

Proposal to amend the Welsh language provision at Ysgol Griffith Jones

Consultation Document



sirgar.llyw.cymru
carmarthenshire.gov.wales



Welcome to this consultation document regarding proposed amendments to the language provision at Ysgol Griffith Jones.

Carmarthenshire County Council values the views of parents, guardians, learners, staff, governors and the wider community, and recognises the importance of meaningful engagement when considering changes that affect children's education.

This consultation provides an opportunity for all interested parties to understand the proposals, the rationale for change and how they align with local and national priorities for bilingual education.

The information set out in this document is intended to explain the proposals clearly and transparently, including the context in which they have been developed and the potential implications for learners and families.

We encourage you to read the document carefully and to share your views during the consultation period. All responses received will be considered as part of the decision-making process.

Thank you for taking the time to engage with this consultation and for contributing to the future of education within your community.

If you need this information in Welsh, large print, in Braille, or as an audio recording, please contact the Department for Education and Leisure.

E-mail: wesp@carmarthenshire.gov.uk

- A child-friendly version of this consultation document is also available.
- An Executive Summary providing an overview of the proposal is available on page 6.

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission number
CCC	Carmarthenshire County Council
CP	Community Primary
DL	Dual Language
DS	Dual Stream
EM	English medium
Estyn	His Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part time
SOC	School Organisation Code
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh medium
SWAC	School Workforce Annual Census

*In this document, the terms “***the Council***” and “***the Local Authority***” are used interchangeably and refer to Carmarthenshire County Council.



Consultation on amending the Welsh Language provision at Ysgol Griffith Jones

Foreword

On 4 July 2022, in line with Welsh Government strategic plans, the Local Authority launched Carmarthenshire's [Welsh in Education Strategic Plan \(WESP\)](#), outlining its vision for a bilingual Carmarthenshire. These plans were approved by Welsh Government on 27 July 2022. To achieve this vision, the Council is committed to expanding Welsh-medium education so that more children and young people become confident in both Welsh and English and able to use both languages with their families, in their communities and in the workplace.

With this in mind, the Local Authority is committed to providing the best possible education and opportunities for all communities, guided by clear objectives that promote high-quality learning. Carmarthenshire County Council fully supports the aim for all pupils to speak Welsh and English independently. We will continue to deliver services that ensure high-quality learning for children, young people and adults across the county, helping every learner reach their full potential within Carmarthenshire's unique bilingual context.

The Local Authority supports not only this local vision, but also the wider ambition for a bilingual Wales. On 10 July 2017, the Welsh Government published [Cymraeg 2050: A million Welsh speakers](#), which sets out the national goal of reaching one million Welsh speakers by 2050. The strategy focuses on three key themes:

- Increasing the number of Welsh speakers
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

These themes guide our work locally, helping us develop an education system that supports, develops and sustains bilingualism.

In 2025, the Welsh Government introduced the [Welsh Language and Education \(Wales\) Act](#), strengthening the national commitment to giving every learner the opportunity to become a confident Welsh speaker. The Act sets clear expectations for expanding Welsh-medium education, introduces a national framework for describing Welsh language skills, and places duties on local authorities and schools to support learners along a defined Welsh language pathway.

This legislation reinforces the aims of both *Cymraeg 2050* and Carmarthenshire's WESP, providing a statutory foundation for the continued development of bilingual education across the county.

The proposal also supports the principles of Curriculum for Wales by strengthening learners' Welsh language skills in ways that contribute directly to the Four Purposes, enabling them to grow as ambitious capable learners; enterprising creative contributors; ethical informed citizens; and healthy confident individuals within a bilingual society, while also broadening their cultural experiences and appreciation.

To support Carmarthenshire's WESP and national policies aimed at moving schools along the Welsh language continuum, this consultation document outlines proposals relating to changes in language provision at Ysgol Griffith Jones.

The consultation will follow the Welsh Government's [School Organisation Code \(2026\) 001/2026](#) and will involve all identified interested parties. The information in this document is intended to explain the proposals for your school clearly and support you in engaging with the consultation process.

Thank you for taking the time to read this document and for your engagement with this important consultation.

Owain Lloyd
Director of Education and Leisure
Carmarthenshire County Council

Executive Summary

This Executive Summary provides an overview of the proposal, the reasons for change, and how you can take part in the consultation.

Purpose of this consultation

Carmarthenshire County Council is consulting on a proposal to amend the Welsh language provision at Ysgol Griffith Jones. This consultation gives pupils, parents, guardians, staff, governors and the wider community an opportunity to understand the proposal, why it is being considered, and to share their views before any decision is made.

No decision has been taken at this stage. All responses received during the consultation period will be carefully considered before the Council decides whether to proceed, amend the proposal, or take no further action.

Current situation (Status Quo)

Ysgol Griffith Jones currently provides a structured bilingual model in which **Foundation Learning (Nursery–Year 2) is delivered as Primarily Welsh (Category 3)**, ensuring that all pupils benefit from early immersion. **From Year 3 onwards, pupils follow one of two pathways: Primarily Welsh (Category 3) or Dual Language (Category 2)**. This approach maintains a strong foundation in Welsh during the early years, when immersion is most effective.

Evidence from Estyn and Welsh Government shows that early Welsh language immersion is the most effective and inclusive way to develop confident bilingual learners, supporting high standards in both Welsh and English.

The proposal

The Council is proposing to make a **regulated alteration** to the Welsh language provision at Ysgol Griffith Jones. The proposal is as follows:

- **Foundation Learning (Nursery to Year 2) would remain Primarily Welsh (Category 3) for all pupils, as at present.**
- **From Year 3 to Year 6, the school's language provision would be amended so that all pupils follow a Primarily Welsh (Category 3) pathway.**
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Year 3 in **September 2027**.
- Pupils who will be in Years 4, 5 and 6 in September 2027 would not be affected by this proposal.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2030.

While the Council considers this proposal to best meet current policy aims and educational evidence, alternative approaches are outlined later in this document, each with their own potential advantages and disadvantages.

Why this change is being considered

The proposal supports:

- Curriculum for Wales
- Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032
- Cymraeg 2050: A Million Welsh Speakers
- The Welsh Language and Education (Wales) Act 2025

These policies place a duty on local authorities to increase access to Welsh-medium education and to support learners along a clear Welsh language pathway from the earliest stages of schooling.

Benefits of bilingual education

Research shows that bilingual education:

- Supports strong development in **both Welsh and English**.
- Does **not harm English attainment**; pupils often achieve the same or higher standards in English.
- Enhances **thinking skills**, including attention, memory and problem-solving.
- Improves confidence, communication and wellbeing.
- Broadens future opportunities in education, employment and community life.
- Strengthens children's sense of **belonging, identity and connection to Wales**.

How to respond to the consultation

The consultation runs from **7 September 2026 to 20 October 2026**.

You can share your views by:

- Completing an online SNAP survey:
https://carmarthenshire.welcomesyourfeedback.net/Ysgol_Griffith_Jones
- Completing the response form in **Appendix A**
- Sending a written response by e-mail or post (details are provided on Page 45)

You do not need to agree or disagree with the proposal to take part. Comments, questions and alternative suggestions are welcome.

Responses made during this consultation **are not objections**. If the proposal proceeds to statutory notice, there will be a separate period where formal objections can be submitted.

A **Consultation Report** summarising the feedback received and the Council's response will be published before any further decision is taken.

Consultation on amending the Welsh Language provision at Ysgol Griffith Jones

1. Definition of school language categories

The Welsh Language and Education (Wales) Act 2025 established three school language categories: **Primarily Welsh, Dual Language**, and **Primarily English, Partly Welsh**, each with specific requirements for Welsh language education.

The Act categorises schools in Wales based on their Welsh language education provision, aiming to enhance the Welsh language skills of all pupils. The three categories are:

Primarily Welsh (Category 3):

- Schools/streams in this category provide a significant majority of their education through the medium of Welsh.
- 100% Welsh language immersion in Foundation Learning (Nursery to Year 2).
- At least 80% of the curriculum to be delivered in Welsh from Year 3 onwards.

Dual Language (Category 2):

- These schools/streams offer a balanced approach, providing education in both Welsh and English.
- The requirement is for a minimum of 50% of the curriculum to be delivered in Welsh.

Primarily English, Partly Welsh (Category 1):

- Schools/streams in this category primarily use English as the medium of instruction but include Welsh language education.
- A minimum of 10% of the curriculum must be provided in Welsh.

2. Introduction / Background / Rationale for Change

2.0 Current provision / Status Quo / Background

Ysgol Griffith Jones is a community primary school located in the town of St Clears, providing education for pupils aged 3–11. The school serves a wide and predominantly rural catchment area, drawing pupils from St Clears itself as well as the surrounding communities of Bancyfelin, Meidrim, Llanboidy, Llangynin and neighbouring villages. The catchment includes a mix of long-established rural communities, agricultural areas and growing residential developments, giving the school a diverse and balanced pupil population.

The school's current language provision follows a structured bilingual model. Foundation Learning (Nursery–Year 2) is delivered as Primarily Welsh (Category 3), ensuring that all pupils benefit from early immersion. From Year 3 onwards, pupils follow one of two pathways: Primarily Welsh (Category 3) or Dual Language (Category 2).

The Local Authority is responsible for ensuring that all pupils receive the best education possible, and providing strong bilingual opportunities is central to this. This commitment aligns with Carmarthenshire's Welsh in Education Strategic Plan 2022–2032, which aims to move schools along the Welsh language continuum. To achieve this, the most effective way to develop confident bilingual learners is to immerse children in the Welsh language from an early age.

2.1 The Proposal

Carmarthenshire County Council is proposing to make a **regulated alteration** to the Welsh language provision at Ysgol Griffith Jones. The proposal is as follows:

- **Foundation Learning (Nursery to Year 2) would remain Primarily Welsh (Category 3) for all pupils, as at present.**
- **From Year 3 to Year 6, the school's language provision would be amended so that all pupils follow a Primarily Welsh (Category 3) pathway.**
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Year 3 in **September 2027**.
- Pupils who will be in Years 4, 5 and 6 in September 2027 would not be affected by this proposal.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2030.

2.2 Advantages and disadvantages of this proposal compared with the status quo:

The following sets out a balanced summary of the main potential advantages and disadvantages identified at this stage. These points reflect both benefits and risks and are not intended to be exhaustive.

Advantages	Disadvantages
Stronger early immersion - Extending Primarily Welsh (Category 3) provision for all pupils into Years 3–6 builds on the strong foundation already established in Foundation Learning, supporting more consistent language development across the primary phase.	The removal of the Dual Language (Category 2) pathway from Year 3 onwards changes the range of language options available within the school.
Clearer linguistic pathway - A single Primarily Welsh pathway removes the complexity of managing two parallel models and ensures continuity for all pupils as they progress through the school.	Some families may seek alternative schools offering Dual Language or English medium provision, which may affect local admissions patterns and transport arrangements.
Improved bilingual proficiency -Research from Estyn and Welsh Government shows that sustained Welsh-medium education leads to higher levels of bilingual competence without negatively affecting English outcomes.	The proposal requires sufficient staff capacity and professional learning to deliver Welsh medium teaching across Years 3–6.
Alignment with local and national policy- The proposal supports Carmarthenshire's WESP, Cymraeg 2050 and the Welsh Language and Education (Wales) Act 2025 by increasing access to Welsh-medium education.	Additional Welsh medium learning materials may be required to support Category 3 provision.
Consistency with secondary provision - Moving towards a whole-school Category 3 model strengthens progression to local Welsh-medium secondary pathways.	The proposal may raise questions or uncertainty among some families, particularly those who selected the school when multiple pathways were available.
Enhanced cultural and identity development - A unified Welsh-medium model supports Curriculum for Wales by deepening learners' cultural understanding and sense of belonging.	Parents or guardians who do not speak Welsh may be worried about reduced ability to support homework or engage with school communication.
Simplified staffing and curriculum planning - Operating one language model across the school reduces complexity in timetabling, resource allocation and staff deployment.	Delivering the model requires ongoing availability of Welsh-medium staff, in the context of wider recruitment challenges.

Long-term sustainability - A whole-school Category 3 model supports the long-term growth of Welsh-medium education in the St Clears area.	Requirement for additional Welsh language immersion provision for newcomers to Welsh-medium education.
Greater curriculum coherence - A single Primarily Welsh pathway across the school allows for more consistent planning, assessment and progression in line with Curriculum for Wales, reducing duplication and ensuring all pupils experience a unified linguistic journey.	
Stronger sense of school identity - Moving to a whole-school Category 3 model reinforces a clear bilingual ethos, strengthening the school's identity and community confidence in its long-term direction.	
Improved peer language modelling - When all pupils learn through Welsh, the linguistic environment becomes richer and more consistent, increasing opportunities for pupils to hear, use and practise Welsh naturally with peers.	
Enhanced staff collaboration - Staff work within a single language model, making it easier to share resources, co-plan lessons, and develop consistent pedagogical approaches across year groups.	
Supports community language revitalisation - Increasing the number of children educated through Welsh contributes to strengthening the language within the local community, aligning with Carmarthenshire's WESP and Cymraeg 2050 goals.	
Reduces inequity between pupils - A single pathway ensures all pupils have equal access to the cognitive, cultural and educational benefits of Welsh-medium immersion, rather than only those whose families choose it.	

2.3 Risks and Counter Measures

As with all school organisation proposals, there are potential risks associated with this proposal. These are set out below alongside actions that could reduce their impact. The presence of mitigating actions does not remove the risks entirely.

These are outlined below, along with suggested mitigating actions:

Risk	Inherent Risk Rating	Mitigating Actions	Residual Risk Rating
Parental concern about removal of the Dual Language pathway	High	• Provide clear, accessible communication explaining the educational benefits of Primarily Welsh (Category 3) • Hold information evenings, drop-in sessions and Q&A opportunities for families • Share evidence from Estyn and Welsh Government on bilingual outcomes • Offer reassurance about continued strong English development • Share pupil voice and parent testimonials from existing Category 3 families • Provide transition support materials explaining what changes practically mean for pupils • Maintain regular updates throughout the phased implementation to reduce uncertainty	Medium
Staffing capacity and Welsh-medium proficiency	Medium	• Provide targeted professional learning for staff to strengthen Welsh-medium teaching skills • Use a phased implementation to allow time for upskilling, if required	Low-Medium

		• Work with the LA Welsh in Education team to access coaching and mentoring • Develop internal peer-support networks and team-teaching opportunities • Create a long-term workforce development plan aligned with the school's vision • Use Welsh-medium specialists to model lessons and support planning • Provide opportunities for staff to complete Welsh language professional learning by the National Centre for Learning Welsh	
Availability of Welsh-medium resources	Medium	• Audit current resources and identify gaps early • Access LA and regional Welsh-medium resource banks • Share resources with cluster schools to reduce duplication • Phase purchasing over several budget cycles • Prioritise digital and reusable resources to maximise value • Develop in-house resources collaboratively to reduce costs • Use Welsh Government grant funding streams where available • Build a centralised Welsh-medium resource library for staff	Low

Concerns from non-Welsh-speaking parents	Medium	• Provide bilingual communication and translated materials • Offer workshops on supporting learning at home for non-Welsh speaking families • Create simple guides for homework support • Maintain open communication channels for questions and reassurance • Promote the benefits of bilingualism for all families • Provide opportunities for parents to learn basic Welsh phrases • Offer family-friendly Welsh sessions or community classes • Ensure all school events remain accessible to non-Welsh-speaking families	Low
Potential impact on ALN learners requiring tailored support	Medium	• Conduct early ALN assessments to identify individual needs • Provide bilingual ALN resources and specialist support • Work closely with LA ALN teams to ensure appropriate provision • Monitor progress closely and adjust support as needed • Ensure staff receive training on ALN in Welsh-medium settings • Provide additional small-group or one-to-one Welsh language support • Engage parents in ALN planning to ensure	Low

		consistency between home and school	
Admissions or demographic shifts if some families seek alternative provision	Low-Medium	• Communicate early with prospective parents about the benefits of Welsh-medium education • Update admissions materials to clearly explain the new model • Monitor application patterns and respond to emerging trends • Work with the LA to ensure families understand local provision options • Promote the school's strengths and bilingual ethos • Further strengthen relationships with local early years providers to support continuity • Provide open days showcasing Welsh-medium learning in practice • Track demographic data to anticipate and respond to changes	Low
Pressure on school leadership and staff during change period	Medium	• Develop a clear delivery plan with realistic timelines • Distribute leadership responsibilities across the senior team • Access LA leadership support and coaching • Build in protected time for planning and professional learning • Monitor staff well-being and workload throughout the transition • Establish a change-management	Low

		working group to share responsibility • Provide regular opportunities for staff feedback and involvement • Use phased milestones to avoid overwhelming staff	
Misunderstanding of the proposal within the community	Medium	• Provide clear, consistent messaging across all communication channels • Publish FAQs and myth-busting information • Hold community engagement events and offer opportunities for feedback • Ensure all staff understand the proposal so messaging is consistent • Use multiple formats (letters, website, social media, meetings) to reach all audiences • Provide visual timelines showing how the phased change will work • Engage community leaders and local organisations to support communication	Low
Financial pressure arising from increased Welsh-medium resource	Medium	• Plan spending over several years to align with the phased implementation • Apply for Welsh Government grants supporting Welsh-medium expansion • Share resources across the cluster to reduce costs • Prioritise essential curriculum materials first	Low-Medium

		• Review budget allocations to ensure efficient use of funds • Explore partnership purchasing with neighbouring schools • Maximise use of digital resources to reduce physical material costs • Monitor expenditure regularly and adjust plans as needed	
--	--	---	--

2.4 Rationale for Change

The Local Authority is committed to strengthening bilingual education in line with Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032 and national policy developments, including Cymraeg 2050 and the Welsh Language and Education (Wales) Act 2025. These policies place a clear expectation on local authorities to expand access to Welsh-medium education and to support learners along a coherent Welsh language pathway from the earliest stages of schooling.

The proposal for Ysgol Griffith Jones aligns with Curriculum for Wales, which places language, identity and culture at the heart of learners' experiences. Strengthening Welsh-medium provision supports the Four Purposes by enabling pupils to develop as ambitious capable learners; enterprising creative contributors; ethical informed citizens; and healthy confident individuals. A consistent Welsh-medium pathway provides rich linguistic and cultural experiences that deepen learners' sense of belonging, broaden their understanding of Wales' heritage, and equip them with the communication skills needed to thrive in a bilingual society.

Ysgol Griffith Jones currently operates a mixed model of provision, with Foundation Learning delivered as Primarily Welsh (Category 3), while pupils in Years 3–6 follow either a Primarily Welsh (Category 3) or Dual Language (Category 2) pathway. Although this reflects the school's historical development, the mixed model does not provide a fully consistent linguistic pathway for all pupils and limits the long-term benefits of sustained Welsh-medium immersion. Evidence from Estyn and Welsh Government shows that early and continuous Welsh-medium immersion is the most effective and inclusive approach to developing strong bilingualism, with learners achieving the same or higher standards in English while gaining the wider cognitive advantages associated with bilingual education.

The proposal would establish a clearer and more coherent progression for pupils by extending the Primarily Welsh (Category 3) model across Years 3–6. This would ensure that all pupils benefit from sustained Welsh-medium immersion throughout the primary phase, supporting higher levels of bilingual competence and aligning with Carmarthenshire's long-term vision for Welsh-medium growth.

The proposal also strengthens continuity with the Welsh-medium secondary pathway, which provides a natural progression route for pupils educated through the medium of Welsh. Ensuring alignment between primary and secondary provision supports learner confidence, linguistic continuity and long-term bilingual development.

Implementing the change on a phased, year-by-year basis, beginning with Year 3 in September 2027, would allow the school to plan effectively, build staff capacity and ensure continuity for learners. Pupils who will be in Years 4, 5 and 6 in September 2027 would not be affected by the proposal, ensuring stability for existing cohorts. A gradual transition provides reassurance for families and time for staff to further strengthen expertise in delivering high-quality Welsh-medium education.

Census 2021 data highlight a decline in Welsh language use among children and young people in parts of Carmarthenshire, including the St Clears area. Strengthening Welsh-medium provision at Ysgol Griffith Jones supports the school's role in promoting the Welsh language as a living community language and ensuring that children have regular, meaningful opportunities to use Welsh confidently in school and beyond.

The proposal also contributes directly to the aims of the Well-being of Future Generations (Wales) Act 2015 by investing in long-term educational outcomes, supporting the sustainability of the Welsh language, and equipping young people with skills that broaden their future opportunities. Welsh language skills are increasingly valued across education, health, public services, culture and the wider economy, and bilingualism is associated with enhanced cognitive flexibility, problem-solving and learning capacity.

In addition, this proposal supports the delivery of all seven outcomes set out in Carmarthenshire's WESP. It will increase the number of children receiving Primarily Welsh education in the early years, strengthen progression between stages, increase opportunities for learners to use Welsh across the curriculum and wider school life, expand Welsh-medium provision for pupils with Additional Learning Needs (ALN), and increase the number of staff able to teach Welsh as a subject and through the medium of Welsh.

The seven outcomes set by Welsh Government in Carmarthenshire's Welsh in Education Strategic Plan:

- **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
- **Outcome 4-** More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
- **Outcome 5-** More opportunities for learners to use Welsh in different contexts in school
- **Outcome 6-** An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN)

- **Outcome 7-** Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Under the Welsh Language and Education (Wales) Act 2025, local authorities are required to take all reasonable steps to implement their WESP in line with their statutory duties. The proposed changes at Ysgol Griffith Jones represent a planned and proportionate response to these responsibilities, ensuring that education remains inclusive, supportive and firmly focused on giving every child the strongest possible foundation as a confident bilingual learner.

3. Early Welsh Language Immersion

The immersion method uses Welsh as the main language of teaching and learning, supported by practical, visual and interactive techniques that help children develop vocabulary and sentence patterns naturally. Its core principle is that children learn language most effectively when they hear it modelled consistently and meaningfully.

Welsh-specific research strongly supports this approach. Estyn reports that pupils in Welsh-medium and immersion settings “**make rapid progress in developing their Welsh language skills**,” particularly when immersion begins in the early years (Estyn, *The Welsh Language in Early Years Settings*, 2022).

Welsh Government evidence for *Cymraeg 2050* confirms that early immersion is “**internationally recognised as the most effective method of creating bilingual speakers**” (Welsh Government, *Cymraeg 2050*, 2017; updated evidence reviews 2023).

Independent evaluations commissioned by Welsh Government also show that children who start immersion in Nursery or Reception achieve **higher levels of bilingual proficiency**, including those from non-Welsh-speaking homes (Arad Research for Welsh Government, 2020–2023). Research from Bangor University further demonstrates that early immersion strengthens **cognitive flexibility, metalinguistic awareness and overall bilingual competence**, with no negative impact on English attainment (Bangor University, 2020–2021).

International evidence reinforces these findings. A study of 230 children in early immersion programmes found that pupils with several years of immersion showed stronger **cognitive flexibility** and, in some cases, **working memory**, compared with non-immersed peers (University of Edinburgh, 2021).

Research from the European Commission highlights that immersion environments provide intensive exposure to the second language and authentic opportunities to use it - key factors in developing bilingual competence (European Commission, 2024).

International research, including large-scale evaluations by organisations such as the RAND Corporation, shows that dual-language immersion programmes **improve reading**

and mathematics outcomes. Additional studies show that bilingual education enhances **executive functioning, problem-solving and cognitive flexibility**, contributing to improved academic performance across subjects (OECD, 2024). A systematic review of early years dual-language programmes reports consistent benefits in **language, literacy and numeracy**, alongside strong parental support (UNESCO, 2025).

Young children do not learn languages in the same way as adults, they absorb them naturally through exposure, routine and meaningful interaction. The evidence above shows that early immersion strengthens both cognitive development and academic outcomes, making the early years the most effective time to establish bilingual foundations.

Taken together, this Welsh and international research demonstrates that early immersion not only supports bilingual proficiency but also enhances broader cognitive and academic development.

By adopting this approach, the proposal provides pupils with **increased opportunities to reach their full potential as confident, capable bilingual learners**. This directly supports the Four Purposes of the Curriculum for Wales by helping children become ambitious, capable learners who can communicate effectively in two languages; enterprising, creative contributors who draw on enhanced cognitive flexibility; ethical, informed citizens who value Wales' linguistic and cultural heritage; and healthy, confident individuals who develop a strong sense of identity and belonging through bilingualism.

4. Bilingualism

4.0 The benefits of being bilingual

What does being bilingual mean?

- **Being bilingual means you can live your everyday life using two languages**, switching naturally between them at home, in school and in the community.
- **It means being able to move from one language to the other confidently and comfortably**, choosing whichever language suits the situation, the people you're with or what you want to say.
- **Understanding and enjoying stories, songs, TV/Streaming and conversations in two languages**, which gives children more ways to learn and have fun.
- **Being able to think, play and solve problems in both languages**, often switching without even noticing.
- **Having more choices as you grow up**, because two languages open more doors in education, work and everyday life.

Education

Early immersion strengthens language acquisition and learning outcomes from the earliest stages.

- Children in early immersion make **rapid progress in Welsh**, even from non-Welsh-speaking homes.
- Early immersion supports strong **literacy development** and does **not hinder English attainment**.
- Immersion provides consistent language modelling, which accelerates **vocabulary, comprehension and oracy**.
- Pupils in immersion settings show stronger **progression across curriculum areas**, supported by enhanced metalinguistic skills.

Evidence source: Estyn – *The Welsh Language in Early Years Settings* (2022)

- **Bilingual children often achieve strong educational outcomes**, with research showing they perform well in a range of cognitive and academic tasks.
- **Bilingual learners find it easier to acquire additional languages**, as early immersion strengthens metalinguistic awareness and language-learning strategies.
- **Children in Welsh-medium education achieve the same, and often higher, standards in English** compared with their peers in English-medium schools, demonstrating that immersion supports both languages effectively.

Career

Early immersion lays the foundation for future bilingual competence, which is increasingly essential in Wales' workforce.

- Starting immersion early increases the likelihood of achieving **high-level bilingual proficiency** by secondary school.
- Welsh language skills are required or desirable in a growing number of **public sector, education, health and cultural roles**.
- Early immersion supports long-term employability by building the linguistic foundation needed for **Welsh-medium qualifications** later on.
- Pupils who follow immersion pathways are more likely to continue studying Welsh to a higher level.

Evidence source: Welsh Government – *Cymraeg 2050: Workforce Demand Analysis* (2023)

- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper

Health

Immersion supports cognitive development and contributes to long-term wellbeing.

- Early immersion enhances **executive functioning**, including attention, memory and cognitive flexibility.
- These cognitive benefits support **resilience and emotional regulation** in young learners.
- Immersion environments promote **confidence and communication**, which are linked to positive wellbeing.
- Early immersion supports healthy identity development, which is protective for mental health.

Evidence source: Bangor University – Centre for Research on Bilingualism (2021)

University College London (UCL) researchers found that bilingual adults show **greater cognitive reserve**, which is linked to resilience against dementia symptoms.

- Bilingualism strengthens executive control networks in the brain.
- These networks help compensate for age-related decline.
- This cognitive reserve is associated with **slower progression of dementia symptoms**.

Evidence Source: UCL Institute of Cognitive Neuroscience (2016).

Life

Immersion enriches children's everyday experiences and broadens their opportunities.

- Early immersion enables children to participate confidently in Welsh-medium and bilingual activities in school and the community.
- It supports confidence in communication, enabling children to navigate different linguistic settings.
- Immersion strengthens problem-solving and adaptability, skills that support lifelong learning.
- Children gain access to a wider range of cultural, social and educational experiences.

Evidence source: Welsh Government – *Evaluation of Welsh-medium Education* (Arad Research, 2020–2023)

Belonging, Welsh Culture & Heritage

Immersion strengthens children's connection to Wales, its language and its cultural identity.

- Early immersion gives children access to the **language of Wales' heritage, literature, music and traditions**.
- It fosters a strong sense of **belonging and identity**, rooted in community and place.
- Immersion supports participation in **Welsh cultural life**, such as the Urdd, Eisteddfodau and local cultural events.

- It aligns with the Curriculum for Wales aim of developing **ethical, informed citizens** who understand and value Welsh culture.

Evidence source: Welsh Language Commissioner – *State of the Welsh Language* (2023)

- **Speaking two languages broadens children’s horizons**, giving them access to a wider range of experiences, ideas and opportunities.
- **Welsh opens the door to rich community life**, enabling children to take part fully in local events, traditions and cultural activities.
- **Using Welsh contributes to a strong sense of identity and belonging**, helping children feel connected to their community and to Wales.
- **Being able to move confidently between two languages builds self-esteem**, giving learners pride in their abilities and confidence in different social and learning situations.
- **Growing up with more than one language encourages openness and respect**, helping children develop positive attitudes towards other cultures and ways of life.

4.1 Bilingualism in Carmarthenshire

Carmarthenshire is home to one of the highest numbers of Welsh speakers of any local authority in Wales, reflecting the county’s strong linguistic heritage and bilingual identity. Research based on international census data and linguistic studies indicates that around half of the world’s population uses two or more languages in everyday life, showing that bilingualism is common globally rather than exceptional, meaning bilingualism is a normal and natural part of everyday life for millions of people globally.

Being bilingual means having the ability to live your daily life using two languages, switching confidently between them according to context, whether at home, in the community, in education or in the workplace.

Every child in Carmarthenshire can become bilingual by taking advantage of Welsh-medium education in the County.

4.2 Further information about bilingualism:

Further information can be found using the following links, which include practical resources to help families support Welsh language development at home, explanations of bilingual education and its benefits, and guidance for families new to Carmarthenshire on using and learning Welsh in everyday life.

[Cymraeg gyda’r plant / Welsh with your kids- give it a go!](#)

Inside this booklet, you’ll find a range of simple Welsh words and phrases that you can use with young children at home. Using these regularly will help them grow in confidence and begin to use Welsh naturally in everyday situations.

Bod yn Ddwyieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire

This booklet explains what it means to be bilingual and highlights the many advantages it can bring to children's education, future careers, health and everyday life. It also includes clear, reassuring answers to common questions that parents often ask about Welsh-medium education and learning the Welsh language.

Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to our bilingual county. Inside, you'll find information about how Welsh is used across Carmarthenshire, along with details of where you can access Welsh-language support. We've also included useful websites and resources to help you develop your Welsh language skills at a pace that suits you.

5. The Consultation Process

The consultation on this proposal will follow the guidelines established by the Welsh Government as stated in the School Organisation Code (2026) 001/2026.

5.0 Who will be consulted?

A link to the consultation document will be provided to the following stakeholders as determined by the School Organisation Code 2026.

Parents, guardians, and guardians of:

- Pupils attending the schools affected by the proposal
- Prospective pupils, where possible

School staff and leadership:

- Staff members and governing bodies of the school directly involved in the proposal
- Governing body of the school and the Governing bodies of other schools likely to be affected by the proposal

Local Authorities and government:

- Welsh Ministers
- Members of the Senedd (MS) and Members of Parliament (MP's) representing the area representing the area
- Estyn
- Partneriaeth
- The Police and Crime Commissioner for the area
- The Welsh Language Commissioner and Mentrau Iaith
- Neighbouring Local Authorities

Community and representative groups:

- Teaching and staff trade unions
- Community or town council for the area served by the school
- The Church in Wales and Roman Catholic Diocesan Authority for the area in which any school is likely to be affected by the proposal
- Any other appropriate religious body for any likely school likely to be affected by the proposal

Early Years and ALN provision:

- Independent or voluntary nursery providers potentially affected, including Mudiad Meithrin
- The Children's and Young People's Partnership and/or Early Years Development and Childcare Partnerships
- Relevant health bodies or third sector organisations (for proposals affecting ALN provision)

Consultation with Pupils

Pupils will be provided with a copy of a Children and Young People Consultation Document.

Additionally, there will be an opportunity for the pupils (School Council as a minimum) to participate in the consultation process during a session which will be undertaken by a Local Authority Officer and facilitated by the Governing Body.

The information gathered from the consultation with pupils will form part of the Consultation Report which will be submitted to the Cabinet for consideration following the consultation period.

5.1 The Statutory process

Consultation Period

The consultation period for the proposal commences on the 7th September 2026 and will conclude on the 20th October 2026.

In order to implement the current proposal, the following provides a summary of the procedures as confirmed in the statutory code:

Consultation

- Consultation Document (this document) published confirming the details of the proposal – this will be published on the Local Authority’s website in addition to being sent to all stakeholders listed above.
- There will be a 42-day period to respond to the proposal, where stakeholders can:
 - Make representations regarding the proposal to amend the Welsh language provision

It is important to note that responses made to the consultation will not be counted as objections to the proposal, and that only objections submitted following the publication of a statutory notice will be registered. Any responses received after the closing date will not be included as part of the consultation process.

Considering your views

During the consultation period you can ask questions, express your views or suggest alternative options for consideration by no later than 20th October 2026 through one of the following methods:

- Completing an online SNAP survey:
https://carmarthenshire.welcomesyourfeedback.net/Ysgol_Griffith_Jones
- Sending an e-mail to: wespgriffithjones@carmarthenshire.gov.uk
- Writing a letter to the following address: Mr Owain Lloyd, Director of Education and Leisure, County Hall, Carmarthen, SA31 1JP
- Completing a paper response form (Appendix A) and returning it to Mr Owain Lloyd, Director of Education of Leisure, County Hall, Carmarthen, SA31 1JP or sending a scanned copy via e-mail to: wespgriffithjones@carmarthenshire.gov.uk

Please note that you need to submit your response through one communication method.

At the end of the consultation, a report will be published summarising the comments received and the Local Authority’s response to any issues raised. This will be published on Carmarthenshire County Council’s website at least 2 weeks prior to the publication of a statutory notice. The Council’s Cabinet will consider the consultation report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal, or to not proceed with the proposal.

Consultees can register their wish to be notified of the publication of the report by completing and submitting the response form in Appendix A.

5.2 Statutory Notice

If the proposal is approved by Cabinet, a Statutory Notice will be published with details including the planned implementation date, and how to object. There will be a period of 28 days for people to submit written objections.

The Statutory Notice will be published on Carmarthenshire County Council's website and posted at the school.

If there are objections, an objection report will be published on Carmarthenshire County Council's website providing a summary of the objections and the Local Authority's response to them. *It is important to note that only written objections submitted during the Statutory Notice period will be considered as objections and included in the Objection Report. Comments submitted as part of the consultation period will NOT be counted as objections. Should stakeholders wish their consultation responses to be considered as objections, they would need to be resubmitted in writing during the Statutory Notice period.*

All stakeholders who were advised of the availability of the consultation document will be advised by letter or e-mail of the availability of the objection report.

Hard copies of the report will also be available on request and consultees can register their wish to be notified of the publication of the objection report by sending an e-mail to wespgriffithjones@carmarthenshire.gov.uk

5.3 Determination

Carmarthenshire County Council will determine the proposal. This means that it will make a final decision on whether the proposed change goes ahead. If the Council decides to approve the proposal, it would be implemented in accordance with the date given in the Statutory Notice,

Following determination, all interested parties will be informed of the availability of the decision which will be published on Carmarthenshire County Council's website.

5.4 The Statutory Process Timeline

The statutory process and timeline will be as follows:

Date	Activity
7 September – 20 October 2026	Statutory consultation period (42 days) – opportunity to: make representations regarding the proposal to amend the Welsh language provision
December 2026	Formal Consultation Report together with all responses received presented to Cabinet for decision on whether to proceed with issuing Statutory Notice
January 2027	Statutory Notice Period – opportunity to present an objection to the proposal – objections must be made in writing or by email and sent before the end of 28 days beginning with the day which the notice is published
March 2027	Council – if objections are presented, an objection report will be presented providing a summary of the objections and the Local Authority's response, together with copies of all objections received.

	The final decision on whether to implement the proposal will be made.
--	---

6. School subject to proposal

6.0 School Information and Data

	Ysgol Griffith Jones	
School Location	Station Road, St. Clears, SA33 4BT	
Age Range	Ages 3-11	
School Category (Community (C), Voluntary Aided (VA), Voluntary Controlled (VC))	Community	
Admission Number	40	
Language Category	3 & 2	
Number of Registered Pupils (PLASC 2026)	Nursery Age	50
	Reception – Y.6	253
	Total	303
Number of pupils previously on the register (including Nursery) (PLASC)	January 2025	297
	January 2024	310
	January 2023	305
	January 2022	320
Pupil Projections (excluding Nursery) (2025)	January 2027	245
	January 2028	243
	January 2029	233
	January 2030	228
Nursery Capacity 2025-2026	34	
Reception – Y6 Capacity 2025-2026	286	
Total Capacity 2025- 2026	320	
Nursery Capacity 2026-2027	34	
Reception – Y6 Capacity 2026-2027	286	
Total Capacity 2026- 2027	320	
Cost per pupil 2025 - 2026	£5,286	

School Budget 2025 - 2026)	£1,514,364
Cost per pupil 2026-2027	£5,655
School Budget 2026-2027	£1,600,373
Latest Estyn Inspection Report	Estyn Inspection Report 2026
Building Condition Category (Latest)	B
Building Suitability (Latest)	B

Building Condition Category Grades		Suitability	
Grade A	As new condition	Grade A	Good facilities suitable for teaching, learning and wellbeing in school.
Grade B	Sound, operationally safe, and exhibiting only minor deterioration	Grade B	Satisfactory, performing as intended, but does not effectively support the delivery of the curriculum in some areas.
Grade C	Operational but major repair or replacement needed in short to medium-term	Grade C	Poor, teaching methods inhibited/adverse impact on school organisation.
Grade D	Inoperable or serious risk of major failure or breakdown	Grade D	Bad, buildings seriously inhibit the staff's ability to deliver the curriculum.

7. Advantages and Disadvantages of the proposal

7.0 Alternative Options Considered

In developing the preferred option, the Authority considered a range of alternative options.

In presenting the preferred option, the Council recognises that there are reasonable alternative approaches. Each option has been considered on its own merits, including potential educational, community and operational implications. While the Council has identified a preferred option, this consultation seeks views openly on all options, and no decision has been made.

All options have been developed to support learners' educational outcomes and reflect national and local policy priorities. Each option includes potential benefits and challenges.

No decision has been made on the proposal, and the Council will give full and genuine consideration to all responses received before determining how to proceed.

Option 1 – Status Quo – no change to nature of provision

While this option maintains continuity and avoids the need for organisational change, it does not address identified issues relating to Welsh language progression and consistency of provision. Retaining the current approach may limit opportunities to strengthen Welsh-medium education over time and may not support the achievement of national and local policy objectives. In addition, a lack of change may result in less clearly defined progression in Welsh language development and may not provide the same level of long-term improvement in learner outcomes.

Advantages	Disadvantages
No statutory or regulatory process required, avoiding additional administrative burden.	Does not support the Welsh Government's ambition of achieving one million Welsh speakers by 2050.
Maintains the current position, providing continuity and stability for families and learners.	Does not meet the objectives and targets set out in the County's Welsh in Education Strategic Plan (WESP).
Avoids the need for organisational change or phased transition planning.	Limits opportunities to expand Welsh-medium education provision over time.
Avoids potential community or stakeholder concerns that could arise from change.	May lead to slower progress in Welsh language development, learner outcomes and workforce capacity.
No additional staffing or training pressures.	May increase the potential for scrutiny or challenge due to limited progress against national and local policy expectations.
	Results in weaker long-term bilingual outcomes.

Option 2 – Retain the current Primarily Welsh (Category 3) categorisation in Foundation Learning and the current Primarily Welsh (Category 3) or Dual Language (Category 2) pathway from Year 3, while setting out a planned approach to:

- **gradually increase the proportion of the curriculum delivered through the medium of Welsh in the Dual Language (Category 2) stream to up to 79% over time.**

While this option supports a planned and incremental strengthening of Welsh-medium provision within existing arrangements, it may not provide the same level of clarity or consistency across the school as a formal change in language category. The continued use of dual pathways may result in variation in learners' experiences and may make progression less clearly defined. In addition, the gradual nature of the approach may limit the pace at

which Welsh-medium provision is developed and may not fully achieve longer-term national and local policy objectives within the same timeframe.

Advantages	Disadvantages
No statutory or regulatory process required, avoiding additional administrative burden.	Retaining the current language categories may result in slower growth in Welsh medium education.
Strengthens Welsh language provision across the school while retaining the existing language categories (Category 3 and Category 2).	May result in variation in learners' Welsh language experiences within the Category 2 stream as changes are introduced.
Increases the proportion of teaching delivered through the medium of Welsh within the Dual Language (Category 2) stream, up to 79% of the curriculum over time on a gradual basis.	Does not provide the same level of clarity or certainty for parents and guardians as a formal change to the school's language category.
Supports workforce development by gradually increasing Welsh-medium teaching responsibilities and capacity over time.	Incremental changes may not deliver the longer-term aims and ambitions set out in the County's Welsh in Education Strategic Plan (WESP).
Retains parental choice - Families who may prefer a bilingual but more English-medium approach can continue to choose the Dual Language (Category 2) pathway.	Continued operation of two pathways requires complex staffing arrangements, parallel planning and duplicated curriculum resources.
Minimises disruption - The school avoids the structural change associated with moving to a whole-school Primarily Welsh (Category 3) model.	Progress may be less clearly defined than under a formal change to the school's language category.
Provides a structured improvement pathway - The school can set clear milestones for increasing Welsh-medium delivery.	Learners in different pathways receive differing levels of Welsh medium immersion, reducing whole-school consistency.
Improves whole-school Welsh language ethos - Even without full transition to Category 3, increasing Welsh-medium delivery strengthens the school's bilingual culture and visibility of Welsh across the curriculum.	Slower progress towards bilingual outcomes, as partial immersion provides a different level of language development compared to full immersion.
May increase long-term demand for Welsh-medium education - As families see the benefits of enhanced Welsh-medium provision, demand for Category 3 may continue to grow organically.	Does not align fully with secondary progression, as learners in the Dual Language pathway may be less prepared for Welsh medium secondary education.

	Retaining a split model limits the school's contribution to strengthening Welsh language use within the local community.
	The need to maintain both Welsh medium and bilingual resources increases overall cost and workload.

Option 3 –

- **Foundation Learning (Nursery to Year 2) would remain Primarily Welsh (Category 3) for all pupils, as at present.**
- **From Year 3 to Year 6, the school's language provision would be amended so that all pupils follow a Primarily Welsh (Category 3) pathway.**
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Year 3 in **September 2027**.
- Pupils who will be in Years 4, 5 and 6 in September 2027 would not be affected by this proposal.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2030.

While this option provides a clear and consistent Welsh-medium pathway across the school, it represents a significant change from current arrangements and may alter the range of language provision available to families. The move to a single pathway from Year 3 onwards may be perceived as reducing flexibility in how pupils access bilingual education. In addition, successful implementation will depend on maintaining sufficient workforce capacity, resources and effective phased delivery to ensure continuity and consistency of learning experience for all pupils during the transition period.

Advantages	Disadvantages
Consistent Welsh-medium pathway for all pupils - Removes the split between Category 3 and Category 2, ensuring every child receives the same linguistic experience from Nursery to Year 6.	Additional Welsh medium materials may be required to support the Primarily Welsh (Category 3) model.
Stronger bilingual outcomes - Sustained Welsh-medium immersion is proven to develop high levels of bilingual competence without reducing English attainment.	Parents or guardians who do not speak Welsh may feel less confident to support homework or engage with school communication.
Builds on existing Foundation Learning strengths - The school already delivers	Some families may choose alternative schools offering more English medium provision, which may affect pupil numbers.

Primarily Welsh (Category 3) successfully in Nursery to Year 2.	
Improved continuity with secondary provision - Aligns more closely with the Secondary Welsh-medium pathway, supporting smoother linguistic progression.	The transition period may increase workload for leadership and staff. increased workload during the transition period.
Simplifies staffing and curriculum planning - A single language model reduces the complexity of timetabling, resource allocation and staff deployment.	The proposal may result in additional costs related to staff training, resource development and curriculum adaptation.
Enhances whole-school identity and ethos - A unified Welsh-medium model strengthens the school's cultural identity and visibility of Welsh across the curriculum.	
Supports Carmarthenshire's WESP and national policy - Directly contributes to local and national targets for expanding Welsh-medium education.	
Phased implementation reduces disruption - Introducing the change year-by-year allows staff, pupils and families to adapt gradually.	
Equitable access for all pupils - Ensures every child benefits from the cognitive, cultural and educational advantages of Welsh-medium immersion, not only those whose families opt in.	
Long-term sustainability - Positions the school strongly as demand for Welsh-medium education continues to rise in the St Clears area.	
Strengthens the use of Welsh within the wider community by increasing daily exposure, confidence and opportunities for pupils to use the language beyond school, helping to reinforce Welsh as a living community language and supporting broader efforts to promote Welsh language vitality.	
Meets the strategic requirements of Carmarthenshire's Welsh in Education Strategic Plan (WESP), aligns with the principles of Curriculum for Wales, contributes directly to the national goal of Cymraeg 2050, and supports the statutory	

expectations set out in the Welsh Language and Education (Wales) Act 2025.	
Strengthens Welsh-medium progression, enhances linguistic continuity, and fulfils both local and national duties to expand high-quality Welsh-medium education.	

8. Potential Impact of the Proposal

8.0 Impact on Pupils

i) Pupils currently attending Ysgol Griffith Jones

Should the proposal be implemented, the change in the school's language category would be phased in gradually, starting with Year 3 in September 2027. All pupils in Years 4-6 in September 2027 will continue to be able to access Dual Language (Category 2) provision at Ysgol Griffith Jones until they leave school.

ii) Pupils attending other primary schools in the St Clears catchment

It is not anticipated that implementation of the proposal would have a significant impact on pupils attending other primary schools in the St Clears area.

iii) Pupils attending primary schools not in the St Clears catchment

The proposal is not expected to have a significant impact on pupils attending primary or schools outside the St Clears catchment.

8.1 Impact on Staff

School Workforce Annual Census (SWAC) 2026 – Ysgol Griffith Jones Staff Language Competency

The School Workforce Annual Census (SWAC) 2026 data indicates a strong Welsh language profile among teaching staff at Ysgol Griffith Jones. Approximately 88% of teachers are assessed at Proficient (W6) level, with a further 12% at Intermediate (W4). This demonstrates that the vast majority of teaching staff are able to deliver through the medium of Welsh, with the remaining staff likely able to support Welsh-medium delivery with some development. This provides a secure foundation for sustaining and further strengthening Welsh-medium provision across the school.

Within the support staff cohort, Welsh language skills are more varied. Approximately 73% of support staff are assessed at Intermediate level or above (W4–W6), including around

20% at Proficient level and 20% at Higher level. However, around 27% are at Foundation level or below, including approximately 13% with no Welsh language skills.

Overall, the data demonstrates that Ysgol Griffith Jones is well-positioned to deliver Welsh-medium education, given the high levels of proficiency across the teaching workforce and a majority of support staff with functional Welsh language skills. While there remains some variation in language competency among support staff, the phased implementation of the proposed linguistic delivery model would provide a clear opportunity for those with lower levels of Welsh to further develop their skills.

8.2 Impact on Governance Arrangements

Implementation of the proposal would not result in changes to governance arrangements at the school.

8.3 Impact on Quality and Standards in Education

i) Teaching and Learning

Standards and progress overall, of specific groups and in skills

The Council expects that amending the school's language provision would have a positive impact on educational provision, standards and pupil progress overall. As the change would be introduced on a phased basis, implementation is expected to result in a more effective and efficient use of resources, removing the need for duplicated provision and securing improved learning opportunities for pupils across all age ranges.

It is anticipated that changing the school's language category would have a positive impact on outcomes for all pupils, including those from specific learner groups such as pupils with English as an Additional Language, those eligible for Free School Meals, Children Looked After and pupils with Additional Learning Needs. The Council also expects that the change would lead to improvements in the quality of teaching, supported by enhanced Welsh-medium professional learning and collaboration opportunities for staff, including partnership working with other schools to share effective pedagogical practice.

The proposed change would support teachers to build more systematically on pupils' existing knowledge, understanding and skills, while offering a broader and more cohesive range of learning experiences that develop pupils' interests and literacy skills across Areas.

Curriculum Breadth, Balance and Appropriateness

It is anticipated that amending the school's language category would have a positive impact on the breadth, balance and appropriateness of the curriculum. By removing the need to duplicate provision, the school would be better placed to deliver a coherent curriculum fully aligned with the requirements of the Curriculum for Wales and the ambitions set out in *Our National Mission*.

ii) Development of Skills

The proposed change is expected to have a positive impact on pupils' literacy skills, supported by improved opportunities to share staff expertise and resources across all phases of the school. In particular, it would strengthen pupils' Welsh language skills, enabling all learners to become confident bilingual users of Welsh and English. The change would also enhance the use of Welsh in both formal learning and informal school contexts, reinforcing language development throughout the school day.

iii) Well-being, Care, Support and Guidance

Amending the language provision to Primarily Welsh (Category 3) would support the school in strengthening its tracking and monitoring of pupils' progress from the earliest stages of education. Establishing a clear Welsh-language foundation would enable more consistent assessment and planning as pupils progress through the school.

The Council expects that this model would further enhance provision supporting learning support, personal development and well-being, including for pupils with Additional Learning Needs. The phased introduction of Welsh-medium provision, combined with clear progression pathways, would support pupils to develop confidence, independence and resilience, while continuing to receive appropriate support tailored to their individual needs.

The proposed approach would also strengthen pupils' understanding of the Welsh language and culture, alongside their awareness of the local community and the wider world.

Introducing Primarily Welsh provision across the school would help embed Welsh in both formal learning and everyday school life, supporting pupils' sense of belonging and identity as they progress through their education.

iv) Leading and Improving

Quality and Effectiveness of Leadership, Self-evaluation and Improvement Planning

It is anticipated that amending the school's language provision would have a positive impact on leadership, management and improvement planning. Establishing Primarily Welsh provision across the school would support leaders in articulating a clear and coherent educational rationale for curriculum design and progression.

This approach would also support leaders and managers in responding effectively to national priorities for Welsh-medium education, including providing purposeful opportunities for pupils to develop Welsh language skills in both formal learning and informal contexts.

A clearer language pathway is expected to support more focused self-evaluation, enabling leaders to plan improvement more effectively across phases.

Introducing a phased model with more clearly defined language provision would allow leaders and managers to operate more efficiently, reducing complexity and enabling greater focus on raising standards, supporting learners and developing high-quality provision across the school.

Professional Learning

The proposed change would support enhanced professional learning opportunities for staff, particularly in relation to Welsh-medium pedagogy. Increasing Welsh-medium provision would enable staff to engage more fully in collaboration with Welsh-medium networks, including opportunities to share effective practice locally and regionally. This would support the development of staff confidence, expertise and consistency in Welsh language teaching.

Use of Resources

Implementing the proposed model would support a more efficient use of resources over time, particularly by reducing the need to duplicate provision across different language streams. As Welsh-medium provision is strengthened and embedded incrementally, the school would be better placed to deploy staffing, learning resources and accommodation more effectively in support of high-quality teaching and learning.

Impact on Vulnerable Groups, Including Additional Learning Needs (ALN)

The proposed approach would provide enhanced opportunities to support vulnerable learners, including pupils with Additional Learning Needs, through clearer progression and continuity from the Foundation Learning phase onwards. Strengthening Welsh-medium provision would support consistent approaches to learning support and intervention.

Curriculum Delivery Across the primary school phase

It is anticipated that the proposed change would have a positive impact on the school's ability to deliver the full curriculum across the primary phase. Reducing the need for duplicated provision would enable the school to deliver a more coherent and balanced curriculum aligned with the Curriculum for Wales.

While some challenges may arise during the transition period as the new model is phased in, the Council would continue to support the school throughout implementation to ensure that pupils at all stages receive an appropriate, high-quality curriculum and that continuity of learning is maintained.

8.4 Standards of Education at Ysgol Griffith Jones

Estyn Inspection Report, Ysgol Griffith Jones, June 2026

The headteacher leads the school effectively and sets a clear direction based on shared, purposeful values. He has high expectations of himself, the staff and pupils and always aims to ensure that the school continually improves.

Teachers plan stimulating learning experiences which develop pupils' literacy, numeracy and digital skills successfully. This ensures that most pupils, including those with additional learning needs (ALN) and those from low-income households, make sound progress. The curriculum is broad and relevant, with a strong focus on the local area.

Provision for pupils with ALN is strong. The school identifies their needs at an early stage and provides appropriate programmes to support them. Effective co-operation between teachers and learning assistants ensures consistent provision for these pupils.

Another of the school's strong features is the way in which teachers support the development of pupils' literacy, numeracy and digital competence skills in an organised manner across a range of interesting contexts.

The school uses the pupils' 'cynefin' effectively as a stimulus for their tasks. For example, having examined the history and influence of Merched Beca and Griffith Jones, Llanddowror, pupils develop a thorough understanding of their identity and heritage. This inspires them to write extended pieces of a high standard, which demonstrate depth, maturity, empathy and a clear sense of purpose across a range of forms.

8.5 Impact on other schools

It is not anticipated that implementation of the proposal would have a significant impact on other schools. It is possible that some pupils may choose to access alternative Primarily English, Partly Welsh (Category 1) providers instead of accessing Primarily Welsh (Category 3) provision at Ysgol Griffith Jones. Therefore, it is possible that there may be an increase in pupil numbers at these schools, however the numbers are likely to be relatively small therefore it is not anticipated that the impact would be significant.

8.6 Other considerations / implications

i) Financial Implications

Ysgol Griffith Jones is funded in accordance with Carmarthenshire County Council's school funding policy and receives resources on the same basis as other schools within the authority. Funding is allocated primarily according to the school's pupil numbers and facilities, in line with the Council's agreed funding formula.

There are no capital expenditure requirements associated with this proposal.

ii) Land and Buildings

No transfer of land or buildings will be required as a result of this proposal.

iii) Admissions Arrangements

There will be no change to admission arrangements.

Should the current proposal be implemented, admissions for the school would continue to be administered by the Council in accordance with the Council's Admissions Policy, which is available online at: [School Admissions Policy 2026 -27 - Carmarthenshire County Council](#)

New pupils wishing to attend the school would need to apply for a place in accordance with the Council's admissions arrangements.

School Organisation & Admissions

Carmarthenshire County Council
Department of Education & Leisure
County Hall
Carmarthen
SA31 1JP

E-mail: admissions@carmarthenshire.gov.uk

iv) Welsh in Education Strategic Plan (WESP)

The Council's Welsh in Education Strategic Plan (WESP) for 2022-32 sets out the Council's aim to provide equality of provision for Welsh-medium learners in Carmarthenshire.

Implementation of the proposal would ensure that all pupils in St Clears would have increased access Welsh-medium provision throughout their time in school, ensuring that they develop bilingual skills in Welsh and English. This would lead to an increase in the number of pupils accessing Welsh-medium education, therefore contributing to the Council's targets to increase the number of pupils studying through the medium of Welsh, and the Welsh Government's aim to achieve a million Welsh speakers by 2050.

9. Integrated Impact Assessment (IIA)

An Integrated Impact Assessment has been prepared as a separate document in relation to this proposal and should be read alongside this consultation document.

The Integrated Impact Assessment concludes that the proposal is expected to have an overall positive impact. It identifies benefits in relation to educational outcomes, Welsh

language development and long-term learner progression, and confirms that the proposal supports equality, inclusion and well-being for all learners. The assessment finds no significant adverse impacts and concludes that the proposal represents a proportionate, sustainable approach aligned with local and national policy objectives.

10. Welsh Language Impact Assessment (WLIA)

A Welsh Language Impact Assessment has been prepared as a separate document in relation to this proposal and should be read alongside this consultation document.

The Welsh Language Impact Assessment concludes that the proposal is likely to have a positive impact on opportunities to use the Welsh language and on treating Welsh no less favourably than English. It identifies increased use of Welsh across teaching, learning and wider school life, supporting improved confidence, progression and long-term bilingual outcomes. No significant negative impacts have been identified, and the proposal is considered to make a strong contribution to local and national Welsh language objectives.

APPENDIX A

RESPONSE FORM

Carmarthenshire County Council is consulting on the proposal:

to make a **regulated alteration** to the school's Welsh language provision. The proposal is as follows:

- **Foundation Learning (Nursery to Year 2) would remain Primarily Welsh (Category 3) for all pupils, as at present.**
- **From Year 3 to Year 6, the school's language provision would be amended so that all pupils follow a Primarily Welsh (Category 3) pathway.**
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Year 3 in **September 2027**.
- Pupils who will be in Years 4, 5 and 6 in September 2027 would not be affected by this proposal.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2030.

The following response form allows stakeholders to comment on the proposal.

Consultees may submit their views in favour of or against the proposal.

Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so during the statutory objection period.

1. Which of the following describes your association with the school affected by this proposal?

☐ Parent/ guardian or guardian

☐ Prospective parent/ guardian or

☐ Governor

☐ Staff

☐ Member of community

☐ Community Council

☐ Other: please specify _____

Please provide any comments on the proposal to amend the Welsh language provision at Ysgol Griffith Jones

2. Are there any other options that you think the Local Authority should be considering for Ysgol Griffith Jones?

☐ Yes

☐ No

If yes, please outline the alternative option(s):

3. Do you have any concerns about the impact of the proposal on any of the following:

- ☐ Community
- ☐ People of protected characteristics *i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation*
- ☐ Other: please specify _____

Please provide further details below:

4. We are required by the Welsh Language Standards to consider the effects of any policy decisions on the Welsh Language.

a. In your opinion, what positive or adverse effects would this proposal have on opportunities for persons to use the Welsh language and to treat the Welsh language no less favourably than the English language?

b. How do you think the proposal could be formulated or revised so that it would have positive or more positive effects on opportunities for persons to use the Welsh language and to treat the Welsh language no less favourably than the English language?

c. How do you think the proposal could be formulated or revised so that it would not have adverse effects or have less adverse effects on opportunities for persons to use the Welsh language and to treat the Welsh language no less favourably than the English language?

6. At the end of the consultation period, a Consultation Report will be published summarising the issues raised by consultees and the Local Authority's response to those issues.

Would you like to be informed of the publication of the Consultation Report?

☐ Yes

☐ No

If yes, please provide an e-mail address or postal address and language preference (English/Welsh):

Thank you for completing the response form.

Completed response forms should be sent to the following address, **to arrive no later than 20 October 2026** or be e-mailed to the e-mail address below.

Mr Owain Lloyd
Director of Education and Leisure
County Hall
Carmarthen
SA31 1JP

E-mail: wespgriffithjones@carmarthenshire.gov.uk



sirgar.llyw.cymru
carmarthenshire.gov.wales