the maps created for this report is provided in Annex 1. Not all maps are reproduced within this document.

2 Discussion of key findings and approaches to language profiling

2.1 Identifying 50% and 70% Welsh language speaker thresholds at ward level

2.1.1 The IACC's "vision for the 2021 Census is to see an increase in the number of Welsh speakers and that the percentage increases to at least 60.1% as it was in 2001.³ Specifically, the desired result of the Welsh Language Strategy 2016 – 2021 for Anglesey is to "maintain the wards where 70% of the population speak Welsh and increase the percentages of the other, remaining wards".⁴ Two of the strategy indicators are: "an increase in wards with over 70% speaking Welsh" and "an increase in wards with over 50% speaking Welsh"⁵. Map 1 shows the wards where over 70%, over 50% and under 50% of the population spoke Welsh in 2011.



Map 1: 70% and 50% thresholds for all Welsh speakers aged 3 and over in Anglesey Wards, Census 2011

2.1.2 In line with council policy, the eight wards that need to maintain their 70% or more Welsh speaking status are: Bodffordd, Brant, Bryngwran, Cefni, Cyngar, Gwyngyll, Llanfihangel Ysgeifiog and Tudur.

³ Anglesey Welsh Language Strategic Forum: Welsh Language Strategy 2016 – 2021, page 5.

⁴ Anglesey Welsh Language Strategic Forum: Welsh Language Strategy 2016 – 2021, page 28.

⁵ Anglesey Welsh Language Strategic Forum: Welsh Language Strategy 2016 – 2021, page 28.

- 2.1.3 There were 19 wards with 50% - 69% of Welsh speakers aged three and over in 2011. The ability to increase the number of wards with over 70% of the population aged three and over able to speak Welsh, most likely lies in the two wards closest to that threshold, namely Bodorgan (68.3%) and Llannerch-y-medd (69.9%).
- 2.1.4 Those most at risk of falling below 50% are Amlwch Rural (54.3%), Llanbadrig (52.4%), Llanfair-yn-Neubwll (50.5%), Moelfre (52.3%), Parc a'r Mynydd (50.4%), Pentraeth (54.8%), and Y Fali (54.7%). Tabl 1 indicates the change in number, percentage and percentage points of Welsh speakers (age 3 and over) in Anglesey wards between the censuses of 2001 and 2011.

Table 1⁶: Percentage of people (age 3 and over) able to speak Welsh, by ward, 2001 & 2011

Ward	2001		2011		Change 2001-2011		
	Number	%	Number	%	In number	In number (%)	In % Point
Aberffraw	878	69.4%	810	60.4%	-68	-7.7%	-9.0%
Amlwch Port#	906	67.3%	1,559	64.5%	#	#	#
Rural Amlwch	686	57.0%	675	54.3%	-11	-1.6%	-2.7%
Beaumaris	791	39.7%	748	39.5%	-43	-5.4%	-0.2%
Bodffordd	1,162	77.9%	1,098	73.3%	-64	-5.5%	-4.6%
Bodorgan	1,092	72.7%	1,130	68.3%	38	3.5%	-4.4%
Braint	1,113	77.1%	1,078	73.2%	-35	-3.1%	-3.9%
Bryngwran	1,234	76.1%	1,311	71.2%	77	6.2%	-4.9%
Brynteg	904	51.0%	890	48.7%	-14	-1.5%	-2.3%
Cadnant	539	51.8%	571	47.4%	32	5.9%	-4.4%
Cefni	1,151	83.1%	1,160	80.5%	9	0.8%	-2.6%
Cwm Cadnant	1,225	56.2%	1,261	57.5%	36	2.9%	1.3%
Cyngar	1,425	84.7%	1,576	80.8%	151	10.6%	-3.9%
Gwyngyll	1,118	73.9%	1,093	70.5%	-25	-2.2%	-3.4%
Holyhead Town	451	43.2%	447	39.1%	-4	-0.9%	-4.1%
Kingsland	660	48.0%	627	42.9%	-33	-5.0%	-5.1%
Llanbadrig	736	54.4%	690	52.4%	-46	-6.3%	-2.0%
Llanbedrgoch	710	45.5%	654	43.9%	-56	-7.9%	-1.6%
Llanddyfnan	881	69.9%	829	64.7%	-52	-5.9%	-5.2%
Llaneilian	1,337	61.5%	1,295	58.9%	-42	-3.1%	-2.6%
Llanfaethlu	1,021	67.1%	1,025	64.4%	4	0.4%	-2.7%
Llanfair-yn-Neubwll	1,341	51.5%	1,396	50.5%	55	4.1%	-1.0%
Llanfihangel Ysgeifiog	1,528	78.3%	1,479	75.8%	-49	-3.2%	-2.5%
Llangoed	676	54.6%	585	48.4%	-91	-13.5%	-6.2%
Llanidan	1,111	68.7%	1,162	65.1%	51	4.6%	-3.6%
Llannerch-y-medd	1,252	72.3%	1,294	69.9%	42	3.4%	-2.4%
London Road	742	51.8%	645	45.3%	-97	-13.1%	-6.5%
Maeshyfryd	932	43.7%	885	40.6%	-47	-5.0%	-3.1%
Mechell	949	64.0%	918	61.1%	-31	-3.3%	-2.9%
Moelfre	564	51.4%	544	52.3%	-20	-3.5%	0.9%
Morawelon	676	45.3%	584	40.4%	-92	-13.6%	-4.9%
Parc a'r Mynydd	596	53.8%	563	50.4%	-33	-5.5%	-3.4%
Pentraeth	1,006	58.2%	987	54.8%	-19	-1.9%	-3.4%
Porthyfelin	1,019	45.7%	863	39.7%	-156	-15.3%	-6.0%
Rhosneigr	406	42.6%	351	36.0%	-55	-13.5%	-6.6%
Rhosyr	1,339	63.7%	1,272	59.3%	-67	-5.0%	-4.4%
Trearddur	979	42.6%	835	38.1%	-144	-14.7%	-4.5%
Tudur	1,189	83.6%	1,206	80.7%	17	1.4%	-2.9%
Tysilio	1,285	64.4%	1,219	59.2%	-66	-5.1%	-5.2%
Valley	1,283	55.0%	1,253	54.7%	-30	-2.3%	-0.3%
Isle of Anglesey	38,893	60.1%	38,568	57.2%	-325	-0.8%	-2.9%
Wales	582,368	20.8%	562,016	19.0%	-20,352	-3.5%	-1.7%

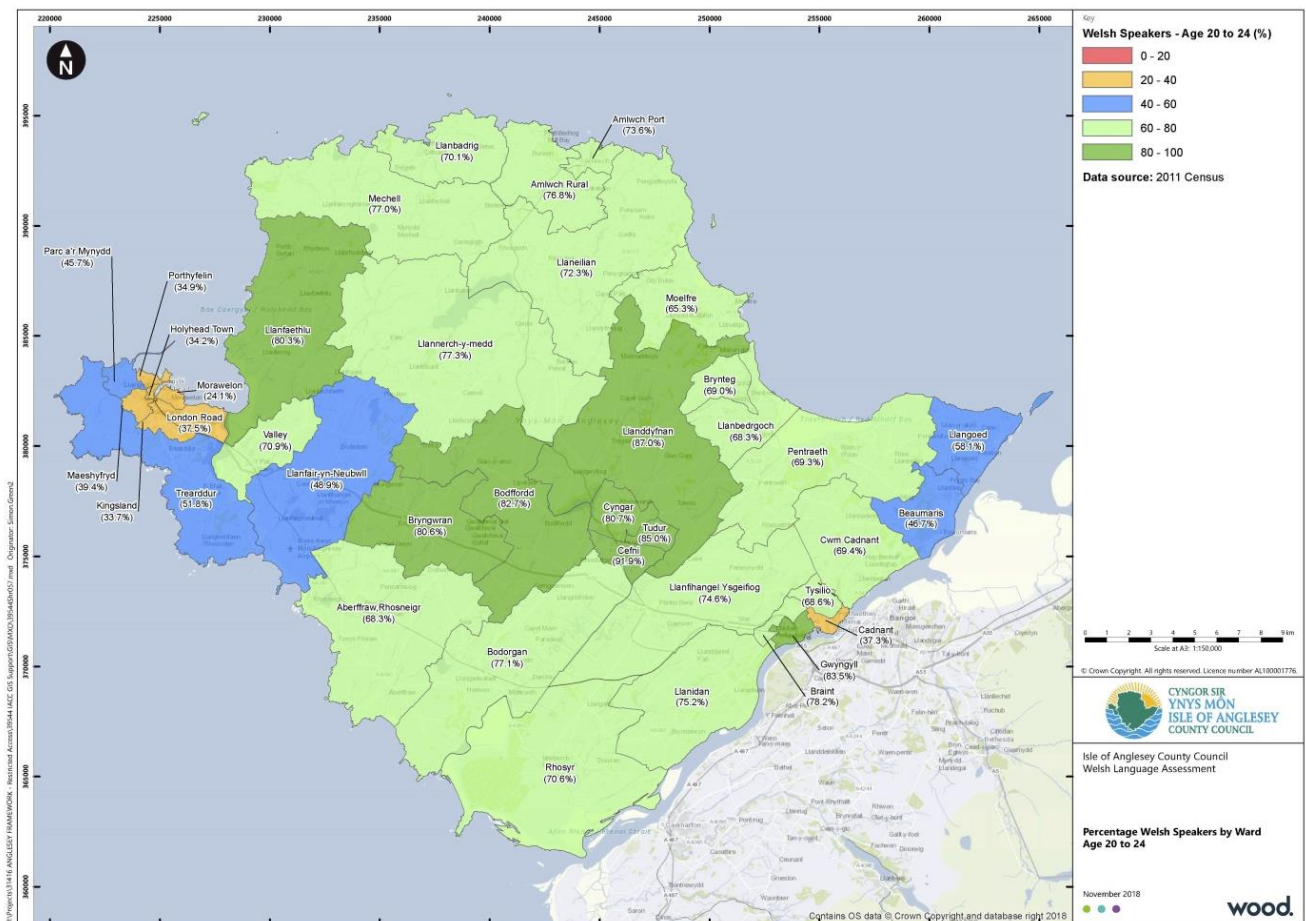
Source: 2001 Census - Table UV84; 2011 Census - Table KS207WA

#Note: In 2001, 450 Census forms were not processed by the Office for National Statistics which lead to an undercount of 1,035 in the population of the ward. This means that 2001 and 2011 figures cannot be compared

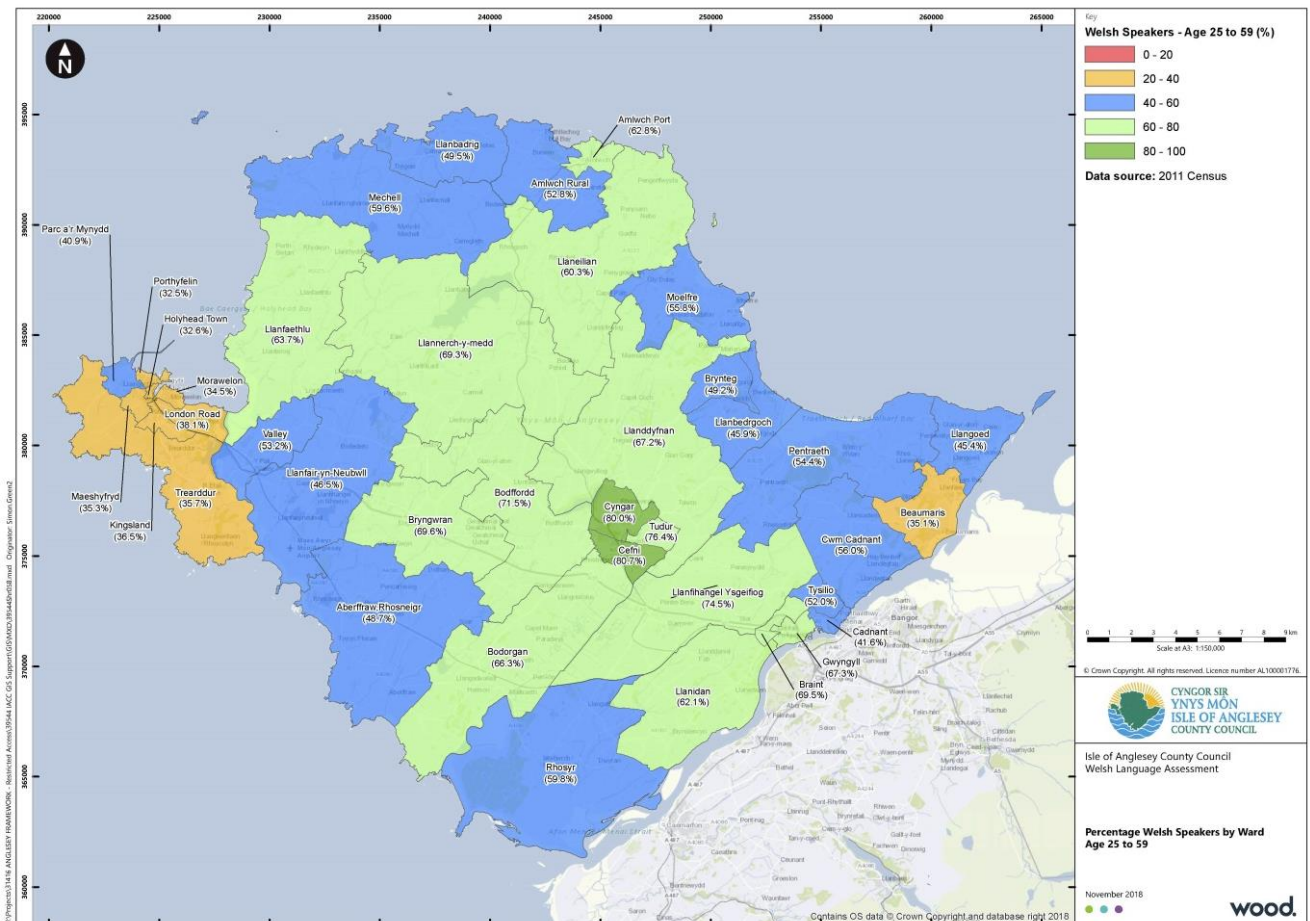
⁶ This table is reproduced from Table 7: Percentage of people (aged 3 and over) that can speak Welsh, by ward, 2001 & 2011 in *A picture of the position of Welsh on the Isle of Anglesey* (2014) p. 12.

2.2 Impact of HNP Wylfa DCO workforce on the percentage of working age Welsh speakers on Anglesey

2.2.1 The age and gender profile of HNP workers is not known. It is expected that the impact of the HNP Wylfa DCO workforce will effect, in particular, the percentage of Welsh speakers among the 20 to 24 and 25 to 59 working age groups on Anglesey. Map 6 shows the percentage of Welsh speakers aged 20 to 24 in Anglesey wards in 2011. In this age group, there were 18 wards with 70% or more Welsh-speakers, including the wards of Llanfaethlu (80.3%), Mechell (77.0%), Llanbadrig (70.1%), Amlwch Rural (76.8%), Amlwch Port (73.6%), Llanelian (72.3%) and Llannerch-y-medd (77.3%) in 2011. In contrast, Map 7 shows a much lower proportion of the population aged 25 to 59 who can speak Welsh in 2011, particularly in Mechell (59.6%), Llanbadrig (49.5%) and Amlwch Rural (52.8%).



Map 6: Percentage of Welsh speakers aged 20 to 24 in Anglesey wards in 2011



Map 7: Percentage of the population aged 25 to 59 who can speak Welsh in Anglesey wards in 2011

2.2.2 The 20 to 24 and 25 – 59 age groups are typically the population cohort who raise children. IACC's *Welsh Language Strategy 2016 – 2021* recognises the crucial role of language transmission in the family for the reproduction of Welsh speakers. A reduction in the percentage of the Anglesey residents in this age group who speak Welsh as a result of Wylfa Newydd will, necessarily, also be a reduction in the percentage of adults on Anglesey who are transmitting the Welsh language to their children. Welsh language transmission data is discussed further in paragraphs 2.3.2 – 2.3.4.

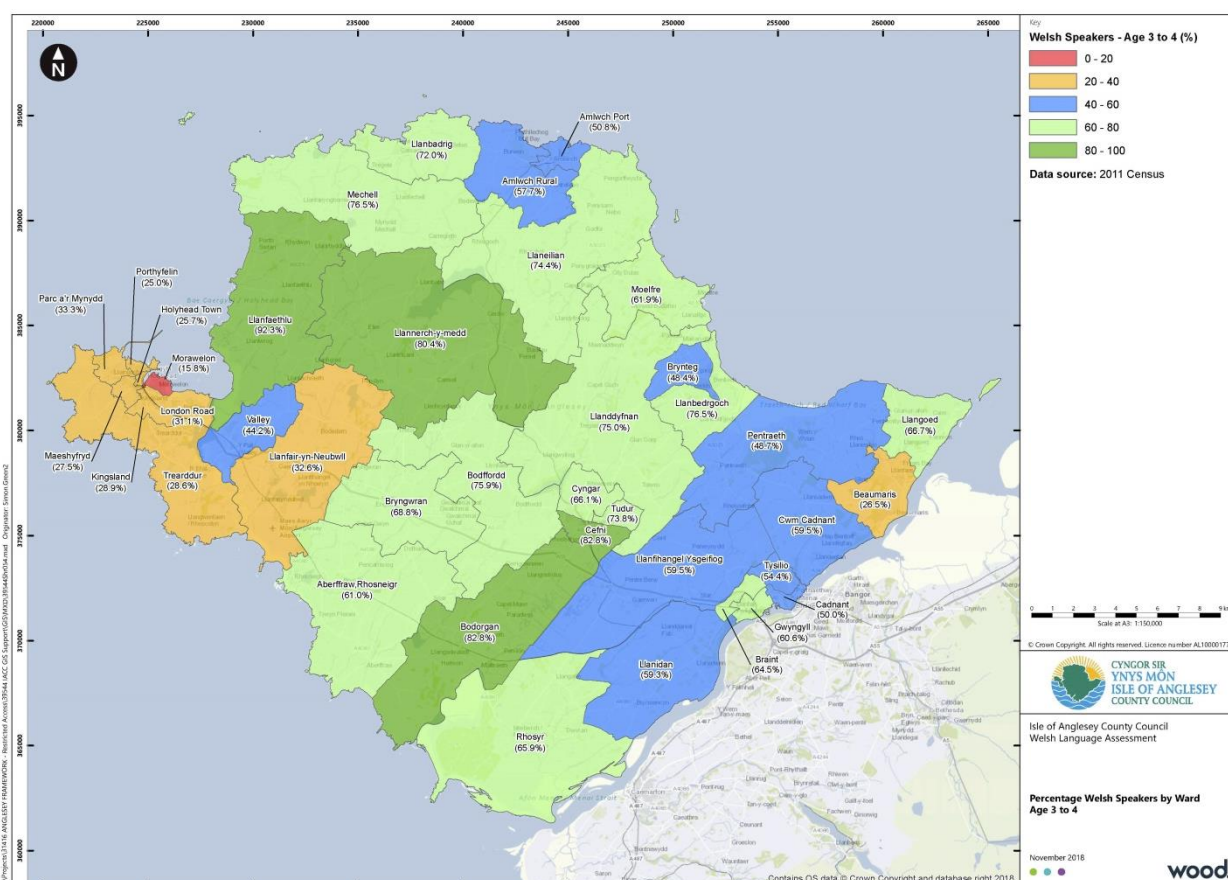
2.2.3 The other impact of HNP's Wylfa Newydd DCO Project on the working population on Anglesey is the potential for the displacement of local Welsh speakers from existing employers and service providers. Qualitative interviews with IACC officers, and other organisations raised concerns that Welsh-speaking staff from services across the public sector, including those affecting vulnerable people who have a greater need for services in Welsh could be lost to Wylfa Newydd.

2.3 The impact of the dependants of HNP workers on the proportion of Welsh speakers of other age groups in Anglesey wards

2.3.1 The number, age, gender and distribution of HNP worker dependants is unknown. It is expected that extended family members will relocate along with some workers. These could be older relatives as well as spouses/partners and children of pre-school and statutory or further education ages. HNP currently estimates that 220 school aged children will re-locate to Anglesey during the construction phase of the Wylfa Newydd DCO Project. Maps 3, 4, 5, 8 and 9 present a baseline profile of the percentage of Welsh speakers in Anglesey wards in 2011 according to census age group categories: age 3-4 (Map 3); age 5 to 15 (Map 4); age 16 to 19 (Map 5); age 60 – 74 (Map 8) and age 75 and over (Map 9).

Welsh Language Transmission in the home

2.3.2 Census data is used to indicate the profile of Welsh language transmission in the home by defining the rate of transmission as the proportion of children aged 3-4 years old in a single family household who can speak Welsh. Map 3 provides a 2011 ward level representation of the percentage of Welsh speaking children aged 3 to 4 on Anglesey.



Map 3: Percentage of Welsh speaking children aged 3 to 4 in Anglesey wards in 2011

2.3.3 Table 2⁷ presents the statistics available from 2001 and 2011 Census data on the transmission rate in single family households on Anglesey. Between 2001 and 2011, there was an increase in the transmission of Welsh in households where both adults can speak Welsh. However, transmission rates decreased slightly in two adult and single parent households where only one adult is the Welsh speaker over the same period. As Map 3 indicates, there is considerable variation in the percentages of Welsh-speaking 3-4 year olds at ward level from 92% in Llanfaethlu and 15.8% in Morawelon.

Table 2: Welsh Language transmission rates 2001 and 2011

Single family households with children aged 3-4 years old	Isle of Anglesey		Wales	
	2001	2011	2001	2011
Couple - Two adults can speak Welsh	79.0%	80.1%	82.0%	82.2%
Couple - One adult can speak Welsh	49.1%	47.5%	39.9%	45.4%
Couple - No adults can speak Welsh	15.5%	20.6%	8.6%	13.2%
Lone parent - Adult can speak Welsh	69.8%	60.8%	55.3%	53.3%
Lone parent - Adult cannot speak Welsh	25.2%	25.4%	9.8%	14.4%

Source: 2001 Census – Table C0156; 2011 Census - Table DC2601WA

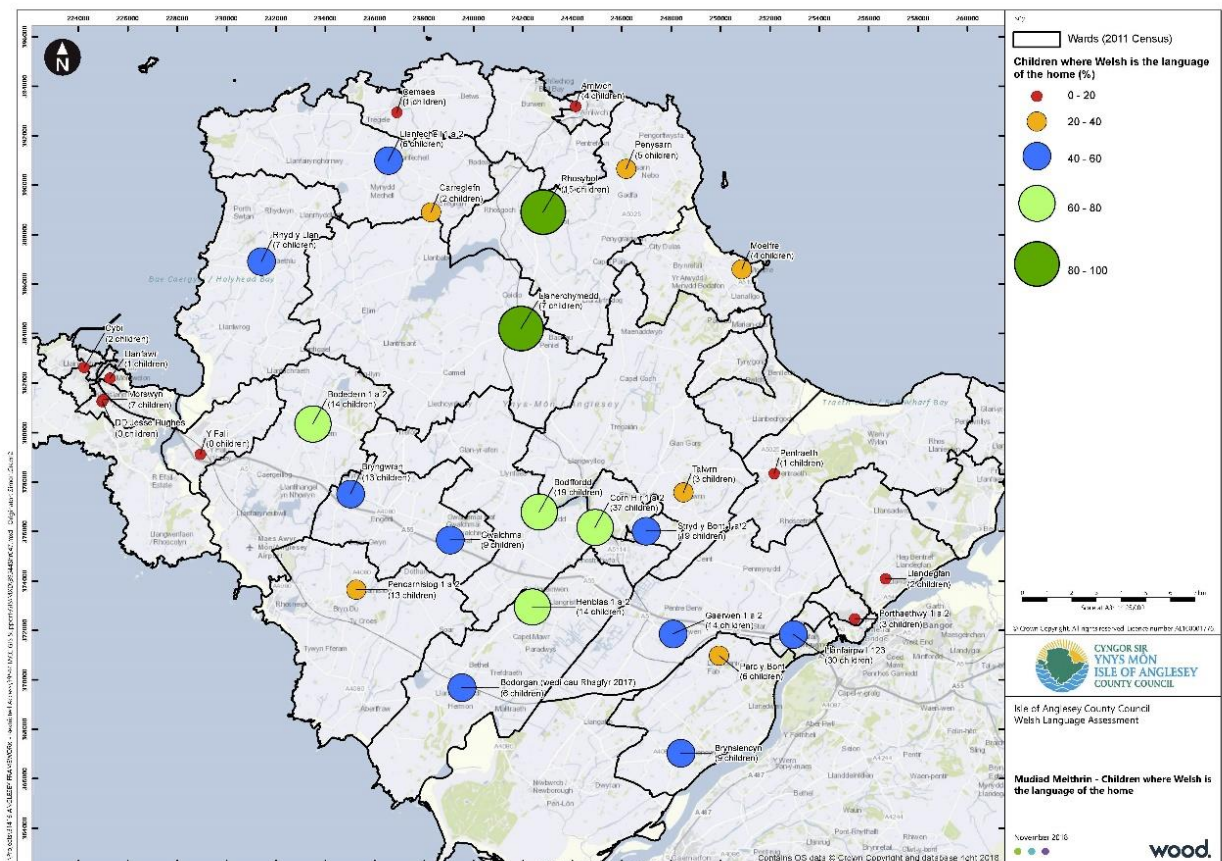
2.3.4 Census data is unreliable as an indicator of Welsh language transmission in the home since some of these children will have acquired their Welsh in Welsh-medium pre-school provision rather than in the home. More reliable for mitigation and monitoring purposes is the data collected annually by Mudiad Meithrin on the children aged 2-4 with Welsh-speaking mothers (Map 10a), Welsh-speaking fathers/partners (Map 10b) and for whom Welsh is the language of the home (Map 10). Mudiad Meithrin also collect data on the number and percentage of children who move from the Welsh-medium cylch to a Welsh-medium primary school. The most reliable data on family language transmission is where Welsh is known to be the language of the home. Research indicates that while some households maintain a 'one parent, one language policy' with respect to the child, few non Welsh-speaking parents/carers learn Welsh well enough for Welsh to become their main language of interaction with their children or the main language of the home.⁸ Map 10 indicates that only two of the Cylch Meithrin, those located in the wards of Llannerch-y-medd and Llanellian have over 80% of the Cylch's children living in Welsh-speaking homes.

2.3.5 Of potential concern is that Welsh is the language of the home for only 40% – 60% of children in the cylchoedd meithrin in Bryngwran, Gwalchmai, Stryd y Bont, Gaerwen and Llanfairpwll – all being located in wards with over 70% and over 80% Welsh speakers in 2011. The cylchoedd meithrin located in the wards of Llanbadrig, Amlwch Port, Mechell, Llanfaethlu and Moelfre in the north of the island and Parc a'r Mynydd, Holyhead Town, Maeshyfyrd and Valley in the west have a low percentage of children with Welsh as their home

⁷ This table is reproduced from Table 11: Language Transmission rates 2001 and 2011 in *A picture of the position of Welsh on the Isle of Anglesey* (2014) p. 32.

⁸ E.e. Jones & Morris (2005), Evas et al. (2016)

language. These figures could be exacerbated by the HNP Wylfa Newydd project. Depending on the number of HNP dependents with babies and pre-school children, the Cymraeg i Blant, Clwb Cwtch and Menter Iaith Môn projects that aim to promote bilingualism among families and help parents to learn some Welsh may have the capacity to support additional parents in some locations, they may not. This will need to be evidenced and the need for any additional capacity and other forms of mitigation will be necessary.



Map 10: Children aged 2-4 living in homes where Welsh is the language of the home (Source: Mudiad Meithrin, October 2018. Map indicates 2011 census ward boundaries)

2.3.6 Mudiad Meithrin are not the only provider of childcare and education for children up to the age of 4 but they are the principle Welsh-medium provider in this sector. The IACC Families Support Unit holds data on all providers on Anglesey.⁹ Of the additional playgroups, childminders, full day nurseries, after-school clubs and holiday clubs, the majority are recorded as offering bilingual provision. Data on the child's home language is not typically available. In the Flying Start areas of Newborough, Gwalchmai, Holyhead and part of the ward of Tudur in Llangefni data, 98 of the 626 children allocated to Flying Start Health Visitors were in families with Welsh as their first language

⁹ IACC, (2017). *Childcare Sufficiency Assessment Form*. This document can viewed at: <http://www.anglesey.gov.uk/Journals/o/l/g/Childcare-Sufficiency-Assessment-Form---FINAL-Ynys-Mon-2017.1.pdf> . Accessed 11 November 2018.

in 2017 - 2018. 24 of the 162 children eligible for Flying Start childcare were from families where Welsh is their first language in 2017/18.

2.3.7 The potential increase in pre-school children (age 0 – 4) expected on Anglesey as a consequence of HNP Wylfa Newydd DCO Project is not solely confined to the number of workers with pre-school aged dependents moving to join their parent / carer to live on the island. Some of these workers and their spouse / partner may have additional children after relocating to the area. Some workers will also chose to live on Anglesey and have children with local or non-local partners at some point in the future. IACC's Childcare Sufficiency Assessment Form (CSAF) (2017) identifies that:

- there is a shortage of Welsh-speaking childminders across the county (CSAF p.46)
- some of the school nursery classes are at capacity, should there be an increase in demand and eligibility this is an area that would need development (CSAF p.39)
- there are gaps in Welsh-medium and bilingual childcare provision in parts of the Island (CSAF, p.39)
- Mudiad Meithrin identify a gap in Ti a Fi and Cylch Meithrin provision in some wards on Anglesey (Map 10).
- Since September 2017, IACC is committed to providing 30 hours a week of government-funded early education and childcare for working parents of three and four year olds for up to 48 weeks of the year in line with its Taking Wales Forward policy. IACCs Supporting Families Unit report that delivering this policy means that the additional capacity identified in CSAF 2017 is no longer available as a consequence of implementing the 30 hour provision policy. There is no additional capacity available to accommodate further increase in demand for early education and childcare.

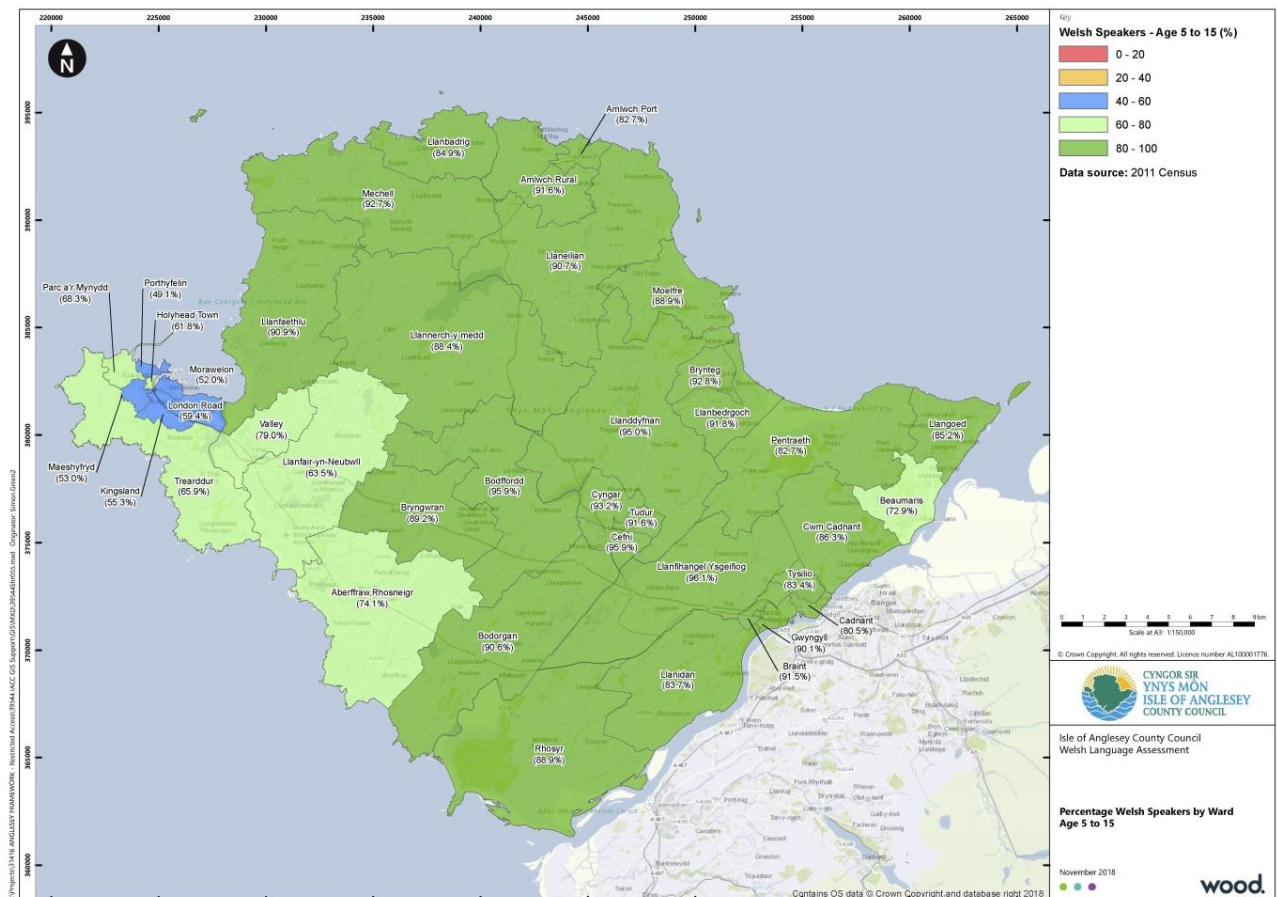
2.4 Mapping the language profile of school aged children and young people

2.4.1 Census data on the percentage of Welsh speakers among the 5 to 15 (Map 4) and 16 to 19 (Map 5) age groups points to the crucial role of IACC's bilingual education policy in developing the Welsh language skills of all school aged children and young people, including those from non-Welsh-speaking homes.

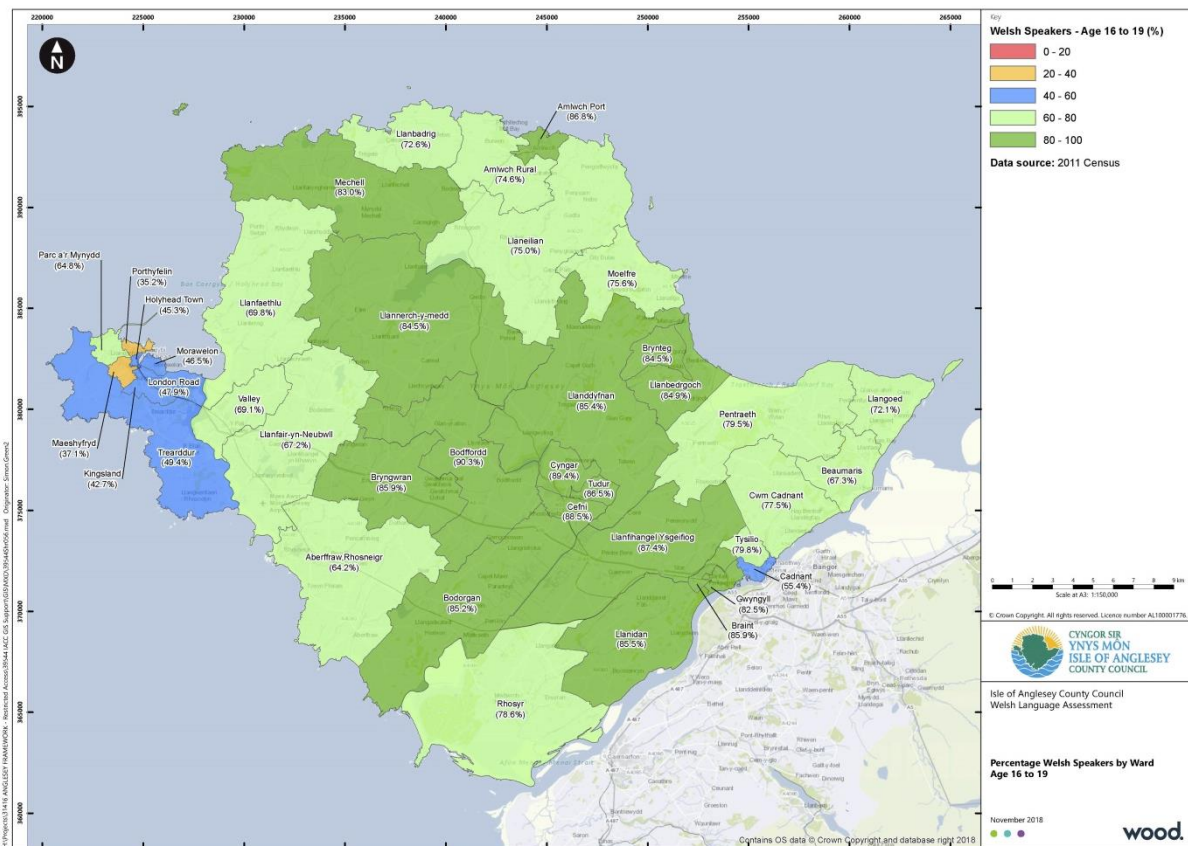
2.4.2 There are consistently high percentages of Welsh-speaking 5 to 15 years olds in wards across the island apart from the wards of Porthyfelin, Holyhead Town, Morawelon, Maeshyfyrd, Kingsland and London Road in the west of the county (Map 4).

2.4.3 In 2011, the overall percentage of Welsh speaking young people aged 16 to 19 (Map 5) is lower than the Welsh speakers aged 5 to 15 (Map 4). Wards in the west of Anglesey remain lower than in other parts of the island.

2.4.4 HNP estimates the number of school aged worker dependents to be 220 children and young people. Their predicated ages are unknown. The extent to which they will impact on the language profile of this age group in the 2021 census is unknown.



Map 4: Percentage of Welsh speaking children aged 5 to 15 in Anglesey wards in 2011



Map 5: Percentage of Welsh speaking children aged 16 to 19 in Anglesey wards in 2011

2.4.5 Pupil Level Annual School Census (PLASC) data provides a more detailed means of tracking the language profile of this age group than Census data. PLASC data is collected each January and provides a means of creating and tracking language profile change on an annual basis.

2.5 Mapping Welsh language fluency of school aged children and young people

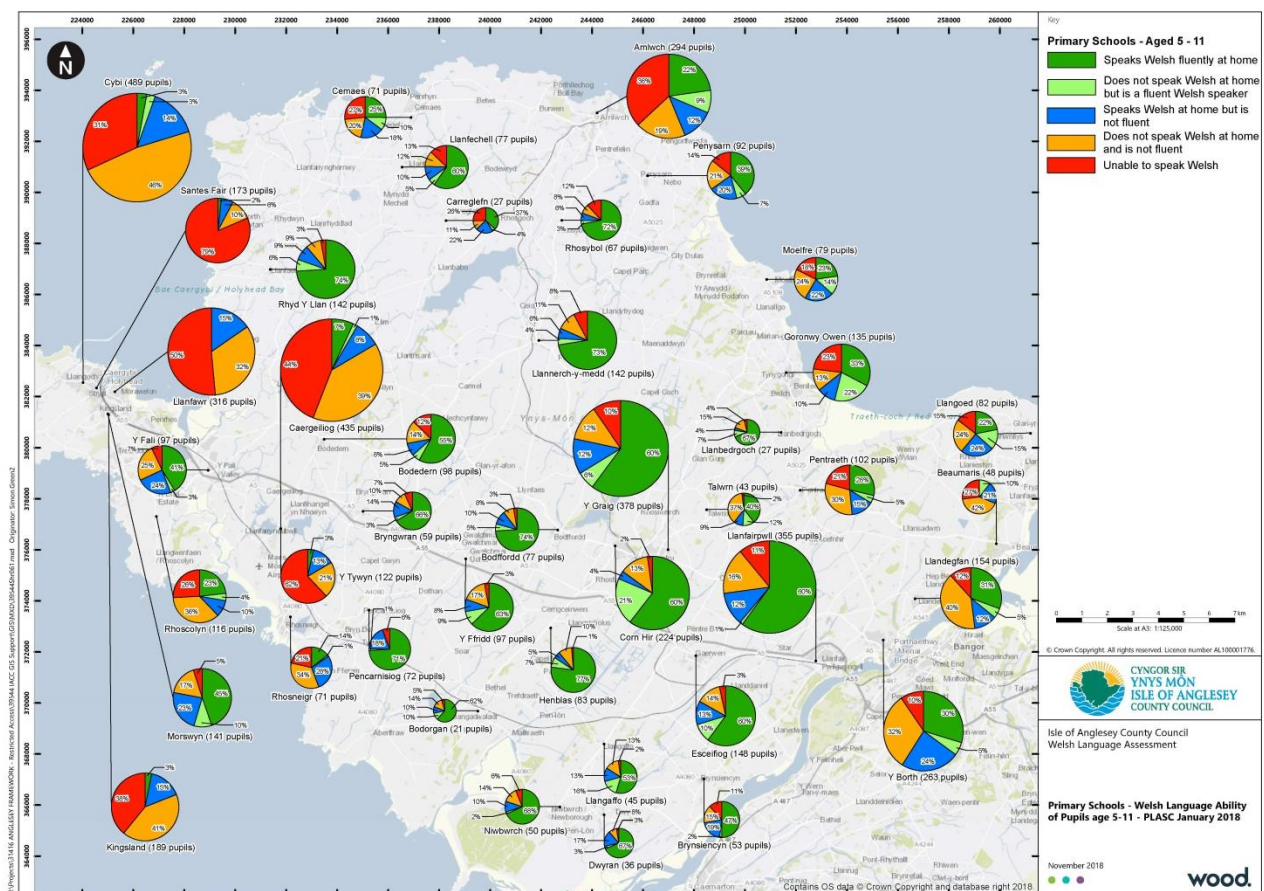
2.5.1 Welsh language fluency is a key indicator for Welsh language vitality. Maps 11 and 18 present PLASC January 2018 data on the language ability of primary and secondary school pupils. 9 primary schools have 70% or more pupils who are fluent Welsh speakers. These are Rhosybol, Rhyd Y Llan, Llanerch-y-medd in the north and Llanbedrgoch, Corn Hir, Henblas, Y Ffridd, Bodffordd and Pencarnisiog in the south of Anglesey.

2.5.2 The majority of primary schools with higher proportions of pupils unable to speak Welsh are located in the west of Anglesey. Y Fali, Rhoscolyn and Morswyn are the three primary schools in the west of Anglesey with the highest proportion of fluent Welsh pupils.

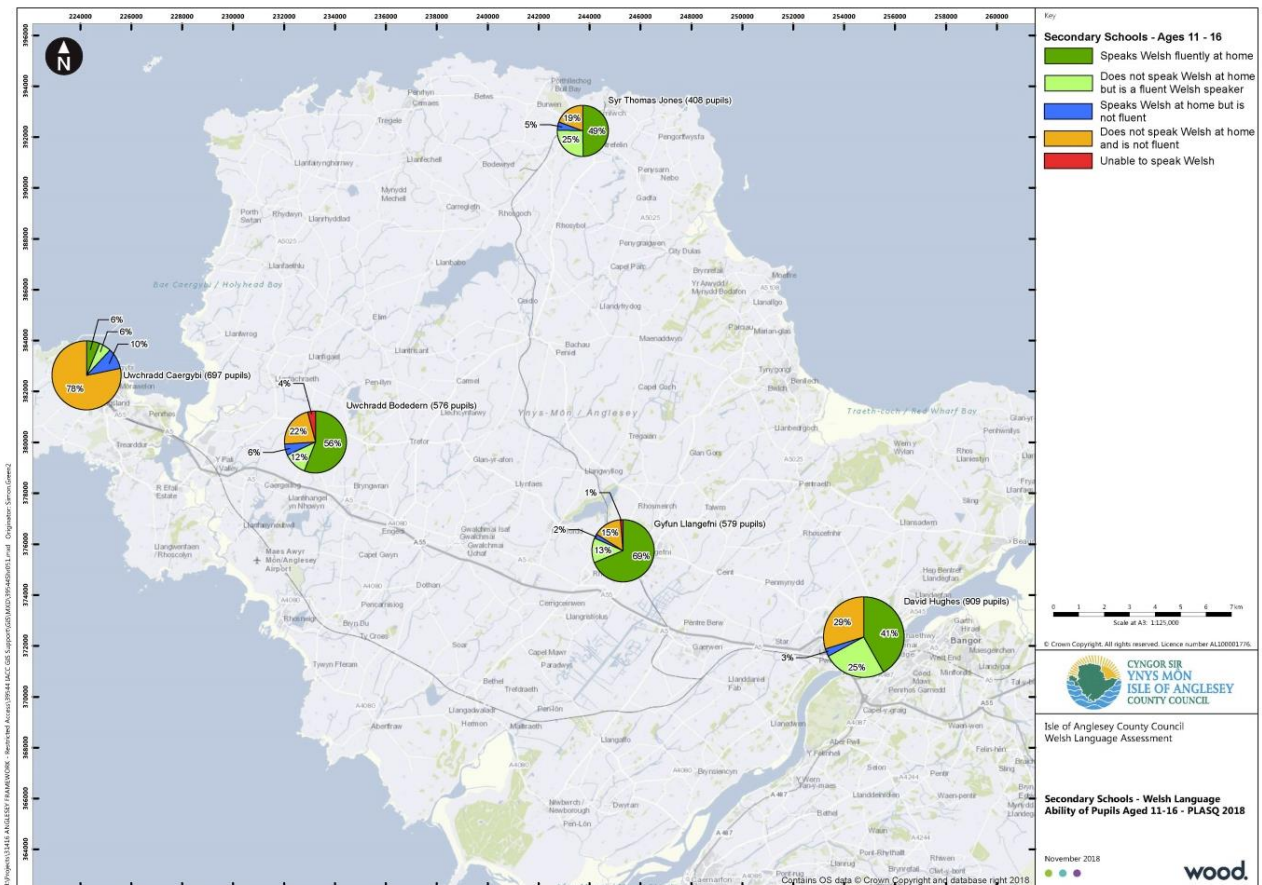
2.5.3 Comparing Map 11 and Map 18 shows that there are higher proportions of secondary school aged pupils than primary aged pupils in four of Anglesey's

five secondary schools. This indicates that a majority of pupils have become fluent speakers of Welsh by the time they have started KS3.

2.5.4 The key role of schools in producing fluent speakers of Welsh is indicated by the proportion of pupils who are fluent 'new speakers of Welsh' despite not speaking the language at home. However, it is also significant that, at present, schools are not creating the numbers of fluent 'new speakers' to match the proportion of fluent pupils who live in Welsh-speaking homes. Maintaining and increasing the proportion of fluent Welsh speaking pupils will be key to efforts to maintain and enhance the vitality of the language among school aged children and young people.



Map 11: Welsh language ability of pupils aged 5 to 11 in Anglesey primary schools (Source PLASC, January 2018)



Map 18: Welsh language ability of pupils aged 11 to 18 in Anglesey secondary schools (Source PLASC, January 2018)

2.6 The impact of HNP workers' dependents upon the linguistic character of Anglesey primary and secondary schools

2.6.1 Maintaining and increasing the proportion of fluent Welsh speaking pupils is important for the patterns of language use that forms the linguistic character of schools. Without knowing the number and ages of HNP worker children and where they will be living and going to school, it is impossible to predict their impact on the linguistic character of individual primary and secondary schools on Anglesey. Whichever schools they attend they will increase the proportion of children who don't speak Welsh with consequences for the resources needed for Welsh language immersion support and, possibly, EAL support in addition. Until and unless they become fluent 'new speakers of Welsh' they will increase the proportion of children and young people who speak the language but not fluently.

2.6.2 Apart from Amlwch, the majority of primary schools with a high proportion of children who are unable to speak Welsh are located in wards on the west of Anglesey (Map 11). In most cases, this will reflect the number of children from non-Welsh speaking homes who are joining the school. Any HNP worker children would further add to these figures and intensify the need for immersion support.

- 2.6.3 In secondary schools, the current proportion of pupils aged 11 – 18 who do not speak Welsh are low (Map 18). Even small numbers of HNP worker children who attend these schools will affect these proportions and create a need for increased staffing capacity to provide Welsh immersion and possibly EAL support that these pupils will require in each school.

2.7 Immersion provision for primary and secondary school pupils

- 2.7.1 All primary schools on Anglesey are bilingual schools that conduct end of Foundation Phase and KS2 assessments through the medium of Welsh. In the two primary schools that are an exception, Welsh is a priority area for both schools. All primary school aged children who move to Anglesey will need immersion support regardless of the school they choose to attend.
- 2.7.2 Anglesey's immersion support for KS2 primary pupils is currently provided in two designated centres in Ysgol Moelfre and Ysgol Llanfawr. Both centres play an important role in enabling the children and young people of families who relocate to Anglesey become "bilingually proficient and possess the ability to use both languages equally at the end of their educational career."¹⁰

*The aim of the Language Centre is to provide an intensive Welsh course for incomers in order to enable them to blend in to the bilingual society and participate fully in the experiences of bilingual education. This provision is central in assisting primary and secondary schools to implement the [Anglesey's] current Language Policy. There is one Language Centre at Ysgol Moelfre with a satellite unit at Ysgol Llanfawr and it is intended that the current provision be further extended and supported through careful mitigation process with Horizon due to the probable effect on language and local communities across the Island due to new build of Wylfa Newydd.*¹¹

- 2.7.3 Table 3 below sets out the current numbers of pupils attending the primary sector immersion centres. The number of pupils attending the centre were lower in 2017 – 2018 than in 2016 – 2017 because in the previous year the Workforce Development Grant was used to fund the time of Immersion Centre staff to provide training on immersion techniques to Foundation Phase staff in schools in the Holyhead area. Last years' immersion pupil figures look lower because teaching staff were taken out of the centres to develop the immersion techniques of FP teaching and support staff in Holyhead schools. This was successful because an extra 123 pupils in these schools were assessed in Welsh as a first language in the Foundation Phase. As a result of this training, these Holyhead schools are now able to effectively develop the early Welsh

¹⁰ Isle of Anglesey County Council, (2017). *Strategic Plan for Welsh in Anglesey Education 2017 – 2020*, page 1. This document is available at: <http://www.anglesey.gov.uk/Journals/h/u/b/Atodiad-1-saes.pdf> Accessed 11 November 2018.

¹¹ Isle of Anglesey County Council, (2017). *Strategic Plan for Welsh in Anglesey Education 2017 – 2020*, page 4.

language acquisition of Foundation Phase pupils who have no Welsh-language background before coming to school.

- 2.7.4 The demand for a place in each immersion centre exceeds the capacity currently available. The current number of pupils on the waiting list for access to the centre the spring term in 2019 is 45 pupils (see Table 4). The two language centres are currently staffed by 4 full-time teachers and 1 part time CPA teacher.

Table 3: Immersion Centre support for primary sector Key Stage 2 pupils since 2016-17.

School Year	Immersion Centre	Y3	Y4	Y5	Y6	Number	Total
2016 / 2017	Moelfre	10	17	5	9	41	73
	Llanfawr	5	7	13	7	32	
2017 – 2018	Moelfre	15	9	7	3	34	65
	Llanfawr	3	2	11	15	31	
2018 – 2019*	Moelfre	5	4	2	4	15	31
	Llanfawr	4	5	2	5	16	
TOTAL		42	44	40	43	169	169

*Current figures up to end of October 2018

Table 4: KS2 pupil Immersion Centre waiting list for Spring Term 2019

Waiting List	Moelfre	17 newcomers + 1 gloywi	Total
(as at end of October 2018)			25 newcomers
	Llanfawr	8 newcomers + 19 (Gloywi)	20 Gloywi
			45 KS2 pupils

- 2.7.5 One of the ways the Authority has been addressing capacity is to reduce the number of locally born pupils who need additional support to develop their Welsh language skills. This has been addressed by allocating the time and expertise of Immersion Centre staff to train Holyhead school teachers and support staff on effective strategies for developing non-Welsh speaking children's effective acquisition of the language.

2.7.6 The Authority has also collaborated with Mudiad Meithrin (Welsh-medium pre-school and Foundation Phase provider) and invested in the Croesi'r Bont scheme which is a language scheme similar to the content of the primary immersion centre language curriculum and to help ensure that 2-4 year old children from non-Welsh speaking homes acquire the Welsh language they need for their Foundation Phase education.

2.7.7 The immersion provision would operate as an extension of the Authority's current Welsh immersion support. The Authority's immersion provision is currently delivered by 5 FTE specialist immersion teachers with 2 full-time immersion teachers and 1 part-time (.5) PPA teacher employed in each centre in Moelfre and Llanfawr. In addition to the two centres currently in place, it is envisaged that the additional resources required to adequately meet the authority's growing immersion support needs as a consequence of HNP Wylfa Newydd equate, as a minimum, to an additional two immersion centres located in other primary schools and staffed by two full-time immersion teachers and one .5 PPA teacher in each centre. In summary, current staff and classroom resources need to be at least doubled.

2.8 Pupils for whom English and Welsh are additional languages

2.8.1 IACC's PLASC data currently identifies children for whom English is an additional language under the category EAL. Welsh Government's Minority Ethnic Achievement Grant (MEAG) is typically distributed according to the number of EAL designated pupils. WG's commitment to funding EAL has been cut over recent years and the continuation of this additional funding is not secure. Until now funding to cover 1 EAL support teacher has been available to provide additional support in English to all EAL pupils at both primary and secondary levels throughout the county.

2.8.2 IACC's policy regarding immersion support for primary aged pupils is to provide support in Welsh only up until the end of the Foundation Phase when pupils are in the last term of Year 2. This is when the teaching of English is introduced as part of the curriculum for all pupils. Additional support in English for EAL pupils is provided incrementally until it becomes a 50%/50% split by the end of Year 6 and the end of KS2.

2.8.3 According to IACC's January 2018 primary school PLASC data there are 34 EAL pupils in the primary sector:

- 21 are 'new to English' (Tywyn 1; Y Borth 8; Cybi 5; Santes Fair 5 and Caergeiliog 2)
- 7 are 'early acquisition' pupils (y Borth 1; Cybi 4 and Caergeiliog 2)
- 1 is 'developing competence' in English (Caergeiliog 1)
- 2 are 'competent' in English (Kingsland 2)

- 3 are 'fluent' in English (Kingsland 2; Cybi 1)

The language background of these pupils is not recorded in this data.

2.8.4 According to IACC's January 2018 secondary school PLASC data there are 49 EAL pupils in the secondary school sector on Anglesey. Their distribution in the island's secondary school is as follows:

- **Ysgol Syr Thomas Jones - 0**
- **Ysgol Uwchradd Bodedern – 12** (Portugese 2; Lithuanian 1; Classification Pending 1; Other Language 8)
- **Ysgol David Hughes – 25** (Bengali 4; Chinese 3; German 1; Hindi 1; Japanese 1; Panjabi 2; Polish 3; Portugese 1; Portugese Brazilian 3; Romanian 1; Thai 1; Classification Pending 2; Other Languages 2)
- **Ysgol Gyfun Llangefni – 8** (Polish 1; Portugese 3; Slovak 2; Turkish 2)
- **Ysgol Uwchradd Cybi – 4** (Bengali 1; Chinese 1; Polish 1; Other Languages 1)

2.8.5 The secondary school PLASC data illustrates the wide range of language backgrounds of pupils. It is expected that the HNP workforce will include additional dependents from various language backgrounds for whom either Welsh is an additional language or both Welsh and English are additional languages for them. Adequate support for EAL pupils is already under funded therefore IACC seeks full funding from HNP to enable excellent support to be provided in Welsh and English according to each child's individual needs. Given the lack of data on the number, age, language background and any other additional educational needs of HNP workforce dependent children, IACC will have to plan on a worst case scenario basis. IACC expect HNP to fully fund this.

2.8.6 This provision will need to be funded and established well in advance of the arrival of the first HNP worker children to ensure that the provision is in place and well-embedded in time for the first arrivals. It is envisioned that the steps that will be necessary to prepare for the first arrivals will require at least two years and amongst other actions involve:

- Recruiting and training specialist immersion teaching staff
- Recruiting and training staff in the additional language and cultural needs of EAL/WAL pupils
- Using the specialist staff to train primary sector teachers in all schools on Anglesey and, in particular, those most likely to receive in-migrant pupils as a consequence of Wylfa Newydd
- Developing and embedding screening strategies such as WELLCOMM in the Foundation Phase and better equipping KS2 and KS3 mainstream teachers in using immersion skills within the classroom

- Developing materials and training in the additional languages other than English (e.g. Japanese and other expected / known additional languages).¹²

2.8.7 Provision related to meeting the additional needs of HNP Wylfa Newydd primary school dependants will be needed during construction, operation and decommissioning. The number of HNP workforce children in need of support will depend on the additional support needs of each child and will need to be subject to annual review for the duration of the project.

2.9 Welsh Language Immersion provision for KS3 pupils

2.9.1 There is currently no permanent immersion provision for secondary aged children due to lack of funding.

2.9.2 The Year 7 pupil intake at Bodedern Secondary School typically includes pupils whose level of Welsh is not adequate to be able to access the Welsh-medium curriculum. Over six weeks leading up to the end of the summer term Bodedern Secondary School holds immersion classes mainly for pupils in the Holyhead area who want to move to the school in Year 7. According to IACC Education Services, this 6 weeks intensive immersion course in classes with a 1:8 teacher: pupil ratio improves their Welsh to a standard that better enables them to cope with the KS3 curriculum through the medium of Welsh. It is envisaged that the new curriculum in Wales will make it easier to align the Welsh-language curriculum needs of Y6 and Y7 pupils.

2.9.3 A pilot scheme was conducted within a new Language Centre located in Bodedern Secondary School in 2015. Gwynedd's Secondary Language Centre curriculum was updated and digitised and through the use of the Welsh language grant, and contributions from the island's five secondary schools, the experiment was a success. The Authority is keen to continue with developing plans for meeting the additional Welsh language needs of pupils and is committed to provide this service in preparation of significant future developments on the Island (e.g. Wylfa B). While a room is available at Bodedern Secondary School, there is currently no funding available for teachers or the high costs of transporting pupils across the island to a single centre.

2.9.4 It is the Education Service's assessment that this provision isn't adequate and there is a need across the island to ensure that all newcomer pupils succeed across the KS3 curriculum at least. The provision that is necessary to meet current requirements and cope with additional pupils relocating to the island

¹² Some immersion centres have already developed materials in languages such as Polish to help children and parents/carers who have no knowledge of English to better communicate with teaching and support staff. It is anticipated that material in other languages will also be needed to meet the needs of dependents of the international workforce employed at HNP Wylfa Newydd DCO project.

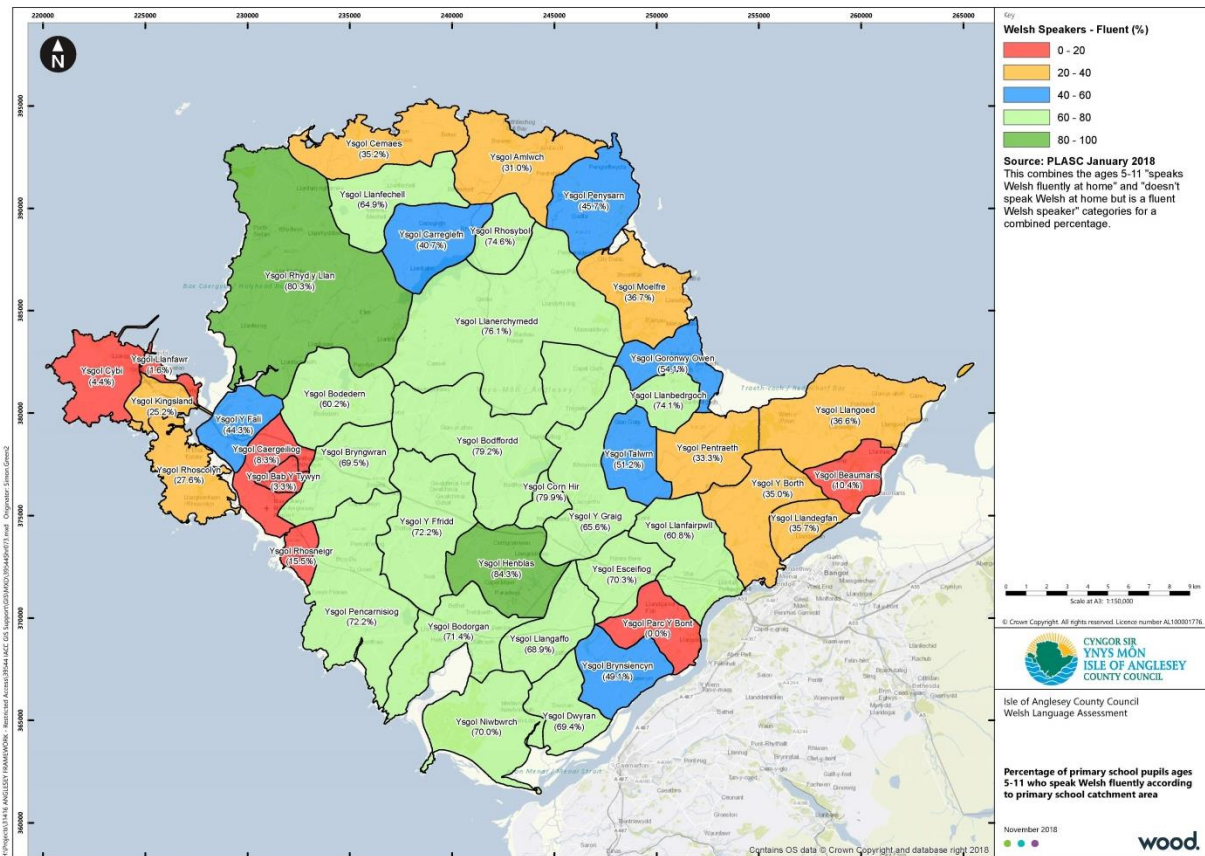
as a consequence of HNP Wylfa Newydd is to establish immersion provision in each of the island's 5 secondary schools to be delivered by one full-time specialist (Grade 3 level) immersion teacher and one immersion trained classroom assistant.

2.10 Spatial distribution of school aged children and young people's Welsh language ability

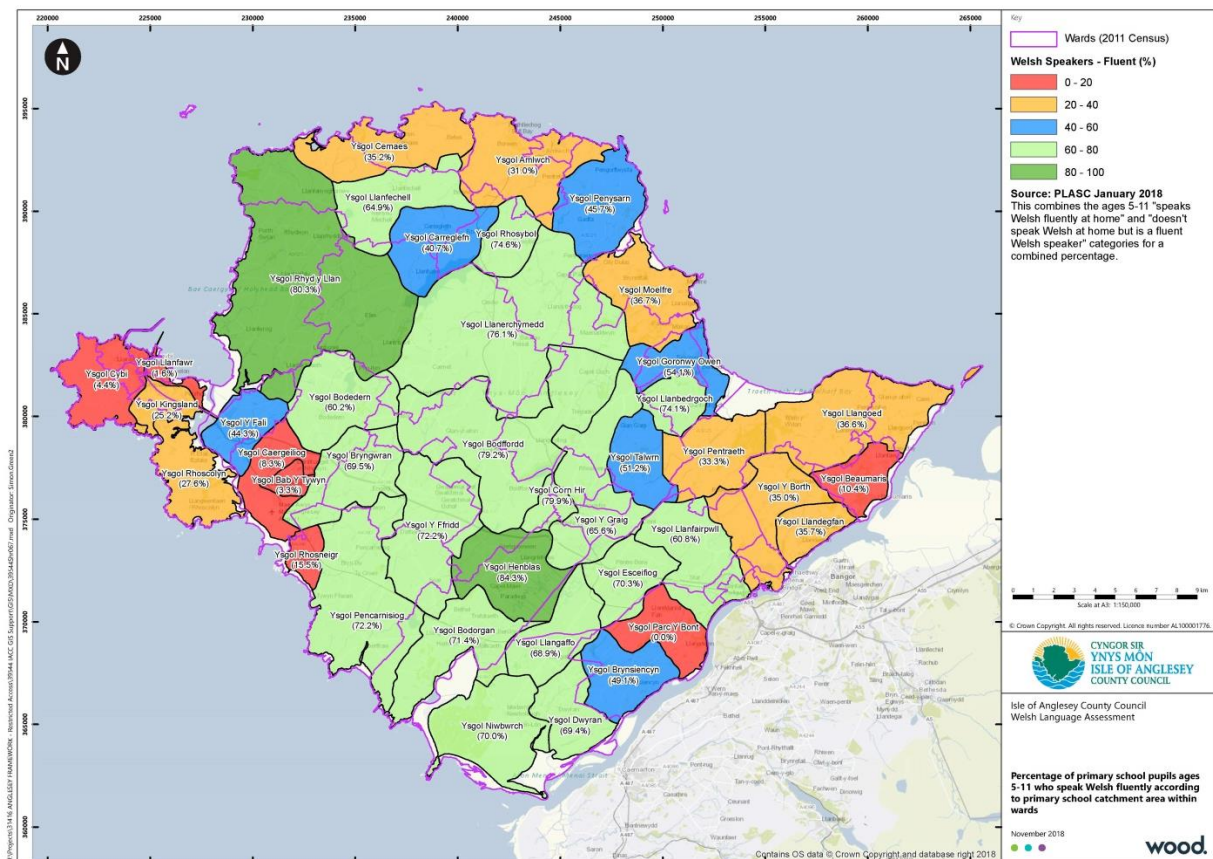
2.10.1 PLASC data can also be used to map school aged pupil's language ability according to school catchment area. While not all pupils will necessarily live within the catchment area of their schools, this data does provide a means of visualising the spatial distribution of children and young people who are i) fluent Welsh speakers, ii) those who speak Welsh but not fluently and iii) those who don't speak the language. Maps 12, 14 and 16 provide this data for primary school age pupils and Maps 20, 22 and 24 illustrate secondary school pupil data (see Annex 1). Maps 13, 15, 17 and Maps 21, 23, 25 present the same data with 2011 ward boundaries marked. Although ward boundaries and school catchment areas do not fully align, mapping in this way can contribute towards building up a profile of Welsh speakers at ward level, for example, which can inform mitigation strategies to increase the opportunities of children and young people to use Welsh in their activities out of school.

2.10.2 There are high proportions of fluent Welsh-speaking primary school pupils in the wards of Rhosyr, Bodorgan, Aberffraw Rhosneigr, Bryngwran, Bodffordd, Llanfihangel Ysgeifiog, Llannerch-y-medd, Llanfaethlu, Mechell and Llanddyfnan (Map 13)

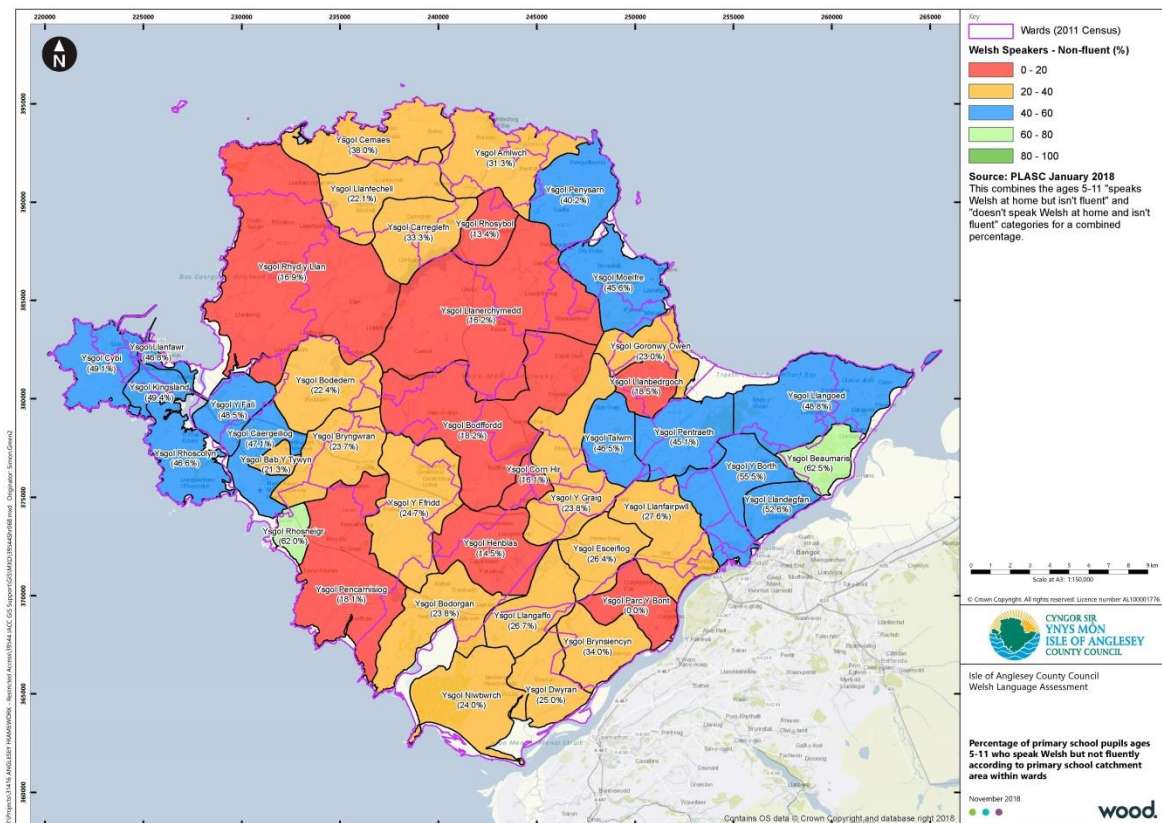
2.10.3 The highest proportions of primary pupils who speak Welsh but are not fluent are in the wards of Beaumaris and the part of Aberffraw Rhosneigr that feeds Rhosneigr School. The other areas where over a third of pupils are also not fluent are the wards which form the west and east coasts of Anglesey (Map 15)



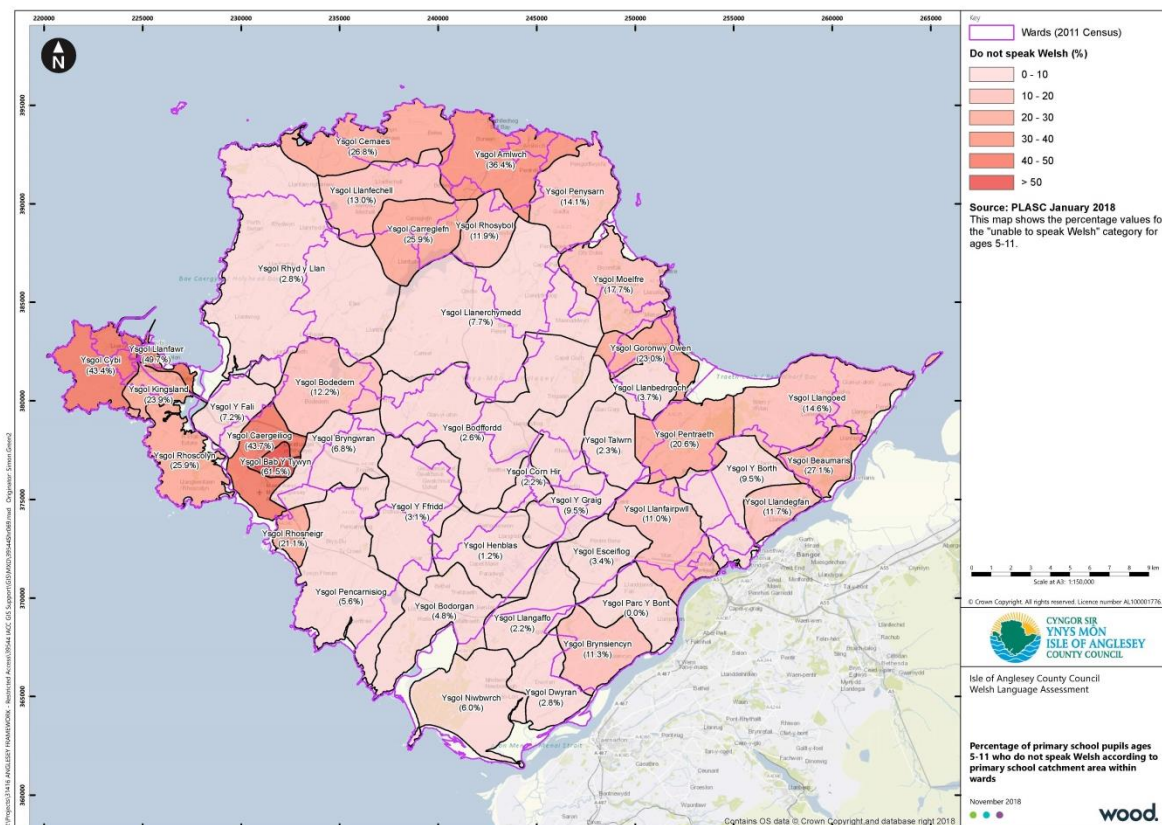
Map 12: Pupils aged 5 to 11 who speak Welsh fluently according to primary school catchment area



Map 13: Pupils aged 5 to 11 who speak Welsh fluently according to primary school catchment area and showing 2011 ward boundaries



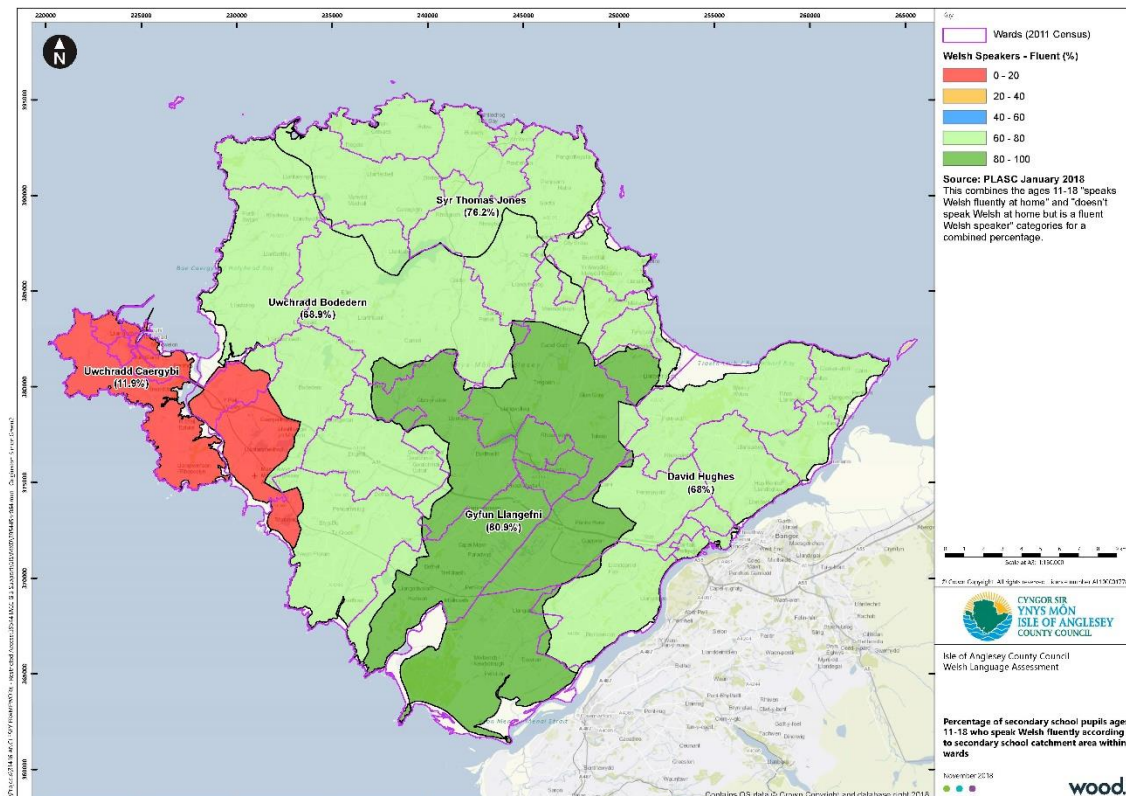
Map 15: Pupils aged 5 to 11 who speak Welsh but not fluently according to primary school catchment area and showing 2011 ward boundaries



Map 17: Pupils aged 5 to 11 who do not speak Welsh according to primary school catchment area and showing 2011 ward boundaries

2.10.4 The proportion of primary school age pupils who don't speak Welsh are at their highest in the wards of Parc a'r Mynydd, Maeshyfyrd, Porthyfelin, Holyhead Town, Morawelon, London Road and parts of Llanfair-yn-Neubwll and Trearddur in the west of Anglesey and Amlwch Rural, Amlwch Port and parts of Llanellian in the north of the island.

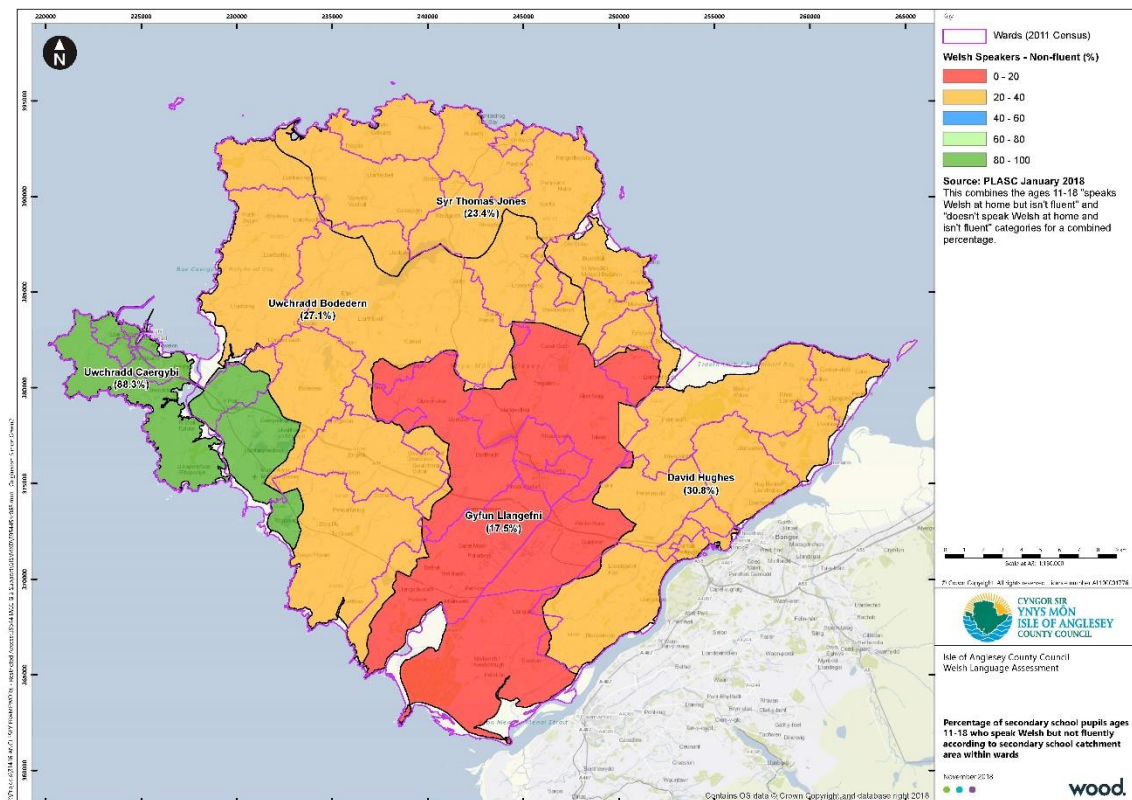
2.10.5 Among secondary school pupils, there are just under 70% or more children aged 11 – 18 who speak Welsh fluently in the majority of the wards on Anglesey (Map 21).



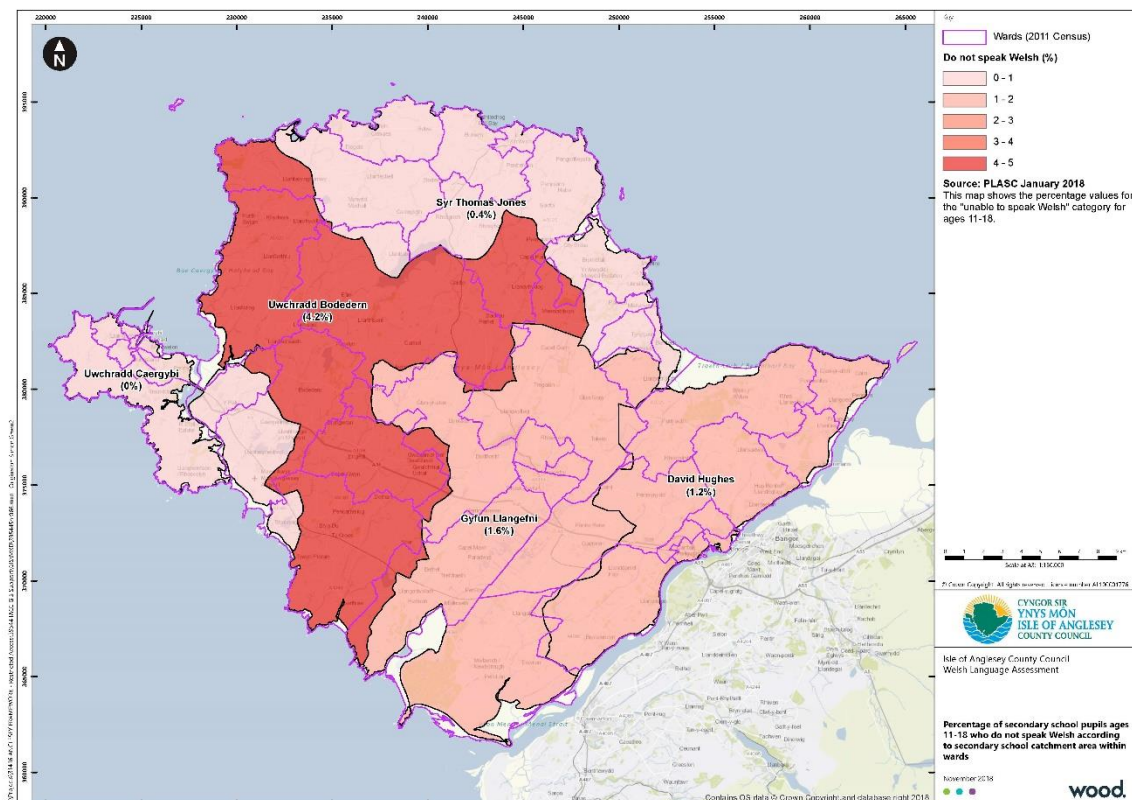
Map 21: Percentage of pupils aged 11-18 who speak Welsh fluently according to secondary school catchment area, showing 2011 census ward boundaries

2.10.6 In the wards in the west of Anglesey, just under 90% of children and young people aged 11 – 18 can speak Welsh but not fluently (Map 23) which suggests that interventions are necessary to improve fluency among this cohort.

2.10.7 The proportion of children in this age group who speak no Welsh at all is currently low all over the island (Map 24). Specific interventions will be necessary to avoid this proportion increasing in the light of the Wylfa Newydd Project.



Map 23: Percentage of pupils aged 11-18 who speak Welsh but not fluently according to secondary school catchment area, showing 2011 census ward boundaries



Map 25: Percentage of pupils aged 11-18 who don't speak Welsh according to secondary school catchment area, showing 2011 census ward boundaries

2.11 Maintaining and promoting the use of Welsh in community events and activities

Traditional Welsh-medium organisations and establishments which support cultural and creative networks on Anglesey

2.11.1 This initial language profiling work has started to map, at ward level, the location of the Welsh-medium organisations and establishments that support cultural and creative social networks. The organisations who were able to provide this data were the Young Farmer Clubs, URDD and Merched y Wawr. For each, maps have been produced to show:

- the language ability of the adults who lead or organise activities;
- the language ability of the participants / members, and
- the language of the group / organisation activities.

2.11.2 In the case of these Welsh-medium organisations, it is not surprising to see that these maps confirm that all the club or group leaders speak Welsh (Maps 33, 36); group members /participants speak Welsh (Maps 32, 35, 38) and that the language of the group's activities are also classed as 'Welsh Only' (Maps 34, 37, 39). In interview with a representative of the Young Farmer Clubs, YFC data indicates that 98% of the 206 YFC members across Anglesey are fluent Welsh speakers.



Map 35: Welsh Language Ability of Young Farmer Club Members (Source: YFC membership data, 2018)

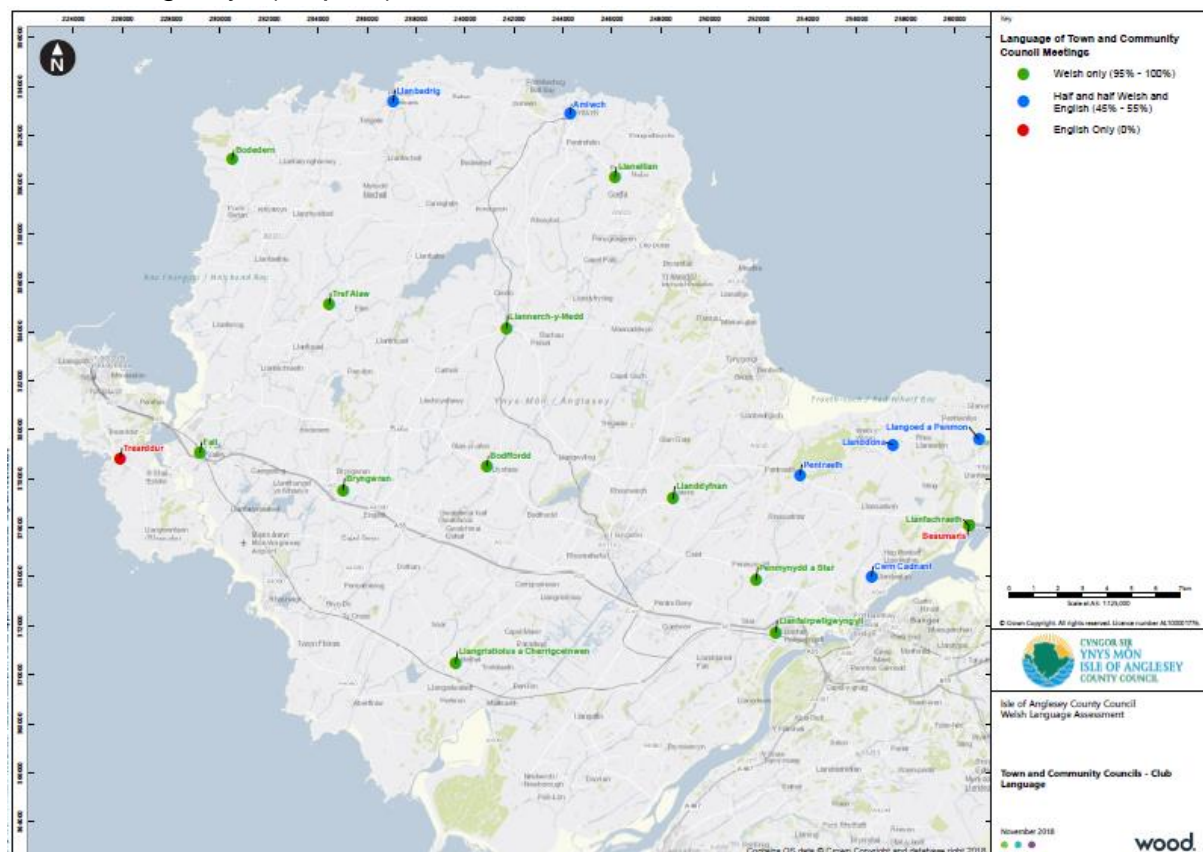
Other community based networks that give the Welsh language a high status and use it

2.11.3 The other community based networks that give the Welsh language a high status and typically use the language in their activities include:

- Parent and Teachers Associations
- Schools Governing Bodies
- Town and Community Councils
- Village hall and community wellbeing committees
- Sports clubs and leisure / interest clubs
- Agricultural and other local shows
- Evening classes

2.11.4 This initial language profiling work has started to map, at ward level, the language of town and community council meetings (Map 27) and the language profile of youth groups run by IACC's youth services (Maps 28, 29, 30, 31).

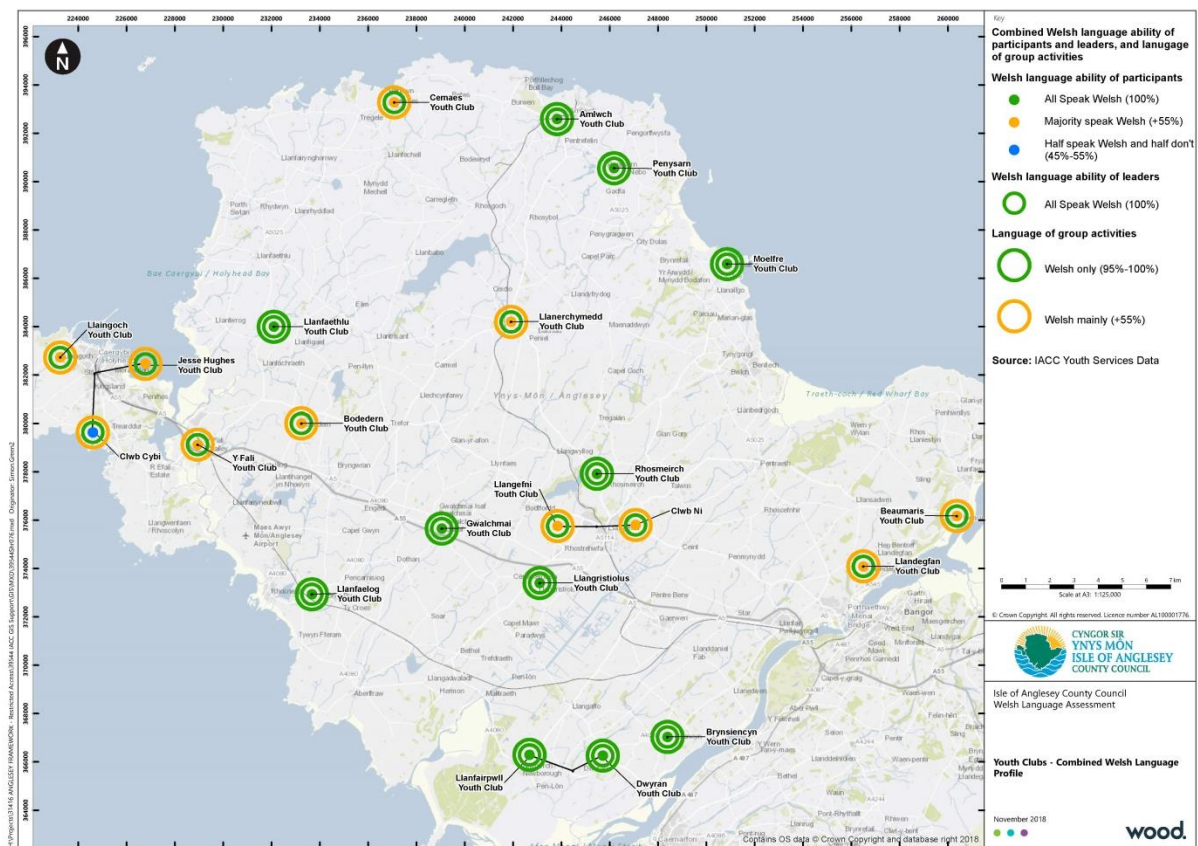
2.11.5 The majority of Town and Community Council meetings are held in Welsh or bilingually¹³ (Map 27).



Map 27: Language of Town and Community Council Meetings (Source: One Voice Wales survey May 2017)

¹³ The One Voice Wales survey does not provide data for every Town and Community Council on Anglesey and some change to the language of meetings may have occurred following the local election since May 2017. This data should be considered for illustrative purposes only.

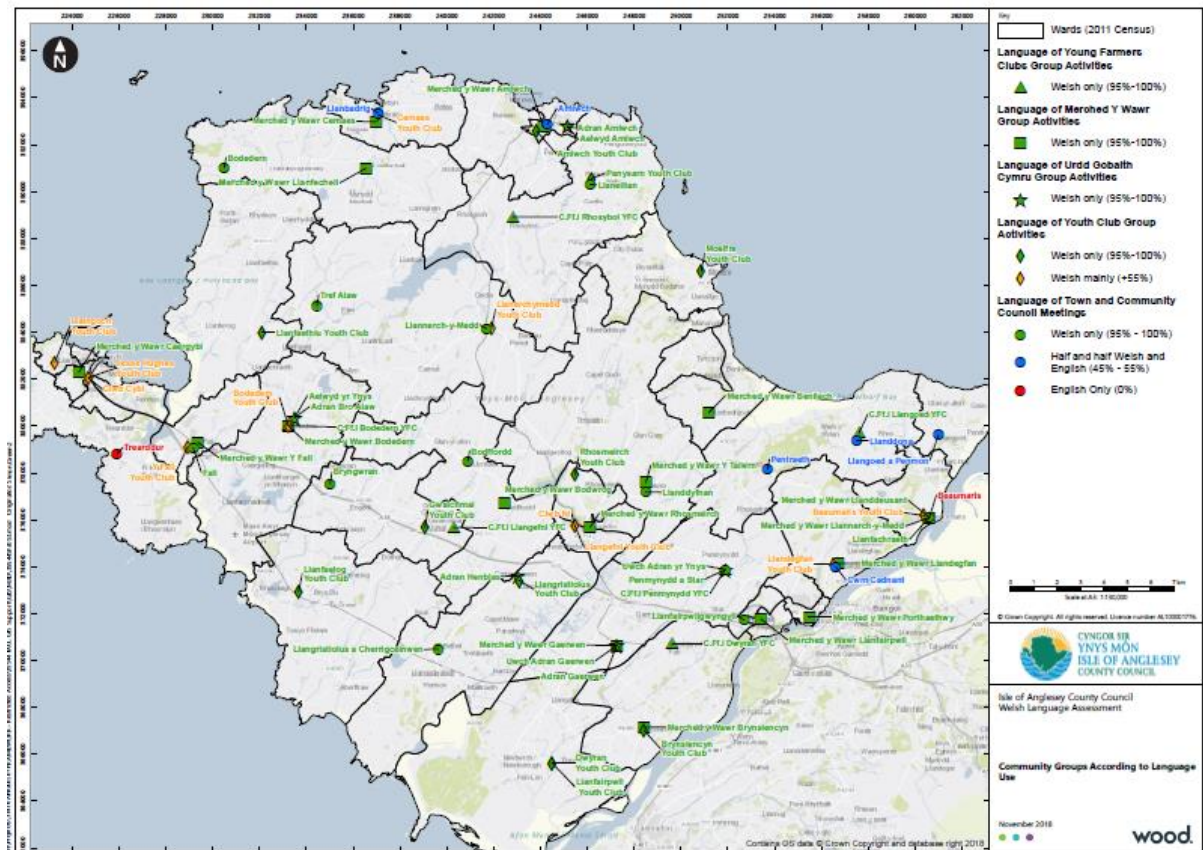
2.11.6 In the IACC run youth groups, all youth club leaders are Welsh speakers. This data would seem to indicate that language youth group activities are being run either through the medium of Welsh only, or mainly in Welsh even when only half the members are able to speak the language (Map 31).



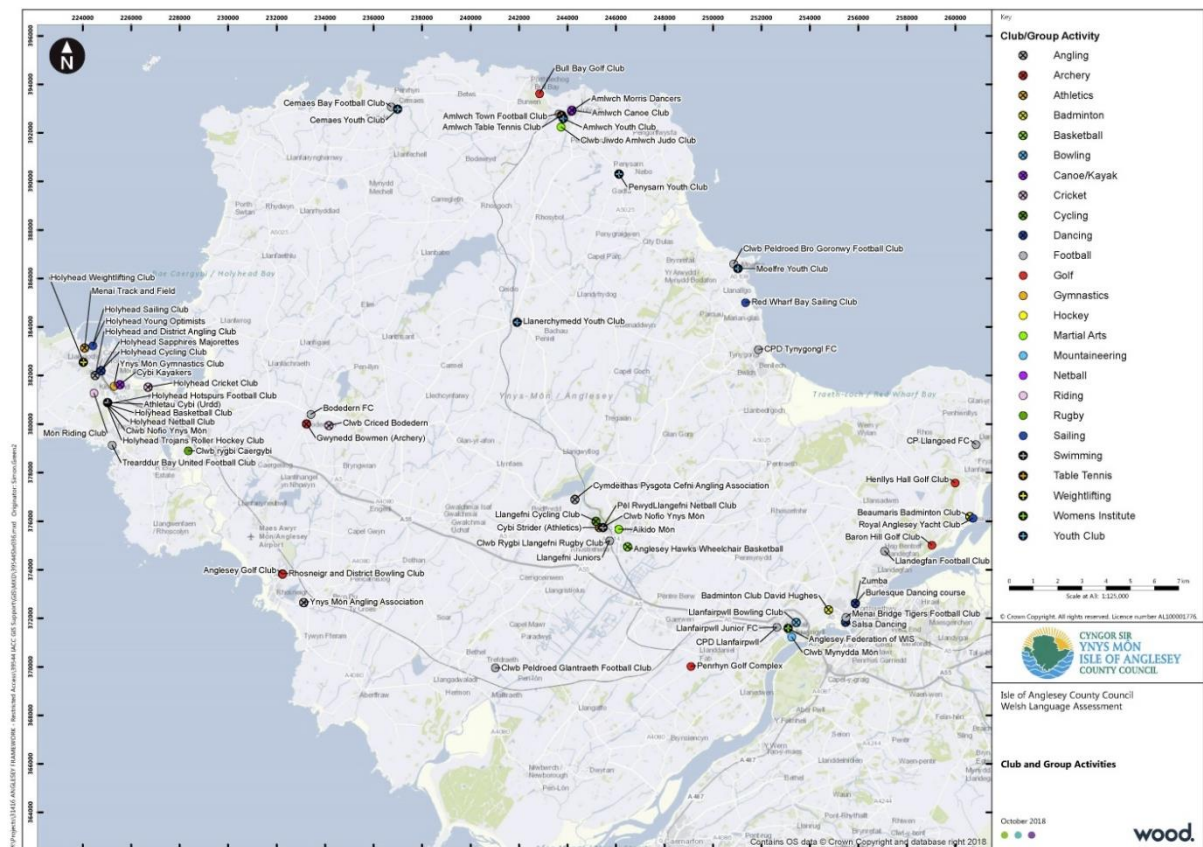
Map 31: IACC Youth Clubs – Combined Welsh Language Profile (Source IACC Youth Services data, 2018)

2.11.7 Map 40 combines the language of club or group activities for Young Farmer Clubs, Merched y Wawr, the URDD and Town and Community Council meetings. By being mapped spatially and indicating electoral ward boundaries, it is possible to begin to identify those wards and the places (both towns and rural areas) where there are community based networks in which Welsh is used. This map shows the presence of networks and community groups / organisation that use Welsh located across the island. A more comprehensive mapping of local interest, sports and other leisure groups and activities is needed to visualise the density of these networks across Anglesey.

2.11.8 Initial mapping of the location of various sports clubs and interest groups has been undertaken (Map 42). Although the list of clubs and groups is incomplete and lacking data on language ability and language use in each club which was not available, it does provide an indication of the level of detail needed to identify those clubs and groups where intervention is required to help maintain the current use of Welsh and promote bilingualism.



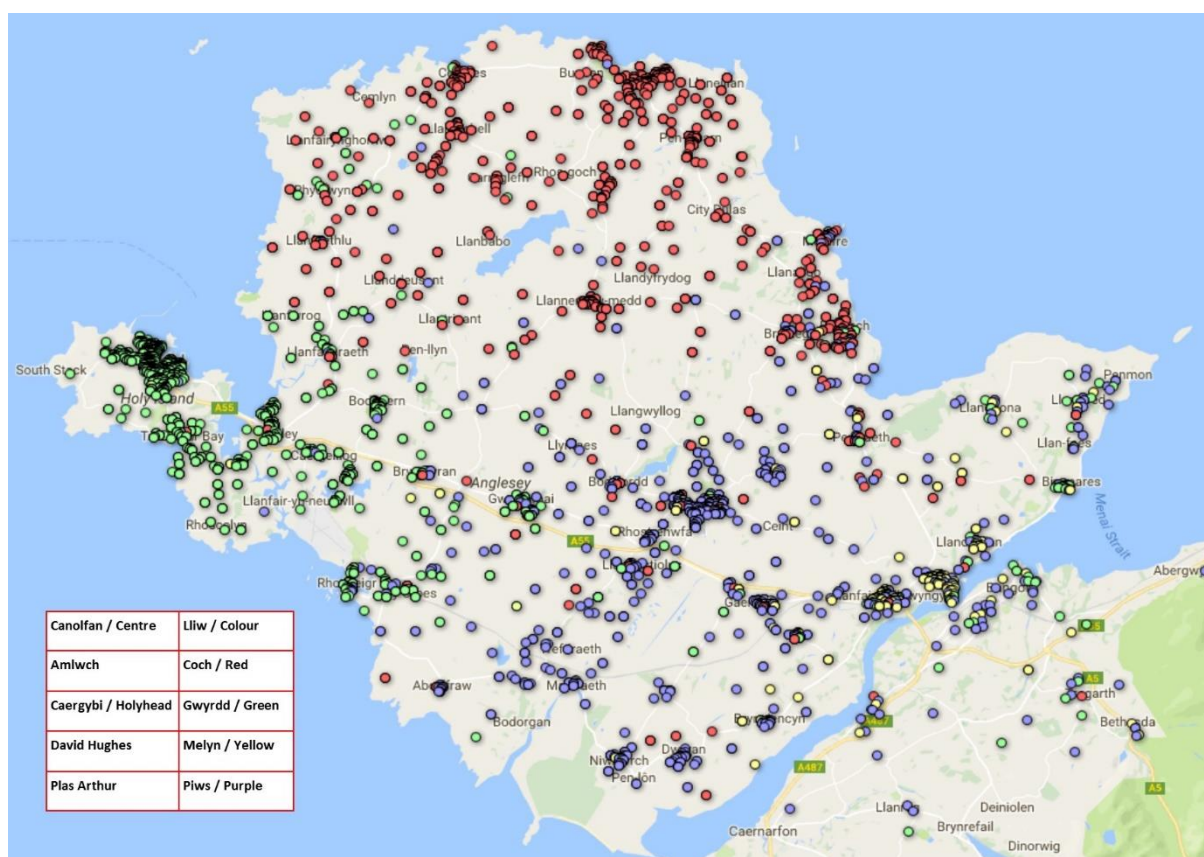
Map 40: Combined community groups according to language use with 2011 census boundaries indicated



Map 41: Leisure and sports clubs on Anglesey – initial mapping (various on-line sources)

2.11.9 Menter Môn, Menter Iaith Môn and Medrwn Môn all facilitate and support an extensive range of activities and networks involving different sections of the population on Anglesey that give status to the use of Welsh. Currently data that would enable the spatial distribution mapping of these activities at ward level is not available.

2.11.10 Using club membership data can provide a way of mapping the area served by different services, facilities and clubs / organisations. Members of the four leisure centres run by IACC are distributed all over the island and illustrates the reality that people don't conduct their lives within the wards where they live. At present, neither the language ability of leisure centre members nor the language used in leisure centre fitness classes are collected.



Map 42: Anglesey Leisure Centres Members Map (IACC Leisure Services membership registration data September 2018)

2.13 Identifying the need for a community translation service to maintain the use of Welsh and be inclusive of non-Welsh speakers

2.13.1 Collecting data from community organisations about the language ability of their members /participants and the language of their group activities provides a means of identifying those groups who may need a community translation service to maintain or enhance their use of Welsh for group activities and be inclusive of non-Welsh speakers.

2.13.2 This initial language profiling has identified the use of simultaneous translation by 9 out of the 32 town and community councils who provided data to the One Voice Wales survey. It is possible that there would be additional demand for translation services if these were made available.

3.13.3 Community translation of this kind is most likely to be suitable for formal meetings which, in addition to town and community council meetings could include PTA meetings, school governor meetings and local interest group talks or public events. The demand for a community translation service would need to be scoped and documented in more detail than was possible in this initial community profiling. This would be a task for the Community Involvement Officers.

3.13.4 Many community group activities are less formal in nature and less suited to using the services of a simultaneous translator. In such activities, expertise in running events bilingually or in Welsh with ways of including non-Welsh speakers is necessary to maintain and enhance current use of Welsh in the community. Medrwn Môn and Menter Môn report holding events in Welsh and bilingually with their use of language varying, depending on the participants involved. Anglesey Youth Clubs report using 'mainly Welsh' in their group activities even when not all club members speak Welsh (Map 31).

3.13.5 Getting to know the community groups and organisations across Anglesey in order to understand their need for support in holding Welsh and bilingual events and activities would be another responsibility for the Community Involvement Officers. Working at this micro level of community language planning in each of the secondary school catchment areas would enable the CIOs to work with out-of-school related community provision for children and young people as well as the adults in these areas.

3.14 Developing a methodology for compiling language profiling data

3.14.1 This evidence gathering exercise has established a method for collecting language profile data from community organisations and groups. Combining data on the language ability of participants/users; leaders/providers and the language of group/organisation activities makes it possible to identify those groups whose use of Welsh is more robust and those where intervention might be needed in the form of community translation services or training on running events either mainly in Welsh or bilingually in order to include non-speakers of Welsh.

3.14.2 Mapping this data spatially according to ward will, with the addition of more data, provide a ward level language profile baseline against which the potential impact of HNP can be gauged. Over the course of the three phases

of the Wylfa Newydd project, this data could be used to monitor impact and effectiveness of WLCMES mitigations.

3.14.3 This data gathering exercise has identified significant gaps in the data that is currently available to compile a detailed language profile of communities and sectors such as services and workplaces on Anglesey. Data on Welsh language ability and Welsh language use is not typically collected. Encouraging community groups, organisations and key partners to collect and share this data will be essential to enable all stakeholders to identify the likelihood and magnitude of the potential risks to Welsh language vitality and community wellbeing and to implement mitigation strategies as appropriate.

3.14.4 Establishing a reliable baseline will be an important task to prioritise and have in place in advance of the recruitment of the Wylfa Newydd workforce. The Community Involvement Officers will be best placed to collect this data. The CIOs role is envisaged as encompassing, though not restricted to, the following:

- developing an intimate knowledge of the community networks, voluntary groups, community services within each of the 5 secondary school catchment areas;
- monitoring community well-being and reporting any matters of tension;
- collecting additional language profile data to build upon and supplement IACC's initial language profile presented in this Anglesey Language profiling data report;
- identifying gaps in community provision in Welsh / bilingually;
- providing Language Awareness Training and training for running bilingual activities/events among local groups.

Annexe 1: List of data maps in ‘Anglesey Language Profiling Data Maps’ file

Map 1	70% and 50% thresholds for all Welsh speakers age 3 and over in Anglesey wards (Census 2011)
Map 2	Percentage of Welsh speakers age 3 and over in Anglesey wards (Census 2011)
Map 3	Percentage of Welsh speakers age 3 to 4 in Anglesey wards (Census 2011)
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