

Proposal to discontinue Ysgol Y Fro Consultation Report



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1. EXECUTIVE SUMMARY

A statutory consultation was conducted regarding the proposal to discontinue Ysgol Y Fro. Overall, the balance of sentiment was opposed to the proposal with a minority supporting the proposal and a significant proportion offering alternatives. Core concerns related to community impact, Welsh language vitality in the village, educational standards/wellbeing, travel, access to wrap around care, capacity at the proposed receiving school, the financial case, and procedural sufficiency.

2. BACKGROUND

A proposal paper was developed in accordance with the requirements of the School Organisation Code 2018, outlining the principal challenges facing Ysgol Y Fro, including:

- Low pupil numbers
- A significant number of in catchment pupils attending alternative schools
- High levels of surplus places
- Pupil projections indicating limited likelihood of significant growth in enrolment over the coming years
- A deficit budget position, projected to worsen by the end of the current financial year
- A school building with a poor suitability rating

The proposal paper was considered by Cabinet on 17th of November 2025, where Cabinet resolved to proceed with formal consultation on the following proposal:

- **To discontinue Ysgol Y Fro on 31 December 2026, with all pupils transferring to Ysgol Y Dderwen from 1 January 2027.**

This report presents the feedback gathered during the consultation period from the 16th of January to the 2nd of March 2026. The report sets out the consultation process, summarises the responses received and provides an analysis of the key issues raised by stakeholders.

3. THE CONSULTATION PROCESS

The consultation process followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and in line with the School Organisation Code 2018 (Section 3). The consultation process gave prescribed consultees the opportunity to learn about the proposal and provide feedback.

The consultation document was published in Welsh and English on the 16th of January 2026 and was open for 46 days until the 2nd of March 2026. The consultation document was distributed electronically to prescribed consultees and published on Carmarthenshire County Council's website. Hard copies of the consultation document were available upon request. The consultation document outlined the proposal being considered, the rationale for the proposal and the details of the consultation exercise. The consultation document also incorporated an individual response form. Consultees were advised of the availability of Welsh and English versions of the online form to complete and where to send written letters or email responses.

Consultation with pupils of Ysgol Y Fro took place on the 23rd of February where the school council submitted an online response form containing their observations. Consultation with the proposed receiving school Ysgol Y Dderwen took place in a dedicated session undertaken with members of the School Council on the 27th of February 2026. Pupils attending Ysgol Y Fro were also offered the opportunity to submit individual responses via a dedicated online survey.

4. ANALYSIS OF CONSULTATION RESPONSES

The responses received in between the 16th of January and the 2nd of March 2026 are outlined below:

Online Survey	E-mail	Letter	Total
71*	8	0	79

** The figure of 71 relates to verified adult online survey responses counted within the formal consultation totals. Pupil responses were gathered through a separate engagement process and are reported separately in Section 7 of this report.*

A total of 74 online survey responses were received to the main snap survey during the consultation period. One response submitted via the online survey was identified as a duplicate of a response received by email from the same organisation. As a result, this representation has been counted as a single response and recorded under email submissions. The Local Authority received two representations submitted after the published closing date of the consultation, on 3 March 2026. While these representations were not counted within the formal consultation response totals, their substantive points have been considered qualitatively and reflected within the thematic analysis where relevant. Online survey response figures have been amended to 71 as a result*. Following a review of the answers to the question, "Do you support the proposal?" several responses were reclassified to ensure they accurately reflected the content of the accompanying comments.

Of the final verified survey responses, 65 expressed objections to the proposal, 5 expressed support and 1 was neutral. Eight email submissions were received, all of which raised objections to the proposal.

In addition to the above Estyn provided a response to the consultation and feedback from the pupils was gathered through sessions with the schools as described in Section 3.

5. OBSERVATIONS RECEIVED

This section will summarise the submissions/ observations received in objection to the proposal, highlighting the themes that have emerged and the Local Authority's responses.

Thematic Analysis of Feedback

From the responses received during the consultation period, the following themes emerged:

- Community impact
- Welsh language impact
- Impacts on the Cylch Meithrin
- Transport / Environmental concerns
- Well-being of pupils, staff and concerns over impacts on ALN pupils

- Consultation process issues
- Estyn interpretation issues
- Financial issues
- Receiving school suitability
- Transfer date concerns
- Support for closure
- Impact on families, parents, guardians
- Views on Small Schools and Educational Experience

6. SUMMARY OF OBSERVATIONS RECEIVED AND LOCAL AUTHORITY RESPONSES

The following table notes the themes of the observations received. The Local Authority has conscientiously considered all observations received in accordance with the School Organisation Code 2018 and provides responses to those themes raised. Each theme's count reflects the number of distinct responses that mention it:

Thematic Heading: Community impact	Count of Responses Percentage	56 70.89%
<p>Summary of Responses: Respondents raised significant concerns regarding the potential impact of the proposal on the community of Llangyndeyrn. The school was frequently described as the heart of the village with consultees highlighting its role in supporting social cohesion, intergenerational contact and a sense of local identity. Strong links were identified with a range of local organisations and groups, including the Church, the Village Welfare Association (including a community growing plot), local farms, honey producers and the bowls club. Concerns were also expressed about the potential loss of regular social interaction, increased isolation for older residents, reduced fundraising activity and a perceived reduction in the attractiveness of the area to families with young children. Respondents further highlighted the potential loss of local social events, heritage and opportunities to promote and use the Welsh language within the community. Comments in support of the proposals highlighted that while schools contribute to community identity their primary purpose is not community preservation but the provision of high-quality education. A respondent suggested that planning permission has</p>		

been granted in Llangyndeyrn for new housing and the impacts on any new families moving to the area when these housing developments are complete.

Local Authority Response

The Local Authority recognises and acknowledges the strength of feeling expressed and the meaningful role that Ysgol Y Fro plays within the local community. In line with the requirements of the School Organisation Code (2018) and the additional considerations that apply to rural schools, a Community Impact Assessment has been undertaken and will be updated where required to reflect consultation feedback.

Schools are permitted and encouraged to support community activity and governing bodies are required under the Control of School Premises (Wales) Regulations 2008 to have regard to the desirability of making school premises available for community use. However, there is no statutory requirement for schools to act as the primary driver of community development or sustainability. While schools can make an important contribution to community life, their principal statutory purpose remains the provision of education and the delivery of the Curriculum for Wales, alongside wider duties relating to safeguarding, inclusion, governance and learner wellbeing.

The Local Authority must therefore consider community impacts alongside its wider statutory responsibilities to secure high-quality, sustainable education provision, ensure effective use of public resources and deliver Welsh-medium education in line with national policy and the Welsh in Education Strategic Plan. Comments received in support of the proposal noted that, while schools contribute to community identity, their core function is educational provision rather than community preservation.

With specific regard to Ysgol Y Fro, the consultation documentation and Community Impact Assessment acknowledge the school's established links with local organisations and the co-location of the Cylch Meithrin. It is recognised that, should the proposal be implemented, there would be impacts on these arrangements and that alternative provision would need to be explored. Existing community assets within the village, including the Church and other local venues, may continue to provide opportunities for community activity and engagement.

Should the proposals be implemented and the school building become surplus to the Local Authority's educational requirements, it is the Council's general approach to consider in the first instance whether the site is required for any other internal corporate purpose. Where no such

requirement is identified, it may, in certain circumstances, be appropriate to explore the potential for ongoing community use of the building. This could include use by voluntary or charitable organisations or social enterprises, subject to a clear and evidenced local need.

Any such use would be considered separately from the school organisation proposal and would be subject to the Council's established asset management and governance arrangements.

Where appropriate, a business plan would be required to demonstrate the viability, affordability and long-term sustainability of any alternative use, including how it could contribute to the social or economic resilience of the rural community. No decision has been made at this stage regarding the future use of the site.

Concerns were also raised regarding the potential impact of the proposal on the Welsh language within the community. Both Ysgol Y Fro and the proposed receiving school, Ysgol Y Dderwen, are Welsh-medium schools within the same language category and the proposal does not reduce access to Welsh-medium education. Consolidated provision can support more stable staffing, broader curricular and extracurricular opportunities and increased peer interaction through the medium of Welsh. Pupils will continue to learn about their local area, culture and identity through the Curriculum for Wales, including learning rooted in local context.

It is also recognised that community life and Welsh language use do not depend solely on the school site. Opportunities for continued engagement exist through families, community organisations and local groups, including those identified by consultees. While the closure of the school would represent a significant change for the village, the Local Authority does not consider that it would, of itself, prevent community activity or Welsh language use from continuing within Llangyndeyrn.

A respondent also raised concerns regarding potential future housing development within the catchment area and the impact that school closure could have on families moving into the community. The Local Authority has reviewed the current planning position and notes that there are two dwellings with planning permission within the catchment area. In addition, a site previously granted outline planning permission for nine dwellings, which has since lapsed, has an indicative capacity of up to twelve dwellings. While the Authority recognises the importance of considering future development, these levels of potential housing growth remain modest and uncertain and do not indicate a scale of population increase that would materially alter the long-term viability of the school.

Some respondents also suggested that pupil projections show potential future increases in enrolment and that the school should therefore be retained. The Local Authority has carefully reviewed pupil projection data, including Local Authority produced birth return information for the Ysgol Y Fro catchment, as part of both the proposal and the post-consultation reassessment. While projections draw on known information such as historic pupil numbers, they are inherently uncertain in very small rural catchments where minor numerical changes can result in significant percentage variation. Local Authority birth return data demonstrates that recorded births do not consistently translate into enrolment at the school. For example, while seven children were recorded as born within postcodes of the catchment area in 2019 (corresponding to Reception age pupils, or the first year of statutory school age, in 2024), only five pupils were on roll within the year group at Ysgol Y Fro. In subsequent cohorts, births within the catchment have not resulted in any pupils enrolling at the school. This pattern reflects established parental preference and the sustained movement of catchment children to alternative schools.

When considered alongside modest and uncertain housing growth and the current scale of out-of-catchment attendance, projected figures do not indicate a realistic or sustained increase in pupil numbers sufficient to address the school’s long-term educational, financial and organisational sustainability. The Authority is therefore satisfied that projected increases, while considered, do not materially alter the assessment of the school’s viability or the overall conclusions reached.

Having considered the issues raised under the community impact theme, the Local Authority is satisfied that these impacts have been properly identified, acknowledged and weighed as part of the overall decision-making process, in accordance with the requirements of the School Organisation Code (2018).

Thematic Heading: Welsh language impact	Count of Responses	51
	Percentage	64.56%

Summary of Responses: Respondents strongly emphasised the role of Ysgol Y Fro as a Welsh-medium hub within Llangyndeyrn. Consultees highlighted the school’s Gold Siarter Iaith status, the daily use of Welsh as the language of social interaction and play and the importance of the on-site Cylch Meithrin in providing a seamless Welsh-medium pathway for children aged 2 to 11. Concerns were raised that the closure of the school would reduce the use of Welsh within the village, weaken Welsh as a living community language and increase the risk of parents

opting for English-medium or dual-stream schools rather than the proposed receiving school. Some respondents also expressed concern that the linguistic environment at larger town-based schools would not replicate the strong Welsh-language culture currently experienced at Ysgol Y Fro, particularly in informal settings such as the playground.

Local Authority Response

The Local Authority acknowledges the strength and consistency of the views expressed regarding the importance of Ysgol Y Fro as a Welsh medium school and Welsh language focal point within the Llangyndeyrn community. Consultees have clearly articulated the school's role in supporting the daily, natural use of Welsh, including through informal social interaction, its Gold Siarter Iaith status and its close relationship with the on site Cylch Meithrin, which together provide a valued Welsh medium pathway for children and families.

In considering these matters, the Authority has had full regard to the requirements of the School Organisation Code (2018), which places a clear expectation on local authorities to assess the likely effects of proposals on the Welsh language, including impacts on communities where schools may have a wider social and cultural role. The contribution of Ysgol Y Fro to Welsh language use within both the school and the wider community is therefore recognised as a material consideration in the assessment of the proposal.

The Authority recognises that Welsh medium schools can play an important role in reinforcing Welsh as a living community language and in normalising its daily use beyond the classroom. This includes the informal linguistic culture created through social interaction, such as in playground and extracurricular settings. These factors have been carefully considered as part of the assessment. At the same time, the Authority is required to consider proposals within a broader strategic and statutory context, including the long-term sustainability, resilience and accessibility of Welsh medium education provision for current and future learners in the area.

National policy, including Cymraeg 2050 and Carmarthenshire's Welsh in Education Strategic Plan 2022–2032, focuses on ensuring that Welsh medium education is not only highly valued by communities but also viable, resilient and capable of delivering strong linguistic outcomes over time. In this context, the Authority must consider whether longer term objectives for Welsh medium education are best supported through reliance on a single school site or through a wider, strategically planned network of provision, while recognising the clear community attachment to Ysgol Y Fro.

The Well-being of Future Generations (Wales) Act 2015 requires public bodies to contribute to “a Wales of vibrant culture and thriving Welsh language” and to apply the principles of long-term thinking and prevention in decision making. In line with these duties, the Authority has considered not only the immediate impacts identified by consultees, but also whether learners will continue to benefit from high quality Welsh medium education and strong linguistic outcomes within stable and resilient educational settings over time.

Concerns were raised that the linguistic environment of a larger receiving school would not replicate the Welsh language ethos and informal use currently experienced at Ysgol Y Fro. In response, the Authority has considered evidence relating to the proposed receiving school. Estyn’s most recent inspection of Ysgol Y Dderwen confirms that it provides a strong and effective Welsh medium learning environment, with pupils communicating confidently in Welsh and using the language naturally across both formal learning and informal social contexts. This evidence indicates that pupils transferring from Ysgol Y Fro would continue to have daily opportunities to use, develop and extend their Welsh language skills within a predominantly Welsh speaking environment.

The Authority also acknowledges concerns regarding the risk that the proposal could lead some families to choose English medium or dual language provision. Parental preference is a statutory right, and the Authority remains committed to promoting the benefits of Welsh medium education. The continued availability of a 3–11 Welsh medium pathway locally is intended to support linguistic continuity and sustained immersion in Welsh for learners.

While the Authority recognises that Ysgol Y Fro has made a positive contribution to Welsh language use within the Llangyndeyrn community, Welsh is also sustained through a wider range of influences, including families, Cylch Meithrin provision, community organisations and sports and cultural activities where Welsh speaking children and adults interact. The Authority considers that opportunities to use Welsh therefore extend beyond a single school site.

It is acknowledged that the proposal may result in some change in the way Welsh medium activity is structured locally, given the school’s role as a visible element of local Welsh medium life. However, the Authority considers that the core features supporting everyday Welsh use can continue through coordinated provision and partnership working. Accordingly, consideration has been given to proportionate mitigation measures, including working with the receiving school and relevant partners to encourage Welsh language social interaction, strengthen links with Welsh

language activities and maintain engagement with early years and community provision, supporting the continued natural use of Welsh in daily life.

The Authority will monitor the effects of the proposal on Welsh language use if the proposal is implemented, engaging with the receiving school and relevant partners to ensure that opportunities for children and young people to use Welsh confidently and naturally continue to be supported, in line with statutory duties and local policy objectives.

Having carefully weighed the contribution of Ysgol Y Fro to Welsh language use within the community against the need to secure resilient and sustainable Welsh medium education provision over the longer term, the Local Authority considers that, with appropriate mitigation and ongoing engagement, the proposal can be implemented without undermining access to Welsh medium education or the long term prospects of the Welsh language in the area.

Thematic Heading: Impacts on the Cylch Meithrin	Count of Responses Percentage	15 18.99%
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Summary of Responses: Respondents raised significant concerns regarding the potential impact of the proposal on the Cylch Meithrin that currently operates from Ysgol Y Fro. The Consultees emphasised the importance of the Cylch Meithrin as part of the local early years offer and as a key component of the early Welsh-medium immersion pathway for children in Llangyndeyrn and surrounding communities. Concerns were expressed that the Cylch Meithrin relies on access to the school building and facilities and that any closure of the school would result in disruption to early years provision in the area. Respondents also highlighted potential impacts on children currently attending the Cylch Meithrin on families who value continuity of provision and on the two local members of staff employed by the setting.

Local Authority Response

The Local Authority acknowledges the strength of feeling expressed and recognises the important role that the Cylch Meithrin plays in supporting early Welsh-medium language acquisition and in providing accessible childcare and early learning within the community. The role of Cylch Meithrin provision in supporting Cymraeg 2050, Carmarthenshire’s Welsh in Education Strategic Plan (WESP) and early immersion in the Welsh language is recognised as a key part of the broader Welsh-medium education ecosystem.

The potential impact of the proposal on the Cylch Meithrin was identified in the consultation document and is reflected in the Community Impact Assessment. It is recognised that, should the proposal proceed, the Cylch Meithrin may need to consider alternative accommodation arrangements, which could result in disruption in the short term or even closure. The Local Authority understands that relocation presents challenges for early years providers, including maintaining enrolment, ensuring continuity for children and families and retaining staff. The Cylch is an approved Flying Start Childcare only setting as well as a registered Childcare Offer setting and if it was to close as a result of the proposals being implemented it would impact children in accessing their funded childcare hours and parents who may be in education or work.

Responsibility for the operation and future location of the Cylch Meithrin rests with the provider, however, the Local Authority would work with relevant partners, including Mudiad Meithrin and Early Years services, to support discussions around suitable alternative arrangements within the local area should this be required. Existing community venues within Llangyndeyrn, including the Church hall have been identified within the consultation documentation as potential options, subject to suitability and availability.

It is also noted that the proposed receiving school, Ysgol Y Dderwen, is a Welsh-medium 3–11 school and provides early years education from age three. This offers an opportunity for children from the Ysgol Y Fro catchment area to access Welsh-medium education from a younger age than is currently available within the school itself. While this does not replace the distinct role of a Cylch Meithrin, it does ensure that access to Welsh-medium early years education remains available locally and supports continuity in the Welsh-medium pathway.

In relation to the future of the school building, should the proposals be implemented and Ysgol Y Fro become surplus to the Local Authority's educational requirements, it is the Council's general approach to first consider whether the site is required for any other internal corporate purpose. Where no such requirement is identified, it may, in certain circumstances, be appropriate to explore the potential for ongoing community use of the building. This could include use by voluntary or charitable organisations or social enterprises, such as the Cylch Meithrin, subject to there being a clear and evidenced local need.

Any such consideration would be undertaken separately from the school organisation proposal through the Council's established asset management and governance processes. Where appropriate, a business plan would be required to demonstrate the viability, affordability and long-term sustainability of any proposed use, including how it might support community needs or

rural economic resilience. No decision has been made regarding the future use of the site at this stage and any alternative use could only be considered following the completion of the statutory school organisation process.

In considering the concerns raised, the Local Authority is satisfied that the potential impact on the Cylch Meithrin and early years provision has been clearly identified, acknowledged and weighed as part of the overall assessment of the proposal. While it is recognised that relocation would present challenges which would need to be overcome to ensure continuity of provision, the Authority does not consider that the proposal would totally remove access to Welsh-medium early years education within the area, nor undermine the long-term sustainability of the Welsh-medium pathway when viewed within the wider strategic and statutory context.

Thematic Heading: Transport and Environmental concerns	Count of Responses Percentage	19 24.05%
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Summary of Responses: Concerns raised over longer journeys, the cost of transport and the carbon impacts on the environment from increased journeys were raised. Some respondents stated that they would not choose to transfer their children to Ysgol Y Dderwen, citing individual circumstances or concerns about suitability of the location in terms of travel impacts on their daily lives.

Local Authority Response

The Local Authority acknowledges these concerns and has considered them in line with the requirements of the School Organisation Code (2018). Should the proposal be implemented, free home-to-school transport would be provided for eligible pupils in accordance with Carmarthenshire County Council's School Transport Policy. It is recognised that some families may have children who are not eligible for free transport and may therefore experience changes to their daily travel arrangements. These impacts have been acknowledged within the consultation documentation.

Some respondents stated that they would not choose to transfer their children to Ysgol Y Dderwen, citing individual circumstances or concerns about suitability and impacts of travel arrangements. The Local Authority acknowledges these views and notes that parents retain the statutory right to express a preference for any school, in line with the School Admissions Code.

As set out in the consultation document, Ysgol Y Dderwen has been identified as the receiving school for planning purposes, however, actual pupil movements will ultimately be determined by parental preference and the availability of places. As a result, the final distribution of pupils and the associated impacts relating to transport, capacity and support arrangements, may differ from the illustrative assumptions set out in the proposal. These potential variations have been recognised and would be managed through existing admissions, transport and support processes should the proposal be implemented.

There would be additional costs associated with providing home-to-school transport if the proposal proceeds. These costs have been identified as estimates within the Consultation Document and remain as accurate as possible at this stage. The final cost of school transport would depend on pupil numbers, vehicle size and procurement outcomes. Any new transport arrangements would be competitively tendered to ensure value for money. While the implementation of the proposals will result in additional transport costs, these will be offset by efficiencies elsewhere, resulting in a net annual saving for the Council.

In relation to active travel, the Local Authority has considered whether walking or cycling between Llangyndeyrn and Carmarthen would be a realistic and safe option for primary-aged pupils. At present, there are no designated Active Travel routes that meet the requirements of the Active Travel (Wales) Act 2013. The route comprises narrow rural lanes, sections without pavements, busy roads and vehicle speeds that would not be considered safe for young or unaccompanied pupils. In this context, active travel is not considered a viable option for the school journey. Currently there are four pupils who walk, cycle or scoot to Ysgol Y Fro regularly who would not be able to replicate this journey safely. Where appropriate, the Local Authority would consider designated pick-up points within Llangyndeyrn to allow pupils to continue walking short distances as part of their journey.

In environmental terms, consultees raised concerns about the carbon impact of increased transport. While transport emissions would increase, the Local Authority considers that there is likely to be an overall net reduction in carbon emissions if the proposal is implemented, subject to finalised figures.

Ysgol Y Fro, constructed in 1858 and heated using an oil-fired system, recorded a carbon footprint of 10.46 tonnes CO₂e in 2024/25. By comparison, Ysgol Y Dderwen comprising multiple relatively modern blocks, dating from 1984 and now heated via low carbon heat pump technology supplemented by solar PV panels, recorded a carbon footprint of 66.89 tonnes CO₂e

in 2024/25. However, Ysgol y Dderwen covers a far larger footprint than Ysgol y Fro. Considering energy use on a per m² basis, Ysgol y Fro is responsible for 187.4 kWh/m² during 2024/25 compared with Ysgol y Dderwen's 133.7 kWh/m². These figures highlight the disproportionately high emissions associated with maintaining older, energy-inefficient school buildings at low occupancy levels.

Transport emissions associated with relocating pupils remain comparatively low. A shared minibus travelling 12.4 miles each school day for 190 teaching days would generate approximately 3.53 tonnes CO₂e per annum based on DEFRA derived factors (~18.6 kg CO₂e per trip). This estimate does not include emissions from the vehicle's positioning journey but remains significantly lower than the annual emissions associated with the operation of an aged school building.

Ysgol Y Fro currently accommodates a very small number of pupils within an older, thermally inefficient building. Operating a building of this size at low occupancy results in disproportionately high energy use per pupil, particularly for heating and lighting. Evidence from Welsh Government and UK public-sector guidance consistently identifies building energy consumption as a major source of carbon emissions within the education estate.

Closure of an under-occupied school would remove the need to heat and maintain a building that is inefficiently used, resulting in a significant reduction in building-related emissions. While shared school transport would generate additional emissions, these are expected to be relatively modest. A shared vehicle serving a short route, over the course of a school year, produces substantially lower emissions than those associated with operating an under-utilised school building.

The receiving school, Ysgol Y Dderwen, operates at a more sustainable scale, serving a larger pupil population within a building better designed for efficient energy use. Consolidating provision within such a setting improves overall energy efficiency and aligns with national expectations for the sustainable management of the school estate.

Carmarthenshire County Council's declaration of a Climate Emergency in 2019, together with Welsh Government commitments to decarbonising the public-sector estate, reinforces the importance of reducing avoidable energy consumption. Reducing emissions from inefficient buildings forms a key part of this agenda.

Taking these factors together, the Local Authority considers that while transport impacts are acknowledged and would need to be managed carefully, the proposal is likely to deliver an overall environmental benefit through reduced building-related emissions. These considerations have been weighed alongside educational, community and financial factors in accordance with the School Organisation Code (2018).

Thematic Heading: Well-being of pupils, staff and concerns over impacts on ALN pupils	Count of Responses	17
	Percentage	21.52%

Summary of Responses: Respondents raised concerns about the potential impact of the proposal on children with additional learning needs, including learners with ADHD, Autism Spectrum Disorder (ASD) and other identified or emerging needs. Consultees highlighted that pupils at Ysgol Y Fro currently benefit from stable routines, familiar adults, predictable structures and access to quieter learning environments, all of which were described as particularly important in supporting emotional regulation, engagement and wellbeing. Concerns were expressed that transfer to a larger school environment could be overwhelming or overstimulating for some learners, resulting in anxiety, regression or reduced ability to access learning effectively. Some parents stated that, if the proposal were implemented, they would feel they had no option but to consider elective home education as they did not believe their child would be able to cope within a larger school setting. Several respondents highlighted potential adverse impacts on the wellbeing of pupils and staff arising from the proposed closure.

Local Authority Response

The Local Authority recognises and acknowledges the strength of the concerns raised regarding the potential impact of the proposal on the wellbeing of pupils and staff, particularly in relation to learners with additional learning needs (ALN). The importance of stability, familiarity, trusted relationships and consistent routines for children with ALN including those with ADHD, Autism Spectrum Disorder (ASD), and other identified or emerging needs is fully recognised.

The needs of vulnerable learners are a key consideration within the School Organisation Code (2018), and the Authority has had due regard to its statutory duties under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales. These frameworks require local authorities and schools to identify, plan for and meet learners' needs, and to ensure that appropriate provision is in place to support learners' wellbeing, progress and

inclusion. In particular, the ALN Code for Wales sets out clear principles (Chapter 3) that all learners are entitled to equitable access to appropriate support, high-quality teaching and inclusive provision, regardless of the size or type of school they attend. Chapter 15 further reinforces that effective arrangements for identifying needs, planning provision and supporting learners must be consistently applied across all maintained schools.

The Authority considers that the needs of any pupil could be appropriately met within the proposed receiving school and other nearby schools through existing ALN frameworks, reasonable adjustments and access to appropriate support services.

The Local Authority also acknowledges that ALN may be temporary, emerging or undiagnosed, and that parental insight and professional judgement are important considerations alongside formal data. Should the proposals be implemented and where families wish to explore how a supported transition to an alternative school could be managed, the Authority would be able to facilitate discussion and individualised planning through appropriate support mechanisms, including engagement with a Family Liaison Officer. The Authority therefore accepts that some pupils currently attending the school may particularly benefit from aspects of a smaller school environment, such as quieter learning spaces, consistent staffing and highly personalised support and that transition to a different setting could present challenges if not carefully planned and supported.

It is recognised that for some learners, particularly those who experience anxiety, sensory sensitivity or difficulty with change, movement to a larger and busier school environment could feel overwhelming and may initially impact emotional wellbeing or engagement with learning. Conversely, for other learners, transition to a larger setting may offer developmental benefits, including access to a wider peer group, broader staff expertise and increased opportunities to develop independence, adaptability and resilience, particularly in preparation for progression to secondary education. The Authority recognises that these experiences will not be the same for all learners and that the suitability of any school environment depends on individual needs and circumstances.

Should the proposal be implemented, pupils would transfer to Ysgol Y Dderwen unless parents express a preference for an alternative school. Ysgol Y Dderwen, as with all schools across the county, has an established ALN framework, dedicated ALN leadership and access to a broad range of specialist support services through the Local Authority. Larger schools are generally able to draw on greater staff capacity, specialist expertise and as other schools are able to draw

on external advisory services, supporting the robust identification of needs, effective implementation of Individual Development Plans (IDPs) and timely access to targeted interventions where required. A decision of the Education Tribunal for Wales dated 1 April 2021 found that inclusive practice and effective provision are not determined solely by class size but by the quality of teaching, differentiation, intervention and support strategies in place. Evidence-informed educational practice further demonstrates that positive outcomes for learners with additional needs are most closely linked to the effective deployment of staff, high-quality classroom practice and targeted support, rather than class size alone. All maintained schools are expected to make reasonable adjustments to meet learners' needs, including the use of tailored sensory-supportive environments and flexible learning spaces. Many schools across the authority have already implemented environmental and pastoral measures to support emotional regulation and wellbeing, and these expectations apply irrespective of school size.

The Local Authority recognises that transition can be a particularly sensitive period for learners including those with additional needs. As such, if the proposal proceeds, individualised transition planning would be essential. This would include early and ongoing engagement with parents and carers, liaison between staff from both schools, sharing of pastoral and learning information and, where appropriate, phased, supported or extended transition arrangements. Any receiving school would be expected to make reasonable adjustments where required and ensure appropriate support is in place so that pupils feel safe, supported and included throughout the transition and beyond.

Consultation responses also highlighted concerns about the wellbeing of staff, particularly during prolonged periods of uncertainty and change and the impact this may also have on pupils. The Local Authority recognises that staff wellbeing, stability and morale are important factors in supporting pupils, particularly vulnerable learners who rely on trusted relationships and consistent care. Should the proposal proceed, staff would be supported through formal consultation and employment processes in line with local authority policies and procedures. The Authority is committed to clear communication, fair treatment and access to appropriate support mechanisms and will seek, wherever possible, to minimise disruption and ensure continuity of support for pupils during any transition period.

Some parents also indicated that they might feel compelled to consider elective home education should the proposal be implemented, due to concerns about their child's ability to cope within a larger school setting. The Local Authority acknowledges these concerns. Decisions regarding

elective home education remain a matter of parental choice, however, the Authority continues to promote inclusive education within maintained schools and retains its statutory duty to ensure that suitable provision is available to meet learners identified needs within the school system wherever possible.

Having carefully considered the concerns raised through the consultation process, the Local Authority is satisfied that the potential impact of the proposal on the wellbeing of pupils and staff, including those with additional learning needs, has been identified, acknowledged and weighed appropriately. With robust transition planning, ongoing engagement with families, and access to established ALN systems and specialist support services, the Authority considers that the receiving school would be able to support learners in line with statutory requirements and that the proposal accords with the expectations of the School Organisation Code (2018) and the ALN Code for Wales.

Thematic Heading: Consultation process issues	Count of Responses	8
	Percentage	10.13%

Summary of Responses: Respondents raised a number of concerns regarding the consultation process itself. These included requests for earlier, stronger and more transparent engagement, including engagement with parents of potential receiving schools, clarity regarding how pupil voice was sought and considered and improved access to evidence and information relating to the proposal and potential mitigation. Some respondents also queried elements of the pre-consultation “Stage 0” engagement, reported difficulties in communication with the Local Authority and stated that parents of the proposed receiving school were not sufficiently informed. In addition, concerns were raised regarding the accuracy of data included within the consultation document and suggestions were made that the Authority had not fully complied with the School Organisation Code (2018) particularly in relation to the consideration of alternatives to closure for a rural school.

Local Authority Response

The Local Authority takes these concerns seriously and recognises that trust and confidence in the consultation process are essential. The purpose of consultation is to provide stakeholders with sufficient information to understand the proposal, to allow them to express their views and to ensure that those views are properly considered before any decision is made.

The consultation has been undertaken in accordance with the requirements of the School Organisation Code (2018). The Code sets out clear statutory requirements regarding who must be consulted, the information that must be published and the minimum timescales for engagement. These requirements have been met through the publication of a comprehensive consultation document, formal written consultation with all prescribed stakeholders (including parents, staff, governors, elected representatives and partner bodies) and the provision of multiple channels for submitting responses.

In relation to engagement prior to consultation, the Local Authority acknowledges that “Stage 0” activity is non-statutory and is intended to inform internal consideration of options. While early engagement took place with relevant stakeholders, the Authority accepts that views differ on how visible or effective this stage was and that expectations regarding informal engagement can vary. The formal consultation process is the statutory mechanism through which representations are gathered and assessed and it is this stage that is the statutory basis for decision-making.

Concerns were raised about communication during the consultation period, including perceptions that the Authority had not responded to all correspondence. The Local Authority notes that all formal consultation responses received within the published timescale will be logged, summarised and addressed within the Consultation Report. This report forms the Authority’s formal response to issues raised and will be published in advance of any decision, in line with the Code.

With regard to parents of the proposed receiving school, the Local Authority confirms that governing bodies of schools likely to be affected by the proposal were included within the stakeholder group notified of the consultation, as required by the Code. The Authority recognises the importance of clear communication with all potentially affected communities and will consider how information sharing can be strengthened should the proposal proceed.

In relation to data accuracy, the consultation document is based on the most recent available data sources at the time of publication, including PLASC 2025 pupil numbers, pupil projections, capacity assessments and financial information accurate at the time of publication. These datasets are applied consistently across the school estate. PLASC data provides a consistent, comprehensive and standardised dataset across all schools in Wales. PLASC is collected annually from every maintained school in Wales, ensuring a uniform and up-to-date snapshot of pupil numbers, demographics, and school characteristics. This consistency allows for accurate comparisons and trend analysis across schools and local authorities. The Welsh Government

and Estyn use PLASC data as a baseline for funding allocations, performance monitoring, and strategic planning. Using the same dataset in local authority reports ensures alignment with national policy frameworks and avoids discrepancies. PLASC is an official data source subject to rigorous validation processes. Its use in formal reporting supports transparency and accountability, particularly when justifying decisions around school organisation, funding, or educational outcomes. Referring to a single, recognised data source, such as PLASC, creates clarity and ensures that all stakeholders, schools, parents, inspectors, and policymakers are working from the same evidence base. The Local Authority rejects any suggestion that data has been deliberately presented to misrepresent the position of Ysgol Y Fro. However, it is acknowledged that data can be interpreted in different ways and points raised regarding data assumptions and presentation will be reviewed as part of the Consultation Report process.

Some respondents stated that the Authority had not met the requirements of the School Organisation Code in considering alternatives to closure, particularly given Ysgol Y Fro's status as a rural school. The Local Authority confirms that a range of options were explored and assessed prior to consultation, including retention of the status quo, changes to age range, federation and other structural alternatives. These options, and the reasons for not preferring them, are set out within the consultation document in line with the Code's requirements for rural schools. The Authority accepts that consultees may disagree with these conclusions and such representations will be reported and considered as part of the decision-making process.

Should the Cabinet decide to proceed to the publication of a statutory notice, stakeholders will have a further formal opportunity to make representations during the statutory objection period. Any objections submitted at that stage must be considered by the Local Authority and responded to in an Objection Report prior to final determination, in accordance with the School Organisation Code (2018). This ensures that consultees have an additional opportunity to raise concerns or provide further information before a final decision is taken.

The Local Authority is committed to reflecting openly on the feedback received about the consultation process itself. While the Authority is satisfied that the statutory requirements of the School Organisation Code (2018) have been met, it recognises that there are areas where communication, clarity and engagement could be improved. These matters will be considered alongside substantive responses to the proposal and will inform future consultation practice.

Thematic Heading: Estyn report interpretation issues	Count of Responses	10
	Percentage	12.66%

Summary of Responses: Respondents raised concerns regarding how the Estyn inspection outcome for Ysgol Y Fro has been referenced and interpreted within the consultation document. In particular, some respondents expressed the view that placement in special measures should prompt enhanced support and targeted improvement rather than consideration of school closure. Consultees also highlighted that an improvement plan is in place and suggested that early signs of progress are emerging, including improvements in communication skills, the development of a reading culture, a more inclusive learning environment and the use of outdoor learning.

Local Authority Response

The Local Authority acknowledges these views and recognises that the purpose of Estyn’s inspection framework, including the use of special measures, is to secure improvement and ensure that learners receive an acceptable standard of education. The Authority is actively engaged in supporting Ysgol Y Fro through the statutory post-inspection process, including the development and implementation of an improvement plan and continues to work intensively with the school to address the recommendations identified by Estyn.

It is important to clarify that the Estyn inspection outcome is not the sole or determining factor in the proposal to close Ysgol Y Fro. The consultation document sets out a range of interrelated issues facing the school, including very low and declining pupil numbers, high levels of surplus places, significant and growing budget deficits, challenges associated with providing the full breadth of the Curriculum for Wales within a very small school structure and concerns regarding leadership capacity and long-term sustainability. These structural and demographic issues form part of the wider context in which the proposal has been developed.

The School Organisation Code (2018) requires local authorities to take into account educational standards and the ability of schools to deliver sustained improvement, alongside financial viability, efficient use of resources and learner access to suitable provision. While school improvement is a legitimate and important response to inspection outcomes, the Code does not require a local authority to rule out reorganisation or closure where there are clear and persistent issues relating to sustainability that are unlikely to be resolved through improvement support alone.

The Local Authority recognises that improvement actions at Ysgol Y Fro are ongoing and that progress takes time to embed. However, given the school’s context as a very small rural school with limited staffing capacity, exceptionally high surplus places and an unsustainable financial position, there are significant constraints on its ability to deliver and sustain improvement over the longer term. These constraints were considered as part of the options appraisal undertaken prior to consultation.

In bringing forward the proposal, the Local Authority has not sought to diminish the efforts of staff or the progress being made within the school. Rather, the proposal reflects a judgment that, even with continued support, the range of challenges being faced by the school presents a significant risk to the school’s long-term viability and to the consistent delivery of high-quality education.

Having considered the responses received, the Local Authority remains satisfied that the Estyn inspection outcome has been referenced appropriately within the consultation document as part of a broader evidence base. The Authority has weighed the potential for improvement alongside the wider and enduring challenges facing the school, in accordance with the requirements of the School Organisation Code (2018).

Thematic Heading: Financial issues	Count of Responses	13
	Percentage	16.46%

Summary of Responses: Some respondents had concerns that any savings from the proposed school closure would be cancelled by transport costs. Some respondents argued that the council should manage spending more effectively in larger schools to the benefit of smaller schools. Some respondents acknowledged the financial issues facing the school and comments in support of the proposals suggested that closure would generate financial savings that could potentially be used elsewhere.

Local Authority Response

The Local Authority recognises that financial considerations are an important aspect of the proposal and has a statutory duty under the School Organisation Code (2018) to demonstrate that proposals represent an effective and sustainable use of public resources. The consultation document sets out the current financial position of Ysgol Y Fro, including its significant, ongoing and projected budget deficit, high cost per pupil and reliance on additional funding supplements

linked to low pupil numbers. Taken together, these factors indicate that the school is not financially sustainable in the medium to long term.

In relation to transport costs, the Local Authority acknowledges that additional expenditure would be incurred should the proposal be implemented. These costs have been identified and included within the financial analysis set out in the consultation document and are presented as estimates based on current assumptions. While transport costs would reduce the level of net savings, the Authority does not consider that they would fully offset the financial benefits arising from closure. The removal of the school's delegated budget pressures, premises costs and ongoing deficit liabilities would result in a net revenue saving, alongside wider efficiencies achieved through more efficient use of the school estate.

Some respondents suggested that financial pressures could instead be addressed through improved financial management within larger schools, thereby supporting the retention of smaller schools. The Authority notes that all maintained schools operate within the same funding framework and are subject to the School Funding (Wales) Regulations. Funding is largely driven by pupil numbers, and very small schools face structural disadvantages that cannot be fully mitigated through management efficiencies elsewhere. Continuing to subsidise high-cost, under-occupied provision places additional pressure on the wider education budget and limits the Authority's ability to invest equitably across the school system.

Comments in support of the proposal recognised that closure would reduce expenditure associated with maintaining an under-utilised building and enable the Authority to redirect resources more effectively. While savings arising from any school closure are not automatically ring-fenced for specific purposes, they contribute to the overall schools' budget and support the Authority's ability to sustain and improve education provision across the county, including investment in staffing, support services and school improvement activity where needed.

The overall budget delegated to the Authority's schools is under significant pressure. A combination of challenging budget settlements at national and local levels and steadily falling pupil rolls in recent years has meant that the current scale of the primary school estate, including a number of schools with very low pupil numbers, is increasingly difficult to sustain. A significant number of schools are either in deficit or forecast to enter deficit within the next two years, and the overall schools' budget is forecasting an in year overspend of £8.9m in 2026/27. This presents a significant risk to the overall Council budget.

There is also a substantial level of surplus capacity across the school network. As school funding is largely governed by pupil numbers, reducing the overall footprint to a level at which a smaller number of schools are able to manage their budgets efficiently has become an important strategic consideration.

This position has been reflected in external reviews, including Estyn's 2023 findings, which highlighted that delays in decision-making had limited progress in reorganising and modernising education provision, and the Panel Performance Assessment (2025) commissioned via WLGA, which recommended the implementation of the Authority's Modernising Education Programme to address excessive capacity, to optimise the overall footprint of the school estate, to reduce school budget deficits and to inform future capital investment decisions.

Updated figures for 2026/27 estimate that the annual revenue savings to the Council from this proposal would be approximately £42,000. This figure comprises savings of £92,000 from the schools delegated budget in 2026/27, provided through funding supplements for non-domestic rates, premises costs and low pupil numbers, offset by estimated additional transport costs of around £50,000.

As the majority of funding for schools is calculated on pupil numbers, core funding transfers with pupils to their chosen schools, thereby supporting the budgets of receiving schools. For Ysgol Y Fro, the total pupil-related funding transferring to other schools in 2026/27 would be £78,000

In addition, further efficiencies would arise from reduced demand on central support services, including Human Resources, education and ALN support, IT, music service provision, cleaning, property maintenance, grounds maintenance and catering. The Council's savings proposals approved on 24th of February 2025 included a recommendation for the Schools Service to review the future viability of the school estate as part of managing these pressures.

Should the proposals proceed, and implementation agreed, the Local Authority would gain a redundant school building within its estate. If there is no corporate or community interest in retaining the building as per the 'Future Use/Disposal of Redundant Land and Buildings policy, then the buildings would be placed on the open market and could generate an estimated capital receipt of approximately £120,000.

Having considered the views expressed, the Local Authority remains satisfied that the financial analysis presented in the consultation document is robust and that the proposal represents a more sustainable use of public resources. Financial considerations have been weighed

alongside educational quality, community impact, transport implications and learner wellbeing, in line with the requirements of the School Organisation Code (2018).

Thematic Heading: Receiving school suitability

Count of Responses

20

Percentage

28.1%

Summary of Responses: Respondents raised concerns regarding the suitability of Ysgol Y Dderwen as the proposed receiving school for pupils currently attending Ysgol Y Fro. Issues identified included perceptions that Ysgol Y Dderwen is already full and unable to accommodate additional pupils, concerns about larger class sizes compared to Ysgol Y Fro, and views that the school environment would not be appropriate for pupils transferring from a much smaller setting. Some respondents also raised concerns regarding access to breakfast and after-school provision, suggesting that existing demand and waiting lists would limit any benefit to families. More broadly, concerns were expressed that the proposal did not adequately plan for future demand, and suggestions were made that alternative receiving schools, such as Ysgol Bancffosfelen or other local schools, should be considered, with smaller schools being viewed as more suitable for pupils if the proposal proceeds.

Local Authority Response

The Local Authority acknowledges these concerns and recognises that the suitability of receiving provision is a key consideration under the School Organisation Code (2018). Ysgol Y Dderwen has been identified as the proposed receiving school based on its status as a Welsh-medium community primary school within reasonable travelling distance, its location within the same language category as Ysgol Y Fro, and its overall educational capacity and sustainability.

In relation to capacity, the Authority recognises that Ysgol Y Dderwen is a popular school and that pupil numbers fluctuate year on year. The consultation document sets out projected pupil numbers and acknowledges that, should all current pupils from Ysgol Y Fro choose to transfer, there may be short-term pressure in certain year groups. If the proposal were implemented, the Local Authority would work closely with the governing body and leadership of Ysgol Y Dderwen to manage admissions in line with the School Admissions Code and to ensure that appropriate arrangements are in place to accommodate pupils without adversely affecting standards or wellbeing. Where required, additional resources or accommodation would be considered through established processes.

Concerns regarding class sizes were also noted. While class sizes at Ysgol Y Dderwen may be larger than those currently experienced at Ysgol Y Fro, larger cohorts also provide opportunities for age-appropriate peer interaction, collaborative learning and social development. The Local Authority recognises that pupils respond differently to different learning environments. Larger schools are well placed to offer a broad curriculum, wider extracurricular opportunities, access to specialist staff and more resilient leadership and support structures. These factors were taken into account when identifying the proposed receiving school. A decision of the Education Tribunal for Wales dated 1 April 2021 found that it is not the class size that determines the nature of teaching, learning and provision. Inclusive practice in Carmarthenshire includes high quality teaching and learning including differentiation, interventions, and strategies to ensure that pupils can make progress in the curriculum. The size of classes is not relevant to inclusive approaches and effective outcomes for pupils.

With regard to breakfast and after-school provision, it is acknowledged that demand for wrap-around childcare can exceed capacity at popular schools. While these services are not a statutory requirement, the availability of such provision at Ysgol Y Dderwen was identified as a potential benefit for families. Should the proposal proceed, the Local Authority would work with the receiving school to understand demand and consider whether provision could be adapted or expanded over time, subject to operational feasibility and funding.

The designation of Ysgol Y Dderwen as the proposed receiving school was therefore based on a balance of factors, including language continuity, educational quality, capacity to support improvement and long-term sustainability, rather than size alone.

Suggestions to identify alternative receiving schools, including Ysgol Bancffosfelen and other smaller schools, have been carefully considered. Parents will continue to have the right to express a preference for any school, in accordance with the School Admissions Code. The identification of Ysgol Y Dderwen as the proposed receiving school is for planning purposes and does not limit parental choice. The Local Authority recognises that actual pupil movements may vary depending on individual circumstances, and these variations would be managed through existing admissions, transport and support arrangements. The Local Authority is also aware that parental preference may not align with the proposed school, as it has received a number of enquiries regarding the potential availability of places at alternative schools.

Having considered the concerns raised, the Local Authority is satisfied that Ysgol Y Dderwen is a suitable receiving school when viewed against the requirements of the School Organisation

Code (2018), and that appropriate measures would be put in place to manage capacity, transition and support for pupils should the proposal be implemented.

Thematic Heading: Views on Small Schools and Educational Experience

Count of Responses

10

Percentage

12.66%

Summary of Responses: Some respondents expressed the view that smaller schools provide a better educational experience for pupils than larger schools. Consultees highlighted that smaller settings can offer closer monitoring of pupils, stronger relationships between staff and learners, and a more detailed understanding of individual needs. It was suggested that these factors particularly benefit pupils with additional learning needs, as staff are able to provide more personalised attention and support. Respondents also noted that Ysgol Y Fro's small size and rural context were seen as offering a distinct educational environment that could not be replicated by a larger, town-based school. In addition, comments were made regarding the use of the Welsh language, with respondents suggesting that the smaller school environment supports more consistent and natural use of Welsh across all settings, whereas English may be more prevalent in larger schools.

Local Authority Response

The Local Authority acknowledges these views and recognises the strengths that are often associated with smaller schools, including strong relationships, a close-knit community feel and a nurturing environment for some learners. It is accepted that, for certain pupils, particularly those who value familiarity and consistency, smaller school settings can provide positive educational experiences.

The Local Authority must consider these benefits alongside its statutory responsibilities under the School Organisation Code (2018) to ensure that education provision is sustainable, offers a suitable breadth and balance of learning opportunities, and makes effective use of public resources. While smaller schools can offer a personalised environment, they can also face inherent challenges, particularly where pupil numbers are very low. These challenges can include limited staffing capacity, restricted curriculum breadth, fewer opportunities for peer interaction within the same age group and increased difficulty in sustaining leadership and specialist support.

In relation to additional learning needs, the Local Authority recognises that some pupils benefit from smaller environments. However, larger schools such as Ysgol Y Dderwen may also offer advantages, including access to a wider range of specialist staff, dedicated ALN leadership, more structured support systems and greater flexibility in delivering targeted interventions. The suitability of any school setting depends on individual pupil needs and no single model is considered universally preferable for all learners.

The Authority also recognises the importance of the Welsh language and acknowledges that Ysgol Y Fro provides a strong Welsh-medium environment in a rural context. At the same time, the proposed receiving school is also a Welsh-medium school within the same language category, with established arrangements to promote the use of Welsh both in teaching and in day-to-day school life. Ysgol Y Dderwen can provide additional opportunities for pupils to use Welsh across a wider range of social, extracurricular and cultural contexts.

In reaching its position, the Local Authority has not discounted the positive attributes of small schools. Rather, it has had to weigh these against wider considerations, including long-term sustainability, educational resilience, pupil numbers, financial viability and the ability to deliver consistent improvement over time. These factors are particularly relevant where a school has very low enrolment and faces significant structural challenges.

Having considered the views expressed, the Local Authority remains satisfied that while small schools can offer particular benefits for some pupils, these must be balanced against the need to ensure sustainable, high-quality education provision for all learners. This assessment has been undertaken in accordance with the School Organisation Code (2018) and has informed the overall consideration of the proposal.

Thematic Heading: Transfer date concerns	Count of Responses	2
	Percentage	2.53%

Summary of Responses: Some respondents raised concerns regarding the proposed transfer date of January 2027, noting that a mid-academic-year move could be disruptive to pupils' wellbeing, learning and emotional security. Consultees expressed the view that transitioning to a new school part-way through the year may be impractical for families and schools and could be particularly challenging for younger pupils or those who find change difficult. A number of respondents suggested that, should the proposal be approved, a September transfer date would

be more appropriate and fairer allowing pupils to move at the start of an academic year alongside their peers.

Local Authority Response

The Local Authority recognises the concerns raised and acknowledges that transitions are significant events for children and families. The timing of any transfer would need to balance educational continuity, pupil wellbeing and practical considerations for both the schools involved and the families affected. The School Organisation Code (2018) allows for flexibility in implementation arrangements where proposals are approved and there is no statutory requirement that transfers must take place at a specific point in the academic year.

The indicative transfer date of January 2027 was included within the consultation document to align with the proposed closure date of 31 December 2026 and to provide clarity for planning purposes should the proposal proceed. Including a mid-year transfer date reflects a desire to minimise prolonged uncertainty for pupils and staff following a determination and to avoid extending a period of transition across multiple terms. However, the Local Authority recognises that a January transfer will not suit all learners equally and that the impact on individuals needs to be considered.

If the proposal is approved to progress to Statutory Notice, the Cabinet will need review the most appropriate timing for transfer as part of the implementation planning stage, taking account of consultation feedback, pupil wellbeing, curriculum continuity and operational practicality. This would include consideration of whether a September 2027 transfer date might be preferable.

Thematic Heading: General support for closure	Count of Responses	4
	Percentage	5.06%

Summary of Responses: Schools are not responsible for maintaining vitality of communities, financial savings/ resources could be directed to employing more teachers, schools with two teachers cannot offer the same breadth of educational experiences as larger schools, other communities have adapted and thrived following the closure of their school e.g. Hermon in Pembrokeshire

Local Authority Response

The Local Authority acknowledges that a number of responses were received in support of the proposal to close Ysgol Y Fro. These respondents expressed the view that the proposal would support the delivery of more sustainable and high-quality education and enable more effective use of public resources across the school system.

Supportive comments recognised the importance of focusing on educational quality, sustainability and value for money, and noted that larger schools may be better placed to offer a broader range of learning experiences and opportunities for pupils. Some respondents also highlighted that communities could adapt over time following school closures, and that community vitality is not solely dependent on the continued operation of a local school.

These views have been noted and considered alongside responses expressing concerns about the proposal. All feedback received during the consultation period will inform the Local Authority's assessment of the proposal and subsequent decision-making process, in accordance with the School Organisation Code (2018).

Thematic Heading: Impact on parents/ families. guardians	Count of Responses	7
	Percentage	8.86%

Summary of Responses: Respondents raised concerns regarding the potential impact of the proposal on families with children currently attending Ysgol Y Fro. Issues identified included longer travel distances to the proposed receiving school, disruption to parental work and travel arrangements, and concerns about increased financial pressures associated with additional travel. Some parents also expressed the view that the proposed changes could have a negative impact on their children's wellbeing and stated that they would feel compelled to consider elective home education should the proposal be implemented.

Local Authority Response

The Local Authority acknowledges these concerns and recognises that changes to school provision can have a significant effect on family routines, work commitments and childcare arrangements. The wellbeing of pupils and the practical impact on families are important considerations within the School Organisation Code (2018), and these matters have been taken into account as part of the overall assessment of the proposal.

In relation to travel, the Local Authority recognises that pupils transferring to the proposed receiving school would experience longer journeys than they currently do. Free home-to-school transport would be provided for pupils who meet the eligibility criteria in accordance with the Authority's Transport Policy. It is acknowledged that some parents may need to make additional arrangements for children who are not eligible for free transport and that this could result in additional time and financial costs. These impacts have been recognised within the consultation documentation.

The Authority is also aware that changes to school location can affect parental work patterns and daily routines. Should the proposal proceed, the Local Authority would seek to support families through clear communication and transition planning and would work with the receiving school to support pupils' adjustment where appropriate. Transition arrangements would be informed by individual pupil needs and would take account of wellbeing considerations.

Some parents indicated that they would consider elective home education as a result of the proposal. The Local Authority respects the right of parents to choose how their child is educated and has statutory processes in place to support and monitor elective home education where this occurs. However, the Authority continues to promote inclusion within maintained schools and does not consider that the proposal would remove access to suitable education provision for pupils, particularly as pupils would continue to have access to Welsh-medium education through maintained schools in the local area.

The Local Authority also wishes to clarify that while Ysgol Y Dderwen has been identified as the proposed receiving school for planning purposes, parents retain the statutory right to express a preference for any maintained school, in accordance with the School Admissions Code. Should the proposal be implemented, families may wish to consider other suitable schools within the local area where places are available and which they feel better meet their individual circumstances. The identification of a proposed receiving school does not restrict parental choice, and actual pupil movements may therefore vary, which has been recognised in the assessment of potential impacts.

The Local Authority recognises that the impacts described will not be experienced equally by all families and that individual circumstances vary. These impacts have been weighed alongside educational quality, sustainability, financial considerations and wider community effects. Having considered the views expressed, the Authority is satisfied that the potential impact on families

has been appropriately identified and considered as part of the consultation process, in accordance with the requirements of the School Organisation Code (2018).

7. PUPIL CONSULTATION FINDINGS AND LOCAL AUTHORITY RESPONSES

This section summarises the views of pupils from Ysgol Y Fro and Ysgol Y Dderwen who participated in age-appropriate consultation activity relating to the proposed closure of Ysgol Y Fro and the transfer of pupils to Ysgol Y Dderwen. The analysis reflects the themes raised by pupils at both schools and presents structured Local Authority responses to each category of issues. Detail of the pupil responses are contained within Appendix C.

Pupil Engagement Consultation Method

Pupil engagement complied with the requirements of the School Organisation Code 2018 to ensure learners were consulted in ways appropriate to their age and understanding.

Ysgol Y Fro: Four individual responses and a group response from the School Council members were collected via the online survey.

Ysgol Y Dderwen: A structured session with eight Year 5–6 pupils (school council representatives) was facilitated by the Local Authority and the school.

The methods allowed pupils to express their feelings, concerns, and suggested ideas.

Summary of Pupil Responses

Across both schools, pupils raised mainly a mixture of concerns with some positive expectations and requests for support.

Key themes included:

- Emotional responses to the proposed closure
- Concerns about friendships and relationships
- Attachment to teachers

- Adjustment to a larger school environment
- Worries about behaviour and social dynamics
- Impacts relating to resources, activities, and space
- Loss of local environment and identity (Ysgol Y Fro)
- Travel and accessibility concerns (Ysgol Y Fro)
- Positive expectations around new friendships and wider activities

Thematic Analysis

Themes are presented separately for each school.

Themes Raised by Pupils at Ysgol Y Fro

<p>Emotional Distress and Opposition to Closure</p> <p>Pupils expressed sadness, worry, and frustration about the prospect of the school closing.</p>	<p>Fear of Losing Friends and Familiar Adults</p> <p>A strong concern was the potential loss of friendship groups and the departure of known teachers.</p>
<p>Fear of Unfamiliarity at a Larger School</p> <p>Pupils raised issues such as difficulty navigating the new school, larger buildings feeling confusing, and uncertainty about routines.</p>	<p>Concerns About Behaviour and Peer Relationships</p> <p>Some pupils worried about meeting unfamiliar children or encountering negative behaviour.</p>
<p>Attachment to the Current School Environment and Community</p> <p>Pupils emphasised the value of the village setting, outdoor spaces, and local learning experiences.</p>	<p>Loss of Work, Projects and Personal Items</p> <p>Some pupils feared that work or personal projects might not transfer during the move.</p>

<p>Travel and Accessibility Concerns</p> <p>Pupils recognised that walking to the new school would no longer be possible and expressed worries about travel.</p>	<p>Positive Expectations</p> <p>A minority of responses mentioned potential benefits such as more children to play with or additional activities.</p>
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Themes Raised by Pupils at Ysgol Y Dderwen

<p>Positive Feelings and Anticipated Social Benefits</p> <p>Pupils expressed excitement, happiness and curiosity about welcoming new peers and strengthening social opportunities.</p>	<p>Emotional Concerns About Change</p> <p>Some pupils felt unsure, worried or concerned about the wellbeing of pupils transferring from Ysgol Y Fro.</p>
<p>Resource and Opportunity Concerns</p> <p>A small number of pupils were worried that increased pupil numbers might reduce access to activities, space or resources.</p>	<p>Behaviour and Social Integration</p> <p>Some concerns were expressed that new pupils might be unkind or that social groups might take time to settle.</p>
<p>Support Strategies Suggested by Pupils</p> <p>Pupils proposed support measures such as buddy systems, tours, and familiarisation activities.</p>	<p>Emotional Impact on the Wider School</p> <p>Pupils encouraged adults to consider the emotional impact of change on all children involved.</p>

Local Authority Response to Themes (Combined for Both Schools)

Below are consolidated responses to each theme category, covering both Ysgol Y Fro and Ysgol Y Dderwen pupils.

Theme Category 1 — Emotional Impact

The Authority recognises that change can produce feelings of sadness, anxiety and uncertainty among pupils. These views have been considered in line with statutory guidance. Robust transition arrangements will be implemented to support pupil wellbeing before, during and after should the proposed change be implemented.

Theme Category 2 — Friendships and Relationships

The Authority acknowledges concerns about losing friends or adapting to new social groups. The proposal allows the full Ysgol Y Fro cohort to transition together, helping preserve existing relationships, however parental preference may result in some pupils transitioning to other schools. Support such as structured activities in the receiving school would assist the development of new friendships.

Theme Category 3 — Familiar Staff and Continuity

Concerns about losing familiar teachers are understandable. While staffing cannot be guaranteed across schools, pupils will be supported to build relationships with staff at Ysgol Y Dderwen should the proposals be implemented and they choose to transfer. Opportunities to meet staff in advance will be included in the transition programme for pupils wishing to move to Ysgol Y Dderwen and any other school.

Theme Category 4 — Larger School Environment and Routines

The Authority recognises worries about navigating a larger school setting. Ysgol Y Dderwen provides a structured and supportive environment and transition planning will include tours, familiarisation activities and visual guidance to help pupils settle.

Theme Category 5 — Behaviour, Safety and Social Integration

Concerns about encountering unkind behaviour have been noted. Evidence indicates strong pastoral and behavioural standards at the receiving school. If proposals are implemented Staff will monitor pupil integration carefully during transition and early months. Support such as structured activities in the receiving school would assist the development of new friendships. Open, transparent and on-going communication between the school staff and parents will take place if the proposals are implemented.

Theme Category 6 — Resources, Activities and Access to Opportunities

The Authority is satisfied that Ysgol Y Dderwen can accommodate incoming pupils without reducing access to resources or activities. In practice, pupils are likely to experience a wider range of extracurricular and social opportunities.

Theme Category 7 — Loss of Local Environment and Community Identity

The Authority acknowledges that transferring from a rural village school may entail a loss of local connection for some pupils. However, it also recognises that community identity is shaped and sustained through a range of wider community networks and organisations beyond the school setting. Groups such as Ffermwyr Ifanc, Urdd Gobaith Cymru and other local cultural, sporting and youth organisations play a significant role in maintaining community ties, promoting the Welsh language and supporting a strong sense of local belonging for children and young people. The Authority expects that pupils will continue to engage with these community groups irrespective of their school placement. In addition, the receiving school offers alternative outdoor learning and enrichment opportunities and community-based experiences will continue to be valued and supported.

Theme Category 8 — Travel and Accessibility

Travel concerns have been considered. Walking to the receiving school is not appropriate and free transport will be provided where eligible. Journey times are within acceptable parameters and pupils will receive clear information about travel arrangements in line with the Authority's School Transport Policy.

Theme Category 9 — Preservation of Pupil Work and Personal Items

Arrangements will be made to ensure that meaningful pupil work and personal projects can be transferred or returned to pupils prior to closure if the proposals are implemented.

Theme Category 10 — Positive Expectations

The Authority welcomes positive expectations from both schools regarding new friendships, sports, clubs, and learning experiences. These reflect genuine benefits associated with joining a larger school community.

Summary

Pupils across both schools expressed a combination of concerns and positive expectations. The Authority has carefully considered all themes raised and is committed to strengthening transition support, communication, and pastoral arrangements to ensure that all pupils are well supported should the proposals be implemented.

A detailed Transition Plan would be developed in partnership between Ysgol Y Fro and any other schools to which pupils may transfer and will be shared with pupils and families should the proposal be implemented.

8. ESTYN'S RESPONSE

Estyn's response provides three specific evaluative opinions. Estyn concludes that the proposal is likely to maintain standards of education, identifies a potential adverse impact on access to wrap around provision arising from the required travel arrangements and stresses the importance of timely mitigation to safeguard educational quality if pupil numbers at the receiving school temporarily exceed capacity. The Authority has carefully considered these observations and will take appropriate measures to address the concerns raised in accordance with the School Organisation Code (2018).

The key themes of Estyn's response are summarised in the tables that follow. The full response from Estyn is included in Appendix A.

Thematic Heading: Proposal likely to maintain educational standards
Local Authority Response <p>The Authority welcomes Estyn's view that the proposal is likely to maintain educational standards for pupils in the area. The Authority remains committed to ensuring continuity of high-quality provision throughout the transition period and beyond if the proposals are implemented.</p>

Thematic Heading: Travel arrangements may limit access to breakfast and after-school clubs

Local Authority Response

The Authority acknowledges Estyn’s concern that travel arrangements may limit some pupils’ ability to access before- and after-school activities. The Authority will consider exploring practicable mitigation measures, including reviewing transport scheduling and considering options to enhance access to wrap-around provision.

Thematic Heading: Need for timely mitigation if receiving school capacity is exceeded

Local Authority Response

The Authority notes Estyn’s view regarding the importance of timely mitigation should capacity pressures arise. Whilst adaptations to the receiving school are not considered required at this moment, any adaptations that are required in the future will be managed proactively to ensure that no adverse impact occurs to teaching, learning, or pupil experience at Ysgol Y Dderwen. The local authority recognises and respects the right of parents to choose an alternative school which may result in pupils attending other schools and not transferring as an entire cohort.

9. ALTERNATIVE OPTIONS

During the consultation period, a wide range of alternative options and suggestions were put forward by consultees. All representations were carefully reviewed and considered in line with the requirements of the School Organisation Code, which requires the Local Authority to consider reasonable alternatives to closure and to assess whether such alternatives would address the key challenges identified in the proposal.

Many consultation responses reiterated or expanded upon alternative options already assessed and published within the consultation document. These included proposals to retain the status quo with additional support, change the age range of the school, federate or collaborate with other schools, establish multi-site or satellite

arrangements, and make fuller use of the school building as a community or educational resource. Each of these options was subject to a detailed assessment, including a SWOT analysis and the reasons for discounting them remain unchanged.

In addition, a number of consultees suggested that federation or collaboration with other schools could facilitate the development of a rural school model, whereby Ysgol Y Fro would operate as a specialist centre for countryside, agricultural or rural learning. It was suggested that pupils from larger town-based schools could attend Ysgol Y Fro for short-term placements, secondments or outreach activities, enabling them to benefit from the school's rural setting and community links while retaining their main school base elsewhere.

This concept was considered as part of the Local Authority's assessment of federation, collaboration, outreach and multi-site school arrangements, all of which are explicitly addressed within the consultation document. While the Local Authority recognises the educational value of outdoor learning, rural education experiences and cross-school collaboration, this model would not constitute a realistic or sustainable alternative to closure. Such arrangements would not generate a stable core pupil population at Ysgol Y Fro, would not significantly reduce surplus capacity, and would not address the school's unsustainable budget deficit or high cost per pupil. Furthermore, the delivery of short-term or outreach provision would not resolve the leadership, staffing capacity and curriculum delivery challenges identified by Estyn, nor would it justify the ongoing operational costs of maintaining the school on a permanent basis.

A number of other suggestions raised through consultation related to operational or enabling measures, such as appointing a permanent headteacher, introducing structured recovery plans, promoting the school more actively to local families, or adjusting transport arrangements to attract additional pupils. While these comments are noted and valued, they do not represent structural alternatives to closure within the scope of the statutory school organisation process. Even if implemented, such measures would not address the fundamental challenges facing the school, including persistently low pupil numbers, high surplus places, an ongoing and increasing budget deficit and building suitability concerns.

One additional option raised during consultation was the potential change of Ysgol Y Fro to a Voluntary Controlled (Church in Wales) school, potentially as part of a federated arrangement. This option has been specifically assessed following the consultation. While it could retain provision within the community and introduce alternative governance arrangements, it would not address the key challenges identified in the proposal, including low pupil numbers, high surplus places, financial sustainability and the quality and leadership issues identified through the recent Estyn inspection. For these reasons, this option has been discounted.

In summary, the Local Authority is satisfied that all reasonable alternatives to closure have been identified, considered and assessed proportionately. While consultees put forward a wide range of ideas reflecting the value placed on Ysgol Y Fro and its role within the community, none of the alternative options proposed would adequately address the educational, financial and operational challenges facing the school. The preferred option therefore remains the proposal to close Ysgol Y Fro with pupils transferring to Ysgol Y Dderwen.

10. POST-CONSULTATION REASSESSMENT IN RESPECT OF RURAL SCHOOL STATUS

In accordance with section 1.8 and section 3.6 of the School Organisation Code (2018), the Local Authority has undertaken a further and specific reassessment of the proposal following the close of the consultation period, having particular regard to Ysgol Y Fro's designation as a rural school and the procedural presumption against closure. This reassessment has taken full account of all representations received, including new information, local knowledge and alternative suggestions brought forward through consultation.

The Local Authority has revisited each reasonable alternative to closure previously identified, including retention of the status quo, changes to age range, federation or collaboration with other schools, multi-site or outreach arrangements, and enhanced community use of the school building. For each alternative, the Authority has re-evaluated the likely impact on (i) quality and standards of education, (ii) the local community, and (iii) travel arrangements, taking account of consultation feedback alongside updated professional judgement.

While consultation responses have reinforced the strength of community attachment to the school and the cultural and linguistic value placed upon its presence within Llangyndeyrn, the post-consultation assessment has not identified new or materially changed evidence that would alter the Authority's original evaluation of the school's long-term educational, financial and organisational sustainability. In particular, the factors underpinning the proposal, very low and declining pupil numbers, high surplus capacity, an escalating and unlicensed budget deficit, limited staffing capacity and challenges in sustaining improvement identified through inspection remain unchanged.

The Authority therefore concludes, having conscientiously considered the consultation evidence and applied the additional scrutiny required for rural school proposals, that none of the alternatives identified would adequately address the key challenges facing Ysgol Y Fro in a sustainable manner. The Authority is satisfied that the proposal to discontinue the school continues to represent the most appropriate response to those challenges, when balanced against the potential impacts on the community and travel arrangements, and when considered in the wider context of securing high-quality, resilient Welsh-medium education for learners in the area.

11. CHANGES ARISING FROM THE CONSULTATION

Having carefully considered all representations received during the consultation period, including objections, alternative proposals and suggestions for mitigation, the Local Authority has reviewed whether any amendments to the proposal are required.

While consultation feedback has informed a clearer understanding of the potential impacts on the community, learners and families, it has not identified new or materially different evidence that would warrant a change to the core proposal to discontinue Ysgol Y Fro and transfer pupils to Ysgol Y Dderwen.

The proposal itself therefore remains unchanged. However, issues raised through consultation, including concerns regarding transition arrangements, timing of transfer, support for vulnerable learners, transport and access to wrap-around provision, will be taken into account by Cabinet and if the proposal proceeds, will inform the detailed planning, mitigation and implementation arrangements to minimise adverse impacts and support pupils, families and staff.

12. CONCLUSION

In summary, the Local Authority is satisfied that all reasonable alternatives to closure have been identified, considered and assessed proportionately. While consultees put forward a wide range of ideas reflecting the value placed on Ysgol Y Fro and its role within the community, none of the alternative options proposed would adequately address the educational, financial and operational challenges facing the school. The preferred option therefore remains the proposal to close Ysgol Y Fro with pupils transferring to Ysgol Y Dderwen.

All statutory duties have been considered and met, with the preferred option of closure being evaluated against all other options.

13. RECOMMENDATION

Having reviewed the Consultation Report and having conscientiously considered all representations received, including those from parents, pupils, staff, governing bodies, Estyn and other stakeholders, it is recommended that Cabinet;

- notes the issues raised through the consultation process and the Local Authority's responses to those issues;
- is satisfied that the consultation has been conducted in accordance with the requirements of the School Organisation Code (2018), including the additional procedural requirements applicable to proposals affecting a rural school; and
- agrees, subject to Cabinet's own consideration and any final refinements it considers appropriate in respect of implementation, that a Statutory Notice should be published to propose the discontinuance of Ysgol Y Fro.

Publication of a Statutory Notice would enable the statutory process to progress to the next stage, during which further representations may be made through the objection period and considered prior to any final determination.

14. NEXT STEPS

The Consultation Report will be presented to the Cabinet who will decide whether or not to approve the proposal to proceed to Statutory Notice or to approve with modifications. The Consultation Report will be published on Carmarthenshire County

Council's website at least two weeks prior to the publication of a Statutory Notice should Cabinet decide to proceed. All required consultees will be notified of the availability of the consultation report.

15. APPENDIX A – ESTYN RESPONSE



Introduction

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/Conclusion

Carmarthenshire County Council is consulting on the proposal to close Ysgol y Fro from 31st December 2026, with pupils transferring to Ysgol y Dderwen from 1st January 2027.

Estyn is of the opinion that this proposal is likely to maintain the standard of educational provision and standards for pupils in the area. However, the proposed travel arrangements may limit opportunities for pupils who live in the catchment area of Ysgol y Fro to attend breakfast clubs and after-school activities at Ysgol y Dderwen, should the proposal be implemented.

Description and benefits

The Council has provided a clear rationale for the consultation. It has identified that it faces challenges in relation to Ysgol y Fro to ensure effective and efficient educational provision. These include:

- 1) Low pupil numbers
- 2) A high number of surplus places
- 3) The school's budget
- 4) Quality and standards of education
- 5) Lack of stable leadership

The Council has provided a purposeful description of the proposal. It has presented effective background information and a firm timetable for completing statutory procedures, should the authority continue with the proposal.

The Council has identified clearly the main expected advantages and disadvantages of the proposal, in comparison with the status quo. The advantages proposed include better opportunities and facilities for pupils, offer provision for 3-year-old pupils and ensure financial efficiency across two schools. The Council has recognised the disadvantages of the proposal, namely the impact on staffing, transport costs for the Council and the possible impact on local services such as the Cylch Meithrin. It also confirms that pupils would have further to travel when transferring schools. Any risks associated with the proposal have been highlighted and the Council has confirmed how it will manage these risks appropriately.

The Council has considered a range of valid alternatives, which include maintaining the status quo, changing the age range of Ysgol y Fro to admit 3-11-year-old pupils, a federation between Ysgol y Fro and Ysgol y Dderwen, and closing Ysgol y Fro and transferring pupils to the nearest school. The Council has produced a clear rationale for why the other options were discounted. Reasons presented include that they would not address the low pupil numbers or reduce the number of surplus places, nor address issues relating to the suitability of the building and the deficit in the school's budget.

The Council has considered the impact of the change on travel arrangements carefully. The plan states clearly that pupils of Ysgol y Fro may need to travel 6.2 miles to Ysgol y Dderwen. However, free transport will be provided as part of the Council's transport policy. The Council anticipates a cost of £50,000 per annum to transport pupils. The Council has given robust consideration to the effect of the scheme on walking routes. Due to the distance and the lack of continuous, safe, well-lit routes, it does not anticipate that it will be possible for pupils to walk or cycle to Ysgol y Dderwen. It is also noted that Estyn is of the view that the proposed transport arrangements could limit the access of some pupils from the catchment area of Ysgol y Fro to breakfast clubs and after-school activities at Ysgol y Dderwen, despite the strength of the provision.

The Council has shown appropriately how surplus places will be affected. Ysgol y Fro currently has 61% surplus places, which will reduce to 41% by 2030, and Ysgol y Dderwen has 0.8%. The Council acknowledges the need to make adaptations to the building at Ysgol

y Dderwen to accommodate more pupils. It recognises parents' rights to choose a different school, which makes firm predictions difficult. Estyn also notes that the Council has recognised the possibility that the capacity of Ysgol y Dderwen may be exceeded temporarily in some year groups. It is important that any necessary mitigation measures are implemented in a timely manner to ensure that there is no adverse effect on the quality of educational provision.

The Council has conducted a Welsh Language Impact Assessment of the proposal. It notes that the proposal does not affect targets in the Council's Welsh in Education Strategic Plan as both schools are Welsh-medium schools.

The Council has identified the potential savings of the proposal appropriately. It estimates net savings of £57,594 per annum.

Educational aspects of the proposal

The Council has given careful consideration to the effect of the proposal on standards of pupils' learning. It refers to information from Estyn's most recent reports, where five recommendations were identified for Ysgol y Fro in 2025, and four recommendations for Ysgol y Dderwen in March 2017. Following the inspection of Ysgol y Fro, Estyn judged the schools as requiring special measures. The Council has identified that moving to a school with a larger cohort of pupils will ensure that pupils are taught in classes with peers of a closer age range. It is noted that there will be access to better resources, in addition to a variety of educational and extra-curricular activities as a result of the move.

The consultation has considered the effect of the proposal on standards and progress, well-being and attitudes to learning, teaching and learning experiences, and leadership and management. The Council states clearly that the proposal is unlikely to have a negative effect on groups of learners, such as those with ALN. However, the Council acknowledges that the scheme may affect pupils from economically disadvantaged backgrounds. It identifies purposeful methods to reduce this effect on pupils.

The Council has considered the likely impact of the proposal to ensure that a full curriculum is delivered. It states that more staff with specialist knowledge and opportunities for pupils to benefit from being part of a wider peer group within larger classes will support their academic progress and social development.

The Council has given appropriate consideration of specific factors when considering school closures, including the presumption against closing rural schools. The proposal gives suitable attention to the guidance which includes considering the results of a community impact assessment. The Council has given appropriate consideration to the alternative options within the code.

In addition, it is noted that Estyn is of the opinion that proposed transport arrangements could limit the access of some pupils from the catchment area of Ysgol y Fro to breakfast clubs and after school activities at Ysgol y Dderwen, despite the strength of that provision.

16. APPENDIX B – SWOT ANALYSIS OF ALTERNATIVE OPTIONS CONSIDERED

Alternative Option – Change Ysgol Y Fro to a Voluntary Controlled (Church in Wales) School with Federation with Ferryside VC Primary School, Abergwili VC Primary School and Llanddarog VC Primary School	
Strengths	Weaknesses
Retains education provision within the community of Llangyndeyrn.	Would not address low pupil numbers, which are projected to remain low.
Federation could allow limited sharing of leadership and resources.	High surplus places would potentially remain.
Maintains Welsh-medium provision.	The unsustainable deficit budget would not be resolved, even with federation supplements.
No immediate change to pupil travel arrangements	If the federation doesn't succeed in addressing the key challenges it could result in continued issues at the school and risk of further decline.
Shows that the Local Authority is willing to consider other options.	Would not address poor building suitability (Grade C).
Potential to strengthen governance through partnership with the Church in Wales	Conversion to Voluntary Controlled status alone does not attract additional pupils or funding.
	Requires separate statutory processes and agreement from the Diocese

	<p>This proposal would actively dismantle existing shared leadership arrangements with larger, more stable schools, replacing them with a partnership comprised exclusively of small rural schools. Two of the three voluntary controlled schools already rely on shared leadership arrangements for sustainability; removing these links could increase leadership vulnerability elsewhere in the system.</p>
Opportunities	Threats
<p>Potential to strengthen community identity and links with church-based provision.</p>	<p>May not improve pupil numbers at the school or surplus capacity</p>
<p>Could support collaborative working across a small group of schools however, schools are not geographically close and collaboration would be predominantly online or limited to INSET days.</p>	<p>Risk of further decline if pupil numbers do not increase.</p>
<p>Opportunities for sharing staff, sharing best practice, sharing resources from the neighbouring school</p>	<p>Potential to delay decisive action while underlying issues remain unresolved.</p>
<p>Federation may bring greater opportunities to pupils including extracurricular activities</p>	<p>Leadership and standards concerns identified by Estyn are unlikely to be materially improved through the</p>

	proposal, as day to day capacity remains unchanged.
Schools involved in formal or informal federations receive a federation supplement of £12,000 or £6,000 respectively, which could help to alleviate some of the budgetary pressures faced by the school.	Additional governance complexity without clear educational or financial benefit.
	The proposal to change may be opposed by parents, staff and governing body
	Federating a school requires a consultation to be undertaken in accordance with the Federation Process of Maintained Schools in Wales.
	Removing schools from existing leadership partnerships impacts the finances and leadership resilience of other schools.
<p>Likely impact on quality and standards in education</p> <p>The proposed arrangement is expected to have a neutral to modestly positive impact on standards, driven primarily by strengthened strategic oversight and leadership continuity rather than increased day to day improvement capacity.</p> <p>All four schools are small, rural settings with very low pupil numbers and limited staffing capacity, and the three voluntary aided schools currently operate</p>	

independently of one another, each within established shared leadership arrangements with larger, geographically nearer partner schools.

In this context, the proposal represents a consolidation of leadership arrangements across small rural schools, supporting stability and continuity, rather than a fundamental change in leadership structure or a significant increase in school improvement capacity. However, implementation of the proposal would require the cessation of existing shared leadership arrangements with larger schools, bringing these individual settings together to form a new partnership comprised solely of small schools. As a result, while leadership oversight would remain secure, access to the wider leadership capacity, established systems and proximity benefits currently offered by larger partner schools would be reduced.

The appointment of a non-teaching headteacher, supported by a broader senior leadership team, would strengthen strategic leadership by providing clearer accountability, improved oversight of standards and more consistent self-evaluation and improvement planning. This enhanced leadership structure is expected to support improvement at a strategic level, particularly in relation to monitoring performance and maintaining statutory compliance.

Opportunities to improve standards and skills development would arise through greater collaboration between the four schools, enabling staff to share experience and reflect jointly on practice. However, due to the geographical distance between the schools, collaboration would largely take place online or during INSET days, which is likely to limit the frequency, depth and effectiveness of professional learning compared to regular face to face collaboration. In addition, the very small staff teams across all schools restrict opportunities for subject specific leadership, internal challenge and sustained curriculum development.

Day to day leadership and operational management within each school would remain unchanged. The headteacher's presence on site would be part time, with existing staff continuing to manage daily routines and classroom practice. As the partnership would be made up entirely of small schools with limited staffing

structures, it would not significantly extend leadership or teaching capacity beyond what already exists in each setting.

There would be no change to wellbeing, care, support or safeguarding arrangements, which would continue under current structures. Teaching staff would remain in post, and pupils would experience no change to daily routines or learning environments. The proposal is therefore not expected to have a negative impact on vulnerable learners, as existing provision to meet additional needs would continue.

Likely impact on the community

Education provision would remain in the community and there would be little impact on the people of the village of Llangyndeyrn and surrounding area. The Cylch Meithrin would be able to operate from the school and the highly valued community asset would remain in the village.

Likely effect of different travel arrangements

Some ad-hoc additional travel may be required if there is good collaboration between the schools in the federation otherwise it is anticipated that the travel arrangements would continue as they do currently.

Reason for discounting

The reasons for discounting this option remain very similar to the reasons for discounting Federation listed in the consultation document:

- It would not address low pupil numbers.
- It would not address high surplus places.
- It would not resolve the school's deficit budget.
- It would not address high cost per pupil.
- It would not address building suitability issues.
- It would represent a continuation of the current operating model, rather than a sustainable long-term solution.

- It would require the cessation of existing shared leadership arrangements with larger partner schools, replacing them with a partnership comprised solely of small rural schools, thereby reducing access to wider leadership capacity and established support systems.
- Opportunities for collaboration and improvement would be limited by geography, school size and staffing capacity, restricting the impact on standards and quality.
- Federation funding would provide only short-term mitigation and would be insufficient to address structural financial pressures.
- The proposal introduces additional governance complexity without delivering clear educational or financial benefit.
- There is a risk that adopting this option could delay more decisive action, prolonging instability while underlying issues remain unresolved.
- For these reasons, the proposal is not considered to offer a sufficiently robust or sustainable solution to secure long term educational quality, financial viability or system resilience.

17. APPENDIX C – COMMUNITY IMPACT ASSESSMENT

Community Impact Assessment.

Subject: The proposed closure of Ysgol Y Fro and transfer of pupils to Ysgol Y Dderwen.

This Community Impact Assessment has been updated following the statutory consultation period conducted between January and March 2026. It reflects issues and evidence raised by consultees, including parents, community members, pupils and other stakeholders, in accordance with the requirements of the School Organisation Code (Wales) 2018.

1. Information on the proportion of pupils from the catchment area that attend the school:

The table below highlights the proportion of pupils from the catchment area attending the school, the proportion of pupils from outside of the catchment area attending the school, the proportion of pupils from the catchment area attending other schools and what schools they attend.

Year	Pupil numbers	In Catchment	Out of Catchment	In Catchment at Other schools*
PLASC 2026	15	12	3	66
*Other Schools Abergwili VC Primary School, Ysgol Bancyfelin, Ysgol Gymraeg Gwenllian, Johnstown Primary School, Llanddarog VC Primary School, Llangunnor Primary School, Model Church in Wales VA Primary School, Ysgol Gynradd Mynyddygarreg, Nantgaredig Primary School, Pembrey School, Ysgol Y Castell, Ysgol Y Dderwen.				

2. After-school clubs and extra-curricular activities provided by the school:

Ysgol Y Fro offers an after-school club once a week. It does not offer a breakfast club at the moment.

3. Any other facilities or services the school accommodates or services the school provides:

Ysgol Y Fro accommodates a Cylch Meithrin, which is a highly valued, integral part of the school community and relies on the school facilities and support. The Cylch Meithrin is an approved Flying Start Childcare setting as well as a registered Childcare Offer setting.

4. Other use by the community of the school building

While initial information provided by the school did not identify extensive formal community use of the building outside school hours, consultation responses have clearly evidenced a wider and more informal community role. Respondents

described regular engagement through volunteering, intergenerational activities, charitable fundraising, Welsh-language events and close links with local organisations. These forms of community use, while not always formally recorded, contribute to social cohesion and community identity.

5. *Other links between the school and the community:*

The school are proud of their strong local connections. Close links exist with the local Church and the Village Welfare Society, where the school have a parcel of land to grow fruit and vegetables.

The school also work closely with the local Church, farms, honey producers, and the bowls club.

The school community is committed to supporting good causes, regularly raising money for charities such as Macmillan, with excellent support from parents and the wider community.

The school actively promote the Welsh language through school events and informal activities. Children are encouraged to share and use Welsh with their families at home, helping parents learn alongside them in a natural, engaging way. While the school does not offer formal Welsh lessons for parents, this approach supports and strengthens the use of Welsh within the community.

6. *If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?*

The Local Authority recognises that relocation of a Cylch Meithrin can present significant practical and financial challenges and carries a risk of disruption to early years provision and staff if not carefully managed. In recognition of the concerns raised through consultation, the Authority would actively engage with the Cylch provider, Mudiad Meithrin and Early Years services at an early stage to explore viable options for continuity of provision within or close to Llangyndeyrn, should the proposal be implemented.

There is St Cyndeyrn's church hall in the village which could potentially be used to house any community facilities or services provided by the school such as the Cylch Meithrin. It is not clear if there are any other community facilities in the village from the information provided by the school.

In relation to the future of the school building, should the proposals be implemented and Ysgol Y Fro become surplus to the Local Authority's educational requirements, it is the Council's general approach to first consider whether the site is required for any other internal corporate purpose. Where no such requirement is identified, it may, in certain circumstances, be appropriate to explore the potential for ongoing community use of the building. This could include use by voluntary or charitable organisations or social enterprises, such as the Cylch Meithrin, subject to there being a clear and evidenced local need.

7. Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure (e.g. improvements to village halls, playgrounds, provision of holiday play schemes):

There are no plans to improve or enhance other facilities within the immediate local or wider community as part of the current proposals.

8. Information about the facilities and services provided at any alternative school;

Ysgol Y Dderwen is the proposed receiving school. It is a Welsh language primary school for pupils aged 3 to 11. The school benefits from a modern building and well equipped play area and provides a supportive and engaging learning environment where the focus is on pupil well-being, personal development, and academic achievement.

The school is equipped with a dedicated on-site sports centre, which is also accessible to the general public, thereby fostering strong links with the local community. Pupils benefit from regular physical education sessions in the sports centre, and parents are currently offered complimentary gym membership while their children are enrolled at the school.

In addition to its core facilities, Ysgol Y Dderwen has a Woodland Library designed to promote a love of reading among pupils. This facility is primarily used during school hours but occasionally opens to parents for special events.

The school also operates as a designated forest school, offering frequent outdoor learning sessions. This experiential approach supports pupils' physical and mental well-being, encourages social and personal development, and helps build resilience and self-confidence.

Environmental awareness is promoted through an on-site Eco garden, where pupils can participate in the Eco Council during lunchtimes and after school. The garden is used to grow plants, fruits, and vegetables, and pupils are given the responsibility to care for and maintain it.

Ysgol Y Dderwen places high value on extra-curricular provision, recognising its role in supporting both academic progress and personal development. The school offers a wide range of after-school clubs and activities, including:

Cookery Club, Dance Club, Sports Clubs (football, cricket, netball, rugby, hockey, rounders), Eco Club, Urdd Club, Drama Club, Art Club, Choir, Enterprise Club, Library Club.

Ysgol Y Dderwen has a breakfast club and after school club.

9. Distance and travelling time involved in attending an alternative school of the same language category:

The proposal is to close Ysgol Y Fro and transfer pupils to Ysgol Y Dderwen which is approximately 6.2 miles via the B403 and A484. Travel time is approximately 15 minutes. These are estimated times and actual times may vary depending on traffic volumes and other factors such as driving conditions and road works.

10. How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported

If the proposal to close Ysgol Y Fro proceeds, the Local Authority will ensure arrangements are in place to support parents' and pupils' engagement with the alternative school to ensure a smooth transition. Individual needs will be managed through collaboration with the headteacher and Education Support Advisor at the receiving school ensuring the most appropriate arrangements are in place to ensure parents' and pupils' positive engagement with the alternative school. If parents choose to send their children to an alternative school other than Ysgol Y Dderwen they will need to follow the School Admissions policy and process which can be found on the Carmarthenshire Council website.

11. Impact on health and wellbeing e.g. if pupils would be less able to walk or cycle to school:

As a result of the proposed school closure, pupils would be less able to walk or cycle to the receiving school due to increased distance and road safety concerns. This may reduce opportunities for daily physical activity, which could have a negative impact on the health and wellbeing of some pupils. However, the receiving school offers a wide range of sports clubs as detailed above and has access to a gym facility, which would help to mitigate some of the potential impacts by providing regular opportunities for physical activity during and outside of school hours. Currently four pupils attending Ysgol Y Fro regularly walk, cycle or scoot to school. The Local Authority would explore the use of designated community pick-up points where appropriate, to support partial active travel and mitigate the loss of opportunities for walking to school.

12. Any wider implications e.g. impact on public transport provision, wider community safety issues

There are no anticipated impacts on public transportation services. School transport policy requires that free transportation be provided for any child living more than two miles from the nearest appropriate school therefore transportation will be provided to those who are eligible.

The potential loss of the school building may also mean the loss of a designated safe space used in community emergencies (e.g. as a shelter or meeting place) but it is unclear if the school is used for this purpose at the time of writing.

13. Additional considerations for rural schools

The School Organisation Code includes a number of additional considerations that are likely to be relevant when carrying out a community impact assessment for a rural school closure. As Ysgol Y Fro is identified as a rural school, these factors are considered below:

- ***Whether closure would encourage families with school-age children to leave the community or discourage young families from moving to the community.***

Should the proposal proceed it would leave Llangyndeyrn with no local school and as a result the village may become less attractive to families with young children, potentially accelerating demographic decline and aging the population. As families potentially seek easier access to services and education, property turnover may rise, but demand for housing from young families may decline.

- ***What impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community.***

If the proposals were to proceed and the school was to close it might have an impact on local services especially the Cylch Meithrin. The village does benefit from St Cyndeyrn's Church hall which could potentially be used for community events and functions however information received from the school does not specifically confirm this.

- ***Whether, or not, the school is a real hub of community life, used for other purposes such as public meetings, local events, fetes surgeries, and other get togethers which would either cease or be diminished by being required to move elsewhere***

Initial information provided from the school did not indicate if the school is used for other purposes other than the Cylch Meithrin which would potentially be required to move if the proposals were to proceed. Consultation responses have identified that village residents regularly visit the school to read with the children, enhancing intergenerational connections. The school is also a centre for charity events, such as fundraising for Macmillan, with strong support from parents and the wider community.

- ***Whether or not the loss of the school, and potential families, will have a detrimental effect on the wider economy of the community***

The potential closure could have broader implications for the economic resilience of the local community. Rural schools often serve as important social and economic anchors, and their closure may contribute to depopulation, reduced housing demand, and lower footfall for nearby businesses. This, in turn, could potentially reduce the viability of other local services and amenities.

- ***The overall effect of closure on the local community (including the loss of school based facilities which are used by the local community)***

If the proposals were to proceed and the school was to close, there could be an impact on local services, particularly the Cylch Meithrin, which may need to relocate or close if appropriate facilities cannot be found. The closure would also result in the loss of connections with several community organisations and groups referred to above. While the village does have access to St Cyndeyrn's Church Hall, which might be able to host some of the services currently provided at the school, information from the school and responses from the consultation do not confirm whether this is a viable option.

The Local Authority recognises that, particularly in rural communities, the loss of a school can have social, cultural and emotional impacts that extend beyond education alone. These potential impacts have been weighed carefully against the school's long-term educational viability, financial sustainability and ability to deliver the full expectations of the Curriculum for Wales. While the impacts on the community are acknowledged as significant, the Authority has concluded that they are outweighed by the challenges facing the school's sustainability and the need to secure resilient, high-quality provision for learners over the longer term.

14. Issues raised during the consultation period

Respondents raised significant concerns regarding the potential impact of the proposal on the community of Llangyndeyrn. The school was frequently described as the heart of the village with consultees highlighting its role in supporting social cohesion, its role as a hub for community use of the Welsh language, a hub for intergenerational contact and a sense of local identity. Strong links were identified with a range of local organisations and groups, including the Church, the Village Welfare Association (including a community growing plot), local farms, honey producers and the bowls club.

Concerns were also expressed about the potential loss of regular social interaction, increased isolation for older residents, reduced fundraising activity and a perceived reduction in the attractiveness of the area to families with young children. Respondents further highlighted the potential loss of local social events, heritage and opportunities to promote and use the Welsh language within the community.

The Local Authority acknowledges concerns that the loss of a village-based Welsh-medium school may reduce opportunities for informal Welsh language use within the community. While access to Welsh-medium education would be maintained at the receiving school, the Authority recognises that language use beyond the school gate contributes to community vitality. Where practicable, the Authority would seek to work with the receiving school, early years providers and community partners to support Welsh-language activities, engagement and continuity of cultural links with Llangyndeyrn.

Comments in support of the proposals highlighted that while schools contribute to community identity their primary purpose is not community preservation but the provision of high quality education. Some respondents suggested that planning

permission has been granted in Llangyndeyrn for new housing and the impacts on any new families moving to the area when these housing developments are complete.

15. Conclusion

The consultation process demonstrated a high level of community engagement and strong opposition to the proposal, reflecting the value placed on Ysgol Y Fro within Llangyndeyrn. These views have been carefully considered and are reflected throughout this assessment. Having weighed these impacts alongside educational quality, learner outcomes, financial sustainability and statutory duties, the Local Authority considers that the proposal remains justified and compliant with the School Organisation Code (Wales) 2018. In line with the Wellbeing of Future Generations Act 2015 and the Council's long term duties, the Local Authority has considered the social impacts anticipated as a result of the proposal against the need for sustainable, high quality education provision.

18. APPENDIX D – WELSH LANGUAGE IMPACT ASSESSMENT

Welsh Language Impact Assessment

Proposed closure of Ysgol Y Fro with transfer of pupils to Ysgol Y Dderwen

Prepared by: Carmarthenshire County Council

1. Introduction and Purpose

This Welsh Language Impact Assessment (WLIA) considers the likely effects of the proposal to close Ysgol Y Fro with the transfer of pupils to Ysgol Y Dderwen on opportunities to use the Welsh language and on the principle of treating Welsh no less favourably than English. The assessment has been prepared in accordance with the Welsh Government School Organisation Code (Wales), the Welsh Language Standards (No.1) Regulations 2015, Carmarthenshire County Council's Welsh Language Standards Compliance Framework, and guidance issued by the Welsh Language Commissioner.

This WLIA has been reviewed and updated following the statutory consultation on the proposal to discontinue Ysgol Y Fro. Particular regard has been given to issues raised by consultees relating to the role of the school as a Welsh language hub within the Llangyndeyrn community, the importance of informal and social use of Welsh, the continuity of Welsh-medium immersion pathways including early years provision and the potential impacts on community-based Welsh language activity.

The assessment reflects these themes directly through its identification of potential risks, proposed mitigation measures and arrangements for monitoring, ensuring consistency with the Local Authority's published responses to Welsh language issues and compliance with the requirements of the School Organisation Code (Wales) 2018.

2. Methodology and Evidence Base

The assessment is informed by the statutory consultation document relating to the proposal to close Ysgol Y Fro; Estyn inspection reports for Ysgol Y Fro and Ysgol Y Dderwen; Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) 2022–2032; the Welsh Language Promotion Strategy (2023–28); Census 2021 Welsh language data; and relevant Welsh Government policy including Cymraeg 2050 and the Well-being of Future Generations (Wales) Act 2015.

3. Context: Ysgol Y Fro, Ysgol Y Dderwen and the Proposal

Ysgol Y Fro is a Category 3 (Primarily Welsh) primary school serving the Llangyndeyrn community with pupils aged 4–11. Ysgol Y Dderwen is a Category 3 (Primarily Welsh) primary school serving pupils aged 3–11. The proposal is to discontinue Ysgol Y Fro from 31 December 2026, transferring pupils to Ysgol Y Dderwen, thereby maintaining Welsh-medium education and placing pupils within a sustainable Welsh-language learning environment.

4. Welsh Language Impact Assessment (Table 1)

This section assesses the proposal against the Welsh Language Standards (No.1 Regulations 2015), specifically the Policy-making Standards (Standards 88–93), Service Delivery Standards (Standards 1–83), and Operational Standards (Standards 127–135).

Impact Criteria	Description	Status of the impact	Potential Mitigation / Measures to enhance positive impact	Final impact (following mitigation)
Informal use of Welsh at the school (greetings, signage, routines, general communication)	<p>Ysgol Y Fro and Ysgol Y Dderwen are both Category 3 Welsh-medium schools where Welsh is the main language of daily communication. The transfer of pupils would place learners in a larger Welsh-speaking peer group with established routines that support the informal and social use of Welsh throughout the school day.</p> <p>Category 3 is defined as Welsh as the school’s main language of internal communication. Communication with parents and carers is in either English, Welsh or bilingually as needed. This is a school with a strong Welsh language ethos at its core, supporting and enabling learners’ Welsh language use in all social contexts in and outside of school.</p> <p>In a Welsh immersion setting all learners are taught fully in Welsh, with English being used on occasion to ensure understanding during early immersion. From aged 7 onwards at least 80% of learner’s school activities (both curricular and extra-curricular) will be in</p>	Neutral	<p>Clear and consistent Welsh-language expectations embedded within daily routines at Ysgol Y Dderwen, ensuring Welsh is used naturally for greetings, classroom management, signage, and general communication throughout the school day.</p> <p>Planned transition activities and induction arrangements to familiarise pupils transferring from Ysgol Y Fro with the informal language practices and expectations at Ysgol Y Dderwen, supporting confidence in using Welsh socially from the outset.</p> <p>Strong staff modelling of high-quality spoken Welsh in both formal and informal contexts, reinforcing Welsh as the natural language of interaction between pupils and adults and normalising its use</p>	Positive

	<p>Welsh. The proposal would maintain the availability of Welsh language provision.</p> <p>The Siarter Iaith supports children and young people to use Welsh in all aspects of their lives and aims to increase the social use of Welsh and is part of WESP Outcome 5. Both Ysgol Y Fro and Ysgol Y Dderwen have achieved the Siarter Iaith Gold Award. This proposal would therefore ensure continuation in this respect.</p> <p>This proposal would strengthen the opportunities for pupils to use the Welsh language formally and informally with a wider range of peers.</p>		<p>across all aspects of school life.</p> <p>Consistent visual reinforcement of Welsh use through signage, displays and learning environments that promote Welsh language visibility and support everyday language use.</p> <p>Pastoral support and peer mentoring arrangements, where appropriate, to encourage pupils to use Welsh confidently during social times such as playtime, lunchtime, and extracurricular activities.</p> <p>Ongoing monitoring of informal Welsh language use by staff to identify any emerging issues during transition and to ensure that Welsh continues to be the default language of communication across the school environment.</p> <p>Further development and promotion of the Siarter Iaith Framework.</p>	
<p>Current Welsh language standards and provision</p>	<p>Ysgol Y Fro In February 2025, the Estyn inspection report on Ysgol y Fro stated that <i>“From their various starting points, many pupils develop their communication skills</i></p>	<p>Positive</p>	<p>Structured transition and induction arrangements to ensure continuity in Welsh-medium learning, including the sharing of baseline</p>	<p>Positive</p>

	<p><i>effectively and acquire the Welsh language successfully in stimulating activities in the learning environment, including the outdoor learning area. Overall, pupils do not develop their writing skills effectively enough across the areas of learning. The quality of their work is immature, and they do not have a firm enough grasp of the basic elements of language”.</i></p> <p>The school works well with parents and members of the community and it is an important part of the local area. This supports pupils to appreciate the Welsh language, along with local and national history and traditions.”</p> <p>The Estyn inspection reflected a need to strengthen planning for progression at Ysgol y Fro. There is an action plan in place to support this recommendation in relation to raising standards.</p> <p>From their various starting points, many pupils develop their communication skills effectively and acquire the Welsh language successfully in stimulating activities in the learning environment, including the outdoor learning area.</p> <p>Pupils influence what they learn and develop their understanding of what they need to do to improve their work. However, this is in its early days. In the best practice, teachers question pupils skilfully to expand their</p>	<p>information on pupils’ Welsh language development, oracy confidence, and literacy skills between Ysgol Y Fro and Ysgol Y Dderwen.</p> <p>Targeted pastoral and language support during the initial transition period to ensure pupils feel confident using Welsh both socially and academically, particularly within a larger peer group and mixed-age cohort.</p> <p>Consistent Welsh-medium pedagogy and unambiguous language expectations at Ysgol Y Dderwen, reinforced through daily routines, staff modelling of high-quality spoken Welsh, and explicit expectations for Welsh use in lessons and informal contexts.</p> <p>Focused monitoring of pupils’ Welsh language progression following transfer, to identify any gaps early and ensure secure progress in oracy, reading and writing through the medium of Welsh.</p> <p>Access to a broader curriculum experience enabled by larger cohort sizes, providing more purposeful opportunities for</p>	
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understanding of different areas of learning. Teachers provide an inclusive and supportive learning environment for pupils which, for example, promotes a valuable culture of reading.

Through regular support from teachers, many pupils work well together while developing their ability to read, for example when following instructions as part of practical problem-solving activities.

Overall, pupils do not develop their writing skills effectively enough across the areas of learning. The quality of their work is immature, and they do not have a firm enough grasp of the basic elements of language.

Ysgol Y Dderwen
 Ysgol Y Dderwen's latest Estyn inspection report states that *"One of the school's strengths is the way in which most pupils communicate to a high standard in Welsh.*

During their time at the school, they make exceptional progress in their oral skills.

Throughout the Foundation Phase, most pupils listen carefully and discuss their work confidently by using an increasing range of language patterns and vocabulary. Across key stage 2, most show genuine respect when listening to others' points of view. They speak maturely in Welsh and English and use formal language when appropriate, for example

extended writing, group discussion, collaborative learning, and the application of Welsh language skills across areas of learning.

Ongoing professional learning and collaboration for staff, where required, to ensure consistently high expectations for Welsh language development and progression across all abilities.

	<p><i>when presenting the school's radio programme. When discussing in Welsh, their use local dialect completely naturally when conducting a conversation.</i></p> <p><i>Nearly all members of staff are excellent language models and place prominence on developing and embracing the Carmarthenshire dialect. They encourage pupils to use the Welsh language during formal and informal activities. As a result, many older pupils have sound translanguaging skills and develop as competent and confident bilingual learners.</i></p> <p><i>Teachers plan a wide range of challenging activities to develop a very good awareness and appreciation of Welsh history, culture, and traditions among most pupils."</i></p> <p>The proposal to transfer pupils to Ysgol Y Dderwen may have a positive impact on pupils' Welsh language progression due to pupils being taught with a cohort of pupils of a similar age.</p> <p>One of the Ysgol Y Dderwen's strengths is the way in which most pupils communicate to a high standard in Welsh.</p>			
<p>After-school and enrichment opportunities (Welsh-medium / bilingual)</p>	<p>Ysgol Y Fro</p> <p>Ysgol Y Fro state that it actively promotes the Welsh language through school events and informal activities.</p>	<p>Positive</p>	<p>Active promotion of, and supported access to, Ysgol Y Dderwen's Welsh-medium and bilingual after-school and enrichment provision, including</p>	<p>Positive</p>

The school offers an after-school club once a week.

Ysgol Y Dderwen

The Welsh language is central to the values of Ysgol y Dderwen and likewise to the values of Clwb y Mes – the school’s care club. Here, pupils have the opportunity to chat in Welsh with their friends before and after school, and as it is mainly school staff who work in the Club, this aspect is reinforced in a completely natural way and as an extension of the school’s tone and ethos. In addition to care during term time, a holiday club is held during every school holiday from Monday to Thursday, except the Christmas holidays, again offering opportunities to develop and use the Welsh language.

A very prominent organisation in the context of Ysgol y Dderwen is the Urdd. Our pupils are given a wide range of experiences through participating in the movement’s sporting, eisteddfod, and cultural competitions and activities. In Years 4–6, our pupils also can go on residential courses to Urdd centres across Wales – Cardiff, Llangrannog and Glan llyn. After-school sports clubs, under the care of the Urdd, are also held regularly on the school grounds throughout the year.

Urdd cultural and sporting activities, clubs, holiday provision, and childcare, to encourage participation by pupils transferring from Ysgol Y Fro.

Planned induction and familiarisation activities to enable pupils to join after-school clubs and enrichment opportunities gradually and confidently, supported by staff and peers, ensuring sustained engagement following transition.

Clear bilingual communication with parents and carers outlining the range of after-school and enrichment opportunities available, supporting informed engagement and participation beyond the school day.

Use of enrichment activities as authentic contexts for Welsh language use, reinforcing informal and social use of Welsh through sport, music, performance, and collaborative activities.

Ongoing partnership working with the Urdd and other Welsh-language organisations to

	<p>Ysgol Y Dderwen is in the process of welcoming Cylch Meithrin Cae rfyrdin, with the aim that they will hold morning, afternoon, and all-day sessions that will lead to wrap-around care for the school's younger children.</p> <p>The school is also consistently represented within the community in activities such as the Gŵyl Canol Dre, musical concerts, and visits to residential care homes, which again offer pupils opportunities to develop their Welsh.</p>		<p>ensure continued access to high-quality cultural, sporting, and social opportunities through the medium of Welsh.</p>	
<p>Community opportunities (support for parents/carers and wider community)</p>	<p>Ysgol Y Fro</p> <p>Ysgol Y Fro state that it encourages pupils to share and use Welsh with their families at home, helping parents learn alongside them in a natural, engaging way.</p> <p>The school does not offer formal Welsh lessons for parents.</p> <p>The school is proud of its strong local connections. Close links exist with the local Church and the Village Welfare Society, where the school have a parcel of land to grow fruit and vegetables.</p> <p>The school also work closely with the local Church, farms, honey producers, and the bowls club.</p> <p>The school community is committed to supporting good causes, regularly</p>	<p>Neutral</p>	<p>Provide Family Welsh sessions.</p> <p>Work in partnership with local community organisations, Menter Iaith, Urdd and support services to extend Welsh-language opportunities beyond the school setting and in the Llangyndeyrn community.</p> <p>Planned transition and engagement activities to introduce pupils, parents and guardians from the Ysgol Y Fro community to Ysgol Y Dderwen's established programme of community events, partnerships and Welsh-medium activities, supporting confidence and continuity of</p>	<p>Neutral</p>

	<p>raising money for charities such as Macmillan, with excellent support from parents and the wider community.</p> <p>The school actively promote the Welsh language through school events and informal activities. Children are encouraged to share and use Welsh with their families at home, helping parents learn alongside them in a natural, engaging way. While the school does not offer formal Welsh lessons for parents, this approach supports and strengthens the use of Welsh within the community.</p> <p>Ysgol Y Dderwen:</p> <p>Ysgol Y Dderwen state that it has strong links with the community to support the school's provision and experiences offered to pupils.</p> <p>Pupils would receive opportunities to benefit from community engagement to support curricular and extra-curricular activities.</p> <p>If implemented, the closure of Ysgol Y Fro may result in a reduction in the visibility of Welsh-medium educational activity within the village of Llangyndeyrn and may disrupt some locally based Welsh-language social and community activities that have historically been centered around the school. Given the school's role as a focal point for informal and intergenerational Welsh language use, particularly in a</p>	<p>engagement through Welsh.</p> <p>Clear bilingual communication with parents and guardians outlining available community-based opportunities, volunteering roles and events linked to Ysgol Y Dderwen, enabling families to engage meaningfully with Welsh-medium provision beyond the school day.</p> <p>Sustaining links, where practicable, with community organisations, faith groups and local partners previously engaged with Ysgol Y Fro, to support continued opportunities for Welsh language use within the wider community.</p> <p>Encouragement of parental and community involvement in school-based activities at Ysgol Y Dderwen, including cultural events, performances, and charitable activities, strengthening inter-generational use of Welsh in social and community contexts.</p> <p>Ongoing partnership working with local Welsh-language organisations and</p>	
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	<p>rural context, there is potential for short-term adverse impacts on opportunities to use Welsh within the immediate community.</p> <p>These impacts are not considered inevitable or irreversible but reflect risks identified through consultation that require active mitigation and ongoing monitoring.</p>		<p>networks to maximise opportunities for pupils and families to use Welsh beyond the school setting and to reinforce Welsh language visibility within the wider community.</p>	
<p>Alignment with WESP and Welsh Government School Organisation Code</p>	<p>The proposal aligns with Carmarthenshire’s Welsh in Education Strategic Plan (WESP) by maintaining Welsh-medium (Category 3) provision and supporting the sustainability and quality of Welsh-medium education within a viable school setting.</p> <p>It is consistent with the Welsh Government School Organisation Code, which requires local authorities to consider the impact of proposals on the Welsh language and to secure effective, efficient, and sustainable provision.</p> <p>The proposal retains access to Welsh-medium education locally while supporting improved educational outcomes and opportunities to use Welsh formally and informally, with no adverse effect on the Authority’s ability to meet its WESP objectives.</p>	<p>Neutral</p>	<p>Ongoing monitoring through Carmarthenshire County Council’s Welsh in Education Strategic Plan (WESP) reporting and review arrangements to ensure the proposal continues to support strategic objectives for Welsh-medium education and opportunities to use Welsh.</p> <p>Use of self-evaluation and school improvement planning at Ysgol Y Dderwen to monitor Welsh language standards, provision, and informal language use, ensuring alignment with WESP priorities and the expectations of the School Organisation Code.</p> <p>Maintaining Category 3 Welsh-medium provision, ensuring Welsh remains the primary language of teaching, learning and day-to-day school life, in line with local and</p>	<p>Neutral</p>

		<p>national policy requirements.</p> <p>Continued engagement with Welsh Government guidance and the School Organisation Code throughout implementation, using evidence to inform decision-making and any future planning relating to Welsh-medium provision.</p> <p>Clear bilingual communication and engagement with parents, guardians, and stakeholders throughout the process, reinforcing confidence in Welsh-medium education and supporting informed parental choice, in line with statutory requirements.</p> <p>Provide targeted support and monitoring for learners with ALN to ensure Welsh language development is appropriately supported.</p> <p>Offer family Welsh engagement sessions to increase confidence and use of Welsh beyond the classroom.</p> <p>Work in partnership with Menter Iaith, the Urdd and community providers to extend</p>	
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			opportunities for social use of Welsh.	
<p>Treating the Welsh language no less favorably than English</p> <p>This requirement aligns directly with the Service Delivery Standards (Standards 1–83), which require that all public-facing services and communications are available in Welsh and English to an equal standard.</p>	<p>The proposal ensures that Welsh is treated no less favourably than English, in line with the Welsh Language Standards (No.1) Regulations 2015, particularly the Service Delivery Standards (Standards 1–83).</p> <p>All public-facing services, communications and engagement relating to the proposal will be available in Welsh and English to an equal standard, including consultation materials and information for parents and carers.</p> <p>The Local Authority and the school will continue to provide responses in the language of choice and actively promote the visibility and use of Welsh in service delivery.</p>	Positive	<p>Provide a child-friendly version of the consultation document that is clear, accessible, and age-appropriate, supporting children and young people to understand the proposal in a meaningful way.</p> <p>Ensure the child-friendly version is available in Welsh and English, treating both languages equally and supporting pupils’ language preferences.</p> <p>Use simple language, visuals, and familiar contexts to encourage engagement and enable learners to express their views confidently.</p> <p>Facilitate opportunities for pupils to discuss the proposal in Welsh, supporting the use of Welsh in participatory and democratic processes.</p> <p>Incorporate feedback gathered from children and young people into the consultation process, ensuring their views are given consideration.</p>	Positive

5. Welsh Language Standards (Table 2)

This assessment considers the impact of the proposal against the Welsh Language Standards (No.1 Regulations 2015), including the Policy-making Standards (88–93), Service Delivery Standards (1–83), and Operational Standards (127–135).

Requirement	Does the proposal impact these Standards?	What evidence has been used to support this view?	Positive/Negative impacts
<p>Opportunities for people to use the Welsh language</p>	<p>Yes – positive impact.</p> <p>The proposal is assessed as having a positive impact on opportunities for persons to use the Welsh language. While Welsh-medium (Category 3) provision is retained, the transfer to Ysgol Y Dderwen would place pupils within a larger and more sustainable Welsh-language environment, increasing day-to-day opportunities to use Welsh both formally in learning and informally through social interaction, enrichment activities, and community engagement.</p> <p>The range of Welsh-medium extracurricular, cultural, and community-based opportunities available at the receiving school further strengthens opportunities for pupils and families to use Welsh in meaningful, real-life contexts, aligning with the intent of the Welsh Language Standards (No.1) Regulations 2015.</p>	<p>Ysgol Y Fro consultation document, which sets out the proposal to transfer pupils to Ysgol Y Dderwen, confirming that Welsh-medium (Category 3) provision will be retained and that pupils will continue to receive education through the medium of Welsh in a sustainable school environment.</p> <p>Welsh Language Impact Assessment, which identifies that the receiving school offers a range of Welsh-medium informal, extracurricular, cultural, and community-based opportunities.</p> <p>Estyn inspection evidence for both schools, indicating that Welsh is used as the principal language of teaching and communication and that pupils develop</p>	<p>Positive impacts:</p> <p>The proposal increases opportunities for pupils to use Welsh through access to a larger Welsh-speaking peer group and a range of Welsh-medium curricular, extracurricular, cultural and community activities at Ysgol Y Dderwen.</p> <p>Increased participation in Urdd activities, enrichment provision and community engagement provides more frequent and authentic contexts for using Welsh informally and socially beyond the classroom, supporting confidence, fluency, and positive language attitudes.</p> <p>Negative impacts:</p> <p>No significant negative impacts have been identified. Any potential short-term challenges associated with transitioning to a new school environment can be mitigated through planned induction, pastoral support, and clear communication, ensuring continuity of Welsh</p>

		<p>Welsh language skills within a Welsh-medium setting, with greater opportunities for peer interaction and progression in a larger school context.</p> <p>Information on after-school, cultural and community provision at Ysgol Y Dderwen, including regular participation in Urdd cultural and sporting activities, music provision, and community engagement, all of which provide opportunities to use Welsh beyond the classroom.</p> <p>Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) 2022–2032, which emphasises the importance of sustaining Welsh-medium provision and increasing opportunities for learners to use Welsh in both formal and informal contexts.</p>	<p>language use and progression.</p>
<p>Treating Welsh no less favourably than English</p>	<p>Yes – neutral impact.</p> <p>The proposal engages the Welsh Language Standards but does not disadvantage</p>	<p>The statutory consultation documentation for Ysgol Y Fro, which confirms bilingual provision of consultation</p>	<p>Positive impacts:</p> <p>The proposal safeguards linguistic equality by maintaining Welsh-medium education and ensuring full compliance with the Service Delivery Standards,</p>

	<p>the Welsh language when compared with English.</p> <p>Welsh-medium (Category 3) provision is maintained, and all public-facing services and communications relating to the proposal continue to be available in Welsh and English to an equal standard, in accordance with the Service Delivery Standards (1–83).</p>	<p>materials and engagement throughout the process.</p> <p>The Welsh Language Impact Assessment, which identifies continued compliance with the Welsh Language Standards and the maintenance of Welsh-medium education.</p> <p>Local Authority Welsh Language Standards compliance arrangements, ensuring public-facing communications, correspondence and responses are provided in the language of choice.</p> <p>School language categorisation information, confirming that the receiving school operates as a Category 3 Welsh-medium school where Welsh is the main language of teaching, learning and communication.</p>	<p>reinforcing the equal status, visibility, and availability of Welsh alongside English in all public-facing services and communications.</p> <p>Negative impacts: No negative impacts have been identified. The proposal does not reduce access to Welsh-language services or opportunities, nor does it accord preferential treatment to English over Welsh.</p>
<p>Policy Making Standards – due regard to the Welsh language</p>	<p>Yes – positive impact.</p> <p>The proposal directly engages the Policy Making Standards (Standards 88–</p>	<p>The statutory consultation document for Ysgol Y Fro, which includes an explicit assessment of the impact of the</p>	<p>Positive impacts: The proposal demonstrates due regard to the Welsh language by embedding Welsh language</p>

	<p>93) as it requires explicit consideration of the effects on the Welsh language.</p> <p>A Welsh Language Impact Assessment has been undertaken at the proposal stage, demonstrating due regard to the Welsh language by identifying potential impacts, assessing opportunities to enhance Welsh language use, and identifying mitigation measures where appropriate.</p>	<p>proposal on Welsh-medium education and the Welsh language.</p> <p>The Welsh Language Impact Assessment, which systematically evaluates impacts on Welsh language use, provision, and community engagement.</p> <p>Welsh language categorisation information confirming that both the closing and receiving schools operate as Category 3 Welsh-medium schools.</p> <p>Alignment with Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032, which provides the strategic framework informing the proposal.</p> <p>Compliance with the Welsh Government School Organisation Code (Wales), which requires local authorities to give due regard to the Welsh language when developing school organisation proposals.</p>	<p>considerations throughout policy development, consultation, and decision-making processes.</p> <p>It safeguards Welsh-medium provision, identifies opportunities to enhance informal and social use of Welsh, and aligns with local and national Welsh language policy objectives.</p> <p>Negative impacts: No negative impacts have been identified in relation to the Policy Making Standards.</p> <p>The consideration of Welsh language impacts at an early stage mitigates the risk of unintended adverse effects and supports compliance with statutory requirements.</p>
<p>Service Delivery Standards –</p>	<p>Yes – neutral impact.</p> <p>The proposal engages the</p>	<p>The statutory consultation document for Ysgol Y</p>	<p>Positive impacts: The proposal maintains full compliance with the</p>

<p>public-facing services in Welsh</p>	<p>Service Delivery Standards (Standards 1–83) but does not disadvantage the Welsh language in comparison with English.</p> <p>All public-facing services, communications and engagement activities relating to the proposal will continue to be provided in Welsh and English to an equal standard.</p>	<p>Fro, which confirms that consultation materials and engagement are provided bilingually and that individuals may communicate and receive responses in their language of choice.</p> <p>The Welsh Language Impact Assessment, which confirms continued compliance with the Welsh Language Standards and bilingual service delivery arrangements.</p> <p>Carmarthenshire County Council's Welsh Language Standards compliance framework, which ensures that all public-facing services, correspondence, and information are available in Welsh and English to an equal standard.</p> <p>School language categorisation information, confirming that the receiving school operates as a Category 3 Welsh-medium school where Welsh is the</p>	<p>Service Delivery Standards, ensuring the continued availability, visibility, and equal treatment of Welsh in all public-facing services and communications, reinforcing Welsh as a normal and accessible language for engagement.</p> <p>Negative impacts: No negative impacts have been identified. The proposal does not reduce access to Welsh-language services, information, or engagement opportunities, nor does it favour English over Welsh.</p>
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		primary language of communication.	
Operational Standards – internal use of Welsh by staff	<p>Yes – neutral impact.</p> <p>The proposal engages the Operational Standards (Standards 127–135) and is not expected to have an adverse effect on the internal use of Welsh by staff.</p> <p>The receiving school, Ysgol Y Dderwen, operates as a Category 3 Welsh-medium school where Welsh is the primary language of professional communication, supporting compliance with the Operational Standards and offering scope to strengthen day-to-day internal use of Welsh.</p>	<p>School language categorisation and operational practice, confirming that Ysgol Y Dderwen is a Category 3 Welsh-medium school where Welsh is the main language of teaching, learning and internal communication.</p> <p>The Welsh Language Impact Assessment, which identifies continued Welsh-medium operation and internal use of Welsh within the receiving school.</p> <p>Local Authority workforce and Welsh language compliance arrangements, which support staff to use Welsh in internal communications and access Welsh language development where required.</p>	<p>Positive impacts:</p> <p>Staff will work within a fully Welsh-medium environment that normalises and reinforces the internal use of Welsh across professional communication, collaboration, and school life, with access to wider peer support and established Welsh-language practices.</p> <p>Negative impacts:</p> <p>No significant negative impacts have been identified.</p> <p>Any short-term adjustment associated with staffing or transition can be mitigated through existing support arrangements and ongoing professional development.</p>

6. Community Linguistic Context

Census 2021 data demonstrate wider decline in Welsh language ability across Carmarthenshire. Welsh-medium schools therefore play a critical role in supporting language transmission. The proposal maintains Welsh-medium provision locally and supports resilience of the Welsh language through consolidated provision at Ysgol Y Dderwen.

Linguistic Profile of Llangyndeyrn, Carmarthen town, and surrounding areas.

Carmarthen town and the Llangyndeyrn area are situated within a mixed urban and rural context in Carmarthenshire and, in line with wider county-wide patterns identified in Census 2021 data, have experienced a decline in Welsh language ability in recent years, particularly among children and young people.

While Carmarthenshire as a whole retains a strong Welsh linguistic heritage, variations exist between communities. Urban centres such as Carmarthen town typically demonstrate lower proportions of Welsh speakers than surrounding rural areas, reflecting demographic change, population mobility, and the influence of English-dominant social and economic environments. In contrast, areas such as Llangyndeyrn continue to demonstrate comparatively stronger Welsh language use, although these communities are also subject to increasing linguistic pressures.

Across both Carmarthen town and Llangyndeyrn, Welsh language use in home and community settings cannot be assumed consistently across all families. Factors such as inward migration, housing development, and changing employment patterns have contributed to a more linguistically diverse population, increasing the importance of structured opportunities for Welsh language acquisition, confidence, and everyday use. As a result, schools play a critical role as stable environments where Welsh can be experienced, developed, and normalised for children regardless of their home language background.

In this context, Welsh-medium schools have a vital function in sustaining Welsh as a living language. Providing high-quality Welsh-medium education within viable and well-resourced school settings supports pupils to develop strong language skills and positive attitudes towards Welsh. Access to wider peer groups, enriched curricular and extracurricular opportunities, and meaningful community engagement further strengthens the likelihood that Welsh is used beyond formal lessons and embedded within pupils' social and cultural lives.

Analysis of Census 2021 data across Carmarthenshire highlights clear variation in Welsh language ability between communities, with rural areas such as Llangyndeyrn generally recording higher levels of Welsh speakers than more urbanised locations such as Carmarthen town. However, neither urban nor rural communities are immune to linguistic vulnerability. This underscores the need for sustainable and forward-looking educational provision that can consistently support Welsh language development and use across generations.

Taken together, this evidence demonstrates that the linguistic environment in and around Carmarthen town and Llangyndeyrn requires continued and proactive support to maintain and strengthen opportunities to use Welsh. The proposal therefore has a key role in reinforcing Welsh as a living language through education, supporting families, and contributing to the long-term resilience of Welsh within both urban and rural communities, in line with the objectives of Carmarthenshire's Welsh in Education Strategic Plan and the national ambition of Cymraeg 2050.

7. Risks and Mitigation

Risk	Mitigation
<p>Short-term reduction in informal use of Welsh among pupils during transition</p>	<p>Planned transition arrangements, including induction visits, joint activities, and peer support, to help pupils from Ysgol Y Fro build confidence using Welsh within a larger school community. Clear expectations for Welsh language use embedded in daily routines at Ysgol Y Dderwen and supported through pastoral care during the transition period.</p>
<p>Disruption to pupils' confidence in using Welsh socially when transferring from a rural school to a larger town-based school environment</p>	<p>Continued emphasis on Welsh as the main language of communication at Ysgol Y Dderwen, with staff modelling high-quality Welsh consistently and encouraging inclusive participation in classroom and social activities.</p>
<p>Loss of some locally based Welsh-medium community activities previously centred around Ysgol Y Fro</p>	<p>Engagement with community venues, organisations, and faith groups in the Llangyndeyrn area where practicable, alongside clear communication to support families in maintaining community participation through alternative local provision and wider school-based opportunities linked to Ysgol Y Dderwen.</p>
<p>Reduced visibility of Welsh within the Llangyndeyrn community following the closure of the local school</p>	<p>Reinforcement that Welsh-medium (Category 3) education is being retained and strengthened through access to a sustainable Welsh-medium school in Carmarthen, supporting Welsh language use in education, enrichment, and community engagement.</p> <p>Increased partnership working with the Menter Iaith, Urdd and other local Welsh-language providers.</p>
<p>Variable engagement of parents and carers with Welsh-medium school and community activities following transfer to a town-based school</p>	<p>Clear, accessible bilingual communication outlining opportunities for parental engagement, volunteering and participation in Welsh-medium events, activities, and partnerships at Ysgol Y Dderwen, supporting continued involvement and confidence among families.</p>

<p>Uneven participation in Welsh-medium after-school, cultural or enrichment activities</p>	<p>Supported induction into after-school clubs, Urdd activities, cultural events, and enrichment provision, with encouragement and guidance from staff and peers to ensure activities are inclusive, accessible, and appropriate for pupils transferring from a smaller rural school context.</p>
<p>Perception that closing a rural Welsh-medium school and transferring pupils to a town-based school could weaken Welsh-language transmission locally</p>	<p>Transparent communication with stakeholders explaining how Welsh-medium education, cultural participation, and opportunities to use Welsh will be maintained and enhanced through access to a wider peer group, stronger enrichment provision, and sustained Welsh-medium ethos at the receiving school.</p>
<p>Potential pressure on staff to support continuity of Welsh language provision and pupil wellbeing during transition</p>	<p>Use of formal transition planning processes, collaborative working between Ysgol Y Fro and Ysgol Y Dderwen staff, and access to Local Authority support where required, alongside ongoing monitoring of pupils' Welsh language progression and wellbeing.</p>
<p>Reduced opportunities for inter-generational Welsh language use within the Llangyndeyrn community</p>	<p>Encouragement of continued engagement with local community events, faith-based activities, and initiatives in the Llangyndeyrn area that provide intergenerational Welsh-language opportunities, alongside promoting participation in wider community and cultural events linked to Ysgol Y Dderwen. Increased links with the Menter Iaith, Urdd and other local providers.</p>
<p>Loss of informal Welsh language contact points previously associated with the physical Ysgol Y Fro school building</p>	<p>Support for continued use of alternative community venues and shared spaces within the Llangyndeyrn area for Welsh-medium activities where appropriate, reducing reliance on the former school site alone.</p>
<p>Risk that Welsh language use becomes concentrated within the school setting rather than extending into the wider community</p>	<p>Strengthening links between Ysgol Y Dderwen and community organisations, early-years provision, cultural groups, and Welsh-language partners to extend Welsh language use beyond the school environment, including increased partnership working with the Menter Iaith and the Urdd.</p>

8. Monitoring and Evaluation

Mitigation actions identified in this WLIA will be monitored through established Local Authority and school improvement processes and consultation feedback, with adjustments made where necessary to maximise positive impact on the Welsh language.

Ongoing monitoring will ensure continued compliance with the Welsh Language Standards, including the Policy-making Standards (88–93), Service Delivery Standards (1–83) and Operational Standards (127–135), as required of the local authority.

9. Continuous Improvement Mechanisms

This proposal demonstrates clear due regard to the Welsh Government’s School Organisation Code and the Welsh Language Standards, and the local authority will monitor Welsh-language outcomes throughout design, construction, and operation, reviewing evidence annually and refining actions so that Welsh is consistently promoted and treated no less favourably than English.

10. Conclusion and Summary

The proposal to close Ysgol Y Fro with the transfer of pupils to Ysgol Y Dderwen has been assessed in terms of its effects on the Welsh language. Welsh-medium education provision will be maintained, with opportunities to support and strengthen Welsh language use through effective mitigation. The proposal aligns with Carmarthenshire’s Welsh in Education Strategic Plan and the ambitions of Cymraeg 2050 by safeguarding access to education through the medium of Welsh and supports the continued development of Welsh language skills among children and young people.

This WLIA will be reviewed at key stages of the statutory process, including following consultation and prior to determination, to ensure that any emerging issues or feedback are fully considered.