

Proposal to amend the Welsh language provision at Ysgol Bro Banw

Consultation Document



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Welcome to this consultation document regarding proposed amendments to the language provision at Ysgol Bro Banw.

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

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

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

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

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

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

E-mail: wesp@carmarthenshire.gov.uk

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

Glossary of Abbreviations

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

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



Consultation on amending the Welsh Language provision at Ysgol Bro Banw

Foreword

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

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

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

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

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

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

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

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

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

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

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

Owain Lloyd
Director of Education and Leisure
Carmarthenshire County Council

Executive Summary

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

Purpose of this consultation

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

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

Current situation (Status Quo)

Ysgol Bro Banw currently provides a mixed language model. Most classes are Primarily English, Partly Welsh (Category 1), with two Primarily Welsh (Category 3) classes. This means children follow different language pathways from an early age.

While this model has worked for some families, it does not provide a consistent Welsh language pathway across the school, particularly in the early years. Evidence from Estyn and Welsh Government shows that early Welsh language immersion is the most effective way to support the development of confident bilingual learners.

The proposal

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

- **Foundation Learning (Nursery to Year 2)** would become **Primarily Welsh (Category 3)** for all pupils.
- From **Year 3 onwards**, parents would be able to choose one of two pathways:
 - **Primarily Welsh (Category 3)**, or
 - **Dual Language (Category 2)**.
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Nursery in **September 2027**.
- **Pupils currently on roll** would continue their education without disruption, as changes would apply only to new year groups as they enter the school.
- There would be no change to the language provision delivered by the specialist bases located at the school.

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

Why this change is being considered

The proposal supports:

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

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

Benefits of bilingual education

Research shows that bilingual education:

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

How to respond to the consultation

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

You can share your views by:

- Completing an online SNAP survey:
https://carmarthenshire.welcomesyourfeedback.net/Ysgol_Bro_Banw
- Completing the response form in **Appendix A**
- Sending a written response by e-mail or post (details are provided on Page 40)

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

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

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

Consultation on amending the Welsh Language provision at Ysgol Bro Banw

1. Definition of school language categories

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

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

Primarily Welsh (Category 3):

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

Dual Language (Category 2):

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

Primarily English, Partly Welsh (Category 1):

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

2. Introduction / Background / Rationale for Change

2.0 Current provision / Status Quo / Background

Ysgol Bro Banw is a community primary school in the town of Ammanford, providing education for pupils aged 3–11 across its infant and junior sites. The school's current language provision is Primarily English, Partly Welsh (Category 1) in most classes, alongside two Primarily Welsh (Category 3) classes, one in Foundation Learning and one for Years 3-6.

Ysgol Bro Banw serves the town and its surrounding community, offering full primary-phase education, and sits within a wider catchment area that includes several other primary schools, giving families access to a range of educational provision within Carmarthenshire.

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

2.1 The Proposal

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

- **Foundation Learning (Nursery to Year 2)** would become **Primarily Welsh (Category 3)** for all pupils.
- From **Year 3 onwards**, parents would be able to choose one of two pathways:
 - **Primarily Welsh (Category 3)**, or
 - **Dual Language (Category 2)**.
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Nursery in **September 2027**.
- **Pupils currently on roll** would continue their education without disruption, as changes would apply only to new year groups as they enter the school.
- There would be no change to the language provision delivered by the specialist bases located at the school.

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

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

Advantages	Disadvantages
All pupils would receive full Welsh language immersion (Category 3) from Nursery to Year 2, which research shows leads to stronger long-term bilingual outcomes.	The proposed change alters an established choice of language pathway.
Helps develop learners' confidence and competence in Welsh at an early stage, regardless of chosen pathway later.	Is not aligned with current national and local policy expectations regarding the expansion of Welsh-medium education.
Removes the early split between Category 1 and Category 3, ensuring a consistent linguistic foundation.	The school would continue to operate two pathways from Year 3, requiring appropriate timetabling and staffing arrangements.
Reintroducing two pathways – Primarily Welsh (Category 3) and Dual Language (Category 2) from Year 3 still provides choice, but at a point where pupils already have a solid Welsh language base.	Only introducing the Dual Language (Category 2) pathway from Year 3 may influence some families' choice of school.
The dual-language pathway may be more attractive to families who currently choose Category 1.	Some pupils would experience an additional transition point compared to the current model, where pathways are selected at entry.
A universal Welsh-medium start may lead more families to continue in the Primarily Welsh (Category 3) stream beyond Year 2.	The removal of a Category 1 pathway in the Foundation Learning may be interpreted as reducing English language opportunities.
One Foundation Learning model simplifies staffing and curriculum planning for Nursery to Year 2.	May increase pressure on staff recruitment, training and workforce capacity to deliver high-quality Welsh-medium provision in the early years.
Aligns more closely with national and local policy expectations to increase Welsh-medium education and improve learner outcomes.	Implementation may involve additional short-term costs related to staffing, professional learning and teaching resources.
Supports workforce development by enabling capacity to be built gradually alongside implementation.	

2.3 Risks and Counter Measures

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

These are outlined below, along with suggested mitigating actions:

Risk	Inherent Risk Rating	Mitigating Actions	Residual Risk Rating
Some parents or guardians may wish to consider other schooling options as Welsh-medium provision is developed or expanded.	Medium	• Change to be phased in to minimise the impact on current pupils • Ongoing engagement with parents and guardians • Clear, timely and accessible communication • Clear reassurance regarding learner support, including specific consideration of inclusion and additional learning needs (ALN) • Provision of clear information about progression and language pathways • Monitoring of pupil movement and admissions trends to identify and respond to any emerging issues at an early stage • Close collaboration between the school and the local authority to support effective planning, capacity management and implementation • Clear communication of educational benefits and learner outcomes • Clear information on admissions, transport and catchment arrangements • Ongoing review and evaluation of implementation and impact	Low
Some parents or guardians may consider alternative	Medium	• Early, clear and ongoing engagement with parents and guardians.	Low

schooling options, which could affect pupil numbers at Ysgol Bro Banw and have implications for funding and surplus places.		• Phased, cohort-by-cohort introduction of changes, • Clear, accessible communication • Promotional campaign to help parents understand the benefits of a bilingual education and the support available, e.g. Trochi / language immersion • Reassurance regarding learner support, including provision for inclusion and additional learning needs (ALN) • Promotion of the educational, linguistic and long-term benefits • Monitoring of pupil numbers, admissions patterns and surplus places • Close collaboration between Ysgol Bro Banw and the Local Authority • Regular review of implementation and impact • Consideration of broader school improvement and community engagement initiatives	
Inclusion and ALN provision	Medium	• Early identification and planning for ALN provision • Targeted professional learning for staff • Close collaboration between the school, local authority ALN services and external specialists • Regular review of learner progress and support arrangements • Clear communication with parents and guardians of learners with ALN	Low

		• Transparent reporting to governors and the local authority	
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2.4 Rationale for Change

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

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

Ysgol Bro Banw currently offers a mixture of language provision, with most classes operating as Primarily English, Partly Welsh (Category 1), and two classes providing Primarily Welsh education (Category 3). While this reflects historical patterns of provision, this mixed model does not provide a consistent linguistic pathway for pupils across the school and limits opportunities for early immersion, despite early immersion being widely recognised as the most effective and inclusive approach to developing strong bilingualism. Evidence from Estyn and Welsh Government shows that learners educated primarily through the medium of Welsh achieve the same, and often higher, standards in English while also benefiting from the wider cognitive and educational advantages of bilingual learning.

Amending the school's language provision will establish a clearer, more coherent progression for pupils and better reflect the county's long-term bilingual vision. Moving Foundation Learning to a Primarily Welsh (Category 3) model for Nursery to Year 2 will ensure that all pupils benefit from early Welsh language immersion at a stage when children naturally acquire languages through play, routine and interaction, giving them the strongest possible foundation in both languages.

From Year 3 onwards, the introduction of two clearly defined pathways – Primarily Welsh (Category 3), and Dual Language (Category 2), will provide appropriate choice for families while maintaining a structured and sustainable approach to bilingual development.

This aligns with the local secondary school, Ysgol Dyffryn Aman, which is categorised as a Transitional Category 3 (T3) school and has ambitions to become a Category 3 Primarily

Welsh school over time. Ensuring alignment between primary and secondary provision supports continuity and confidence for learners as they progress through their education.

Implementing these changes on a phased, year-by-year basis, beginning with Nursery in September 2027, would allow the school to plan effectively, build staff capacity, and ensure continuity for learners. A gradual transition provides stability for learners, reassurance for families and time for staff to build confidence and expertise in delivering high-quality Primarily Welsh and Dual Language provision.

Census 2021 data highlight a decline in Welsh language use among children and young people in parts of Carmarthenshire, including the Ammanford area, reinforcing the importance of strengthening schools' roles in providing consistent, high-quality Welsh language experiences for pupils and families.

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

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

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

- **Outcome 1-** More nursery children / three-year olds receive their education through the medium of Welsh
- **Outcome 2-** More reception class children / five-year olds receive their education through the medium of Welsh
- **Outcome 3-** More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another
- **Outcome 4-** More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
- **Outcome 5-** More opportunities for learners to use Welsh in different contexts in school
- **Outcome 6-** An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN)
- **Outcome 7-** Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

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

3. Early Welsh Language Immersion

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

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

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

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

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

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

International research, including large-scale evaluations by organisations such as the RAND Corporation, shows that dual-language immersion programmes **improve reading and mathematics** outcomes. Additional studies show that bilingual education enhances **executive functioning, problem-solving and cognitive flexibility**, contributing to improved academic performance across subjects (OECD, 2024). A systematic review of

early years dual-language programmes reports consistent benefits in **language, literacy and numeracy**, alongside strong parental support (UNESCO, 2025).

Young children do not learn languages in the same way as adults, they absorb them naturally through exposure, routine and meaningful interaction. The evidence above shows that early immersion strengthens both cognitive development and academic outcomes, making the early years the most effective time to establish bilingual foundations. Introducing Welsh-medium immersion in the Foundation Learning will therefore give pupils a secure linguistic and cognitive base for future learning.

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

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

4. Bilingualism

4.0 The benefits of being bilingual

What does being bilingual mean?

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

Education

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

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

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

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

Career

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

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

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

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

Health

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

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

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

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

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

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

Life

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

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

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

Belonging, Welsh Culture & Heritage

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

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

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

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

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

4.1 Bilingualism in Carmarthenshire

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

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

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

4.2 Further information about bilingualism:

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

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

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

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

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

Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh

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

5. The Consultation Process

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

5.0 Who will be consulted?

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

Parents, guardians, and guardians of:

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

School staff and leadership:

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

Local Authorities and government:

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

Community and representative groups:

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

Early Years and ALN provision:

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

Consultation with Pupils

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

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

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

5.1 The Statutory process

Consultation Period

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

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

Consultation

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

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

Considering your views

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

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

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

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

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

5.2 Statutory Notice

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

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

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

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

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

5.3 Determination

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

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

5.4 The Statutory Process Timeline

The statutory process and timeline will be as follows:

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

	The final decision on whether to implement the proposal will be made.
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6. School subject to proposal

6.0 School Information and Data

	Ysgol Bro Banw	
School Location	Infant Department Walter Road, Ammanford, SA18 2NF Junior Department & ALN Unit, High Street Ammanford, SA18 2NS	
Age Range	Ages 3-11	
School Category (Community (C), Voluntary Aided (VA), Voluntary Controlled (VC))	Community	
Admission Number	64	
Language Category	3 & 1	
Number of Registered Pupils (PLASC 2026)	Nursery Age	9
	Reception – Y.6	419
	Total	428
Number of pupils previously on the register (including Nursery) (PLASC)	January 2025	441
	January 2024	448
	January 2023	487
	January 2022	493
Pupil Projections (excluding Nursery) (2025)	January 2027	352
	January 2028	333
	January 2029	321
	January 2030	317
Nursery Capacity 2025-2026	25	
Reception – Y6 Capacity 2025-2026	450	
Total Capacity 2025- 2026	475	
Nursery Capacity 2026-2027	25	
Reception – Y6 Capacity 2026-2027	421	

Total Capacity 2026-2027	446
Cost per pupil 2025 - 2026	£8,110
School Budget 2025 - 2026)	£3,584,546
Cost per pupil 2026-2027	£8,773
School Budget 2026-2027	£3,755,019
Latest Estyn Inspection Report	Inspection report Ysgol Bro Banw Community Primary School 2024
Building Condition Category (Latest)	B
Building Suitability (Latest)	A

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

7. Advantages and Disadvantages of the proposal

7.0 Alternative Options Considered

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

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

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

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

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

While this option offers a gradual approach to strengthening Welsh language provision and builds on existing arrangements, it may not provide the same level of clarity, consistency or pace of change as a formal alteration to the school's language category. The reliance on incremental changes within the existing structure could result in variation in learners' experiences and less clearly defined progression pathways. There is also a possibility that this approach may not fully achieve longer-term strategic objectives set out in national and local policy within the same timeframe, particularly in relation to early immersion and sustained Welsh language development.

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

Option 2 – Retain the current Primarily Welsh (Category 3) and Primarily English, Partly Welsh (Category 1) categorisation, while setting out a planned approach to:

- gradually increase the proportion of the curriculum delivered through the medium of Welsh in the Primarily English, Partly Welsh (Category 1) stream to up to 49% over time; and
- increase the number of Primarily Welsh (Category 3) classes as capacity and demand grow.

While this option supports a gradual progression in Welsh language provision and builds on existing practice, it may not deliver the same level of consistency or clearly defined progression across the school compared to a formal change in language category. The continued use of dual categories may result in variation in learners' experiences and may make it more difficult for parents and guardians to understand the long-term language pathway. In addition, the incremental nature of the approach may limit the pace at which

strategic objectives for Welsh-medium education are realised, particularly in relation to early immersion and sustained progression.

Advantages	Disadvantages
No statutory or regulatory process required, avoiding additional administrative burden.	Does not strengthen early Welsh-language immersion during the Foundation Learning phase.
Strengthens Welsh language provision across the school while retaining the existing language categories (Category 1 and Category 3).	Retaining the current language categories may result in slower growth in Welsh medium education.
Increases the proportion of teaching delivered through the medium of Welsh within the Category 1 stream, up to 49% of the curriculum over time on a gradual basis.	May lead to variation in learners' Welsh-language experiences within the Category 1 stream as changes are introduced.
Enables a potential incremental expansion of Welsh-medium classes within the Category 3 stream, building on existing provision and staff expertise.	Does not provide the same level of clarity or certainty for parents and guardians as a formal change to the school's language category.
Supports workforce development by gradually increasing Welsh-medium teaching responsibilities and capacity over time.	Incremental changes may not deliver the longer-term aims and ambitions set out in the County's Welsh in Education Strategic Plan (WESP).
	Managing increased Welsh-medium provision across two streams may place additional demands on leadership, staffing and timetabling.
	Progress may be less clearly defined than under a formal change to the school's language category.

Option 3 – Amend the Welsh language provision in Foundation Learning to Primarily Welsh (Category 3) for Nursery to Year 2, introducing a dual language pathway, Primarily Welsh (Category 3) and Dual Language (Category 2) from Year 3 onwards. This model would provide an option of either a Primarily Welsh or a Dual Language stream from Year 3 onwards.

While this option provides a clear and structured model for strengthening Welsh language provision, it represents a change from the current arrangements and may be perceived as altering the nature and timing of language pathway choice for some families. The introduction of a single Welsh-medium approach in Foundation Learning may require adjustment for some families, particularly those less familiar with Welsh-medium education. In addition, successful delivery of the model is dependent on effective workforce planning,

capacity and phased implementation, and will require careful management to ensure consistency of experience and continuity for all learners during the transition.

Advantages	Disadvantages
Strengthens early Welsh-language immersion during the Foundation Learning phase, supporting the development of Welsh-language skills at a critical stage.	Represents a change from current provision for future cohorts.
Aligns more closely with national and local policy expectations to increase Welsh-medium education and improve learner outcomes.	May increase demands on staff recruitment, training and workforce capacity to deliver Welsh medium provision in the Foundation Learning.
Provides a clear and structured progression model, with learners building a strong Welsh-language foundation before choosing a language pathway in Year 3.	May result in short-term financial implications related to staffing, professional learning and teaching resources.
Retains parental choice from Year 3 onwards through distinct Primarily Welsh and Dual Language pathways.	Requires staged implementation planning to maintain continuity and quality of learning as cohorts move through the school.
Helps develop learners' confidence and competence in Welsh at an early stage, regardless of chosen pathway later.	
Supports workforce development by enabling capacity to be built gradually alongside implementation.	

Option 4 – Amend the whole school's Welsh language provision to Primarily Welsh (Category 3) (Foundation Learning & Years 3-6).

While this option provides a clear and consistent Welsh-medium model across the whole school, it represents a more significant departure from current provision and may affect the range of language pathways available to families. In addition, full implementation would rely on sufficient Welsh-medium workforce capacity across all year groups and may present operational and resource challenges, particularly during transition. Careful planning would be required to ensure continuity and maintain the quality of provision as the model is established.

Advantages	Disadvantages
Establishes a clear and consistent Welsh-medium education model across the entire school.	Represents a significant change from current provision.
Strengthens Welsh-language immersion from the early years through to Year 6, supporting the development of confident Welsh speakers.	Requires sufficient Welsh-medium workforce capacity across all year groups over time, including staff training and development.

Aligns strongly with national and local priorities to increase Welsh-medium education and improve learner outcomes.	May result in short-term financial implications related to staffing, professional learning and teaching resources.
Provides clarity and certainty for parents, guardians and learners regarding the school's language provision.	
Supports long-term improvements in Welsh language skills, attainment and use across the school community.	
Removes variation in language provision between year groups, promoting consistency in learners' experiences.	

8. Potential Impact of the Proposal

8.0 Impact on Pupils

i) Pupils currently attending Ysgol Bro Banw

Should the proposal be implemented, the change in the school's language category would be phased in gradually, starting with the Nursery class in September 2027. All pupils currently accessing English-medium provision at Ysgol Bro Banw would be able to continue to access this provision until they leave school. Therefore, it is anticipated that there would be no impact on pupils currently attending Ysgol Bro Banw.

ii) Pupils attending other primary schools in the Ammanford catchment

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

iii) Pupils attending primary schools not in the Ammanford catchment

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

8.1 Impact on Staff

School Workforce Annual Census (SWAC) 2026 – Ysgol Bro Banw Staff Language Competency

A significant proportion of teaching staff at Ysgol Bro Banw demonstrate strong Welsh language skills, with approximately 56% assessed at Higher or Proficient level, and a further 16% at Intermediate level. This indicates that around 72% of teachers are able to deliver, or are close to delivering, through the medium of Welsh.

Within the support staff cohort, Welsh language ability is more varied, with approximately 19% assessed at Higher or Proficient level, while a larger proportion are at Entry level or have no Welsh language skills.

Overall, while there is a strong foundation of Welsh language capacity within the teaching workforce, there remains a cohort of staff, particularly among support staff, who are not yet able to work confidently through the medium of Welsh. The phased introduction of the proposed linguistic delivery model would provide a structured opportunity for staff to develop and strengthen their Welsh language skills, thereby increasing the school's overall capacity to deliver increased Welsh-medium provision.

8.2 Impact on Governance Arrangements

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

8.3 Impact on Quality and Standards in Education

i) Teaching and Learning

Standards and progress overall, of specific groups and in skills

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

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

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

Curriculum Breadth, Balance and Appropriateness

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

Development of Skills

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

ii) Well-being, Care, Support and Guidance

Amending the language provision in the Foundation Learning phase to Primarily Welsh (Category 3) would support the school in strengthening its tracking and monitoring of pupils' progress from the earliest stages of education. Establishing a clear Welsh-language foundation would enable more consistent assessment and planning as pupils progress through the school, including as they move into either the Primarily Welsh or Dual Language pathway from Year 3 onwards.

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

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

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

From Year 3 onwards, the availability of Primarily Welsh and Dual Language pathways would allow pupils to continue their learning in a way that best reflects their language development and needs. Teaching pupils through clearer and more defined language

models would support improved cohesion within classes and year groups, contributing positively to pupils' engagement and well-being.

In classes where bilingual delivery is currently required, moving towards more defined Welsh-medium and dual-language provision would reduce the need for repeated instruction in both Welsh and English. This would enable lessons to proceed at a more appropriate pace, make more effective use of learning time, and support positive attitudes to learning, with associated benefits for pupil well-being.

iii) Leading and Improving

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

It is anticipated that amending the school's language provision would have a positive impact on leadership, management and improvement planning. Establishing Primarily Welsh provision in the Foundation Learning phase, alongside defined language pathways from Year 3 onwards, would support leaders in articulating a clear and coherent educational rationale for curriculum design and progression.

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

Clearer language pathways are expected to support more focused self-evaluation, enabling leaders to plan improvement more effectively across phases.

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

Professional Learning

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

Use of Resources

Implementing the proposed model would support a more efficient use of resources over time, particularly by reducing the need to duplicate provision across different language streams. As Welsh-medium provision is strengthened and embedded incrementally, the

school would be better placed to deploy staffing, learning resources and accommodation more effectively in support of high-quality teaching and learning.

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

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

Curriculum Delivery Across the Foundation Learning and Years 3-6

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

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

8.4 Standards of Education at Ysgol Bro Banw

Estyn Inspection Report, Ysgol Bro Banw, January 2024

Ysgol Bro Banw provides a welcoming, nurturing and inclusive learning environment for pupils. Leaders and staff place the interests of the child at the centre of everything they do, which embodies their vision of 'Encouraging every child to shine'. They provide strong support for pupils who attend the English-medium, Welsh-medium and the specialist teaching provision classes. The innovative and exciting inquiry-based curriculum stimulates pupils' interests and enthusiasm for learning. Although many pupils start school with relatively weak skills, most make strong progress in their learning over time.

Teachers plan rich learning experiences that provide a stimulating and highly engaging curriculum for pupils. This allows pupils to use a range of skills including their numeracy, literacy and thinking skills to solve real-life problems. In addition, the strong emphasis placed on developing pupils' awareness of their '*Cynefin*' or local area and of the history and heritage of Wales, supports pupils learning very effectively.

Although most pupils attending the Welsh-medium classes do not speak the language at home, they make strong progress in their Welsh language skills during their time at the school. However, pupils' Welsh language skills in English medium classes are underdeveloped.

Most younger pupils in the English-medium classes make appropriate progress in using incidental Welsh, particularly during morning welcome sessions. They respond suitably to familiar prompts and questions and join in enthusiastically with songs and rhymes. As pupils move through the school, a majority use a limited range of vocabulary and understand basic words and phrases in class and during Welsh lessons. However, overall, pupils in the English-medium classes do not make enough progress in learning to understand and speak Welsh.

8.5 Impact on other schools

It is not anticipated that implementation of the proposal would have a significant impact on other schools. It is possible that some pupils may choose to access alternative Primarily English, Partly Welsh (Category 1) providers instead of accessing Primarily Welsh (Category 3) or dual language (Category 2) provision at Ysgol Bro Banw. Therefore, it is possible that there may be an increase in pupil numbers at these schools, however the numbers are likely to be relatively small therefore it is not anticipated that the impact would be significant.

8.6 Other considerations / implications

i) Financial Implications

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

There are no capital expenditure requirements associated with this proposal.

ii) Land and Buildings

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

iii) Admissions Arrangements

There will be no change to admission arrangements.

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

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

School Organisation & Admissions

Carmarthenshire County Council
Department of Education & Leisure
County Hall
Carmarthen
SA31 1JP
E-mail: admissions@carmarthenshire.gov.uk

iv) Welsh in Education Strategic Plan (WESP)

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

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

Following full implementation of the proposal, there would be improved Welsh-medium opportunities for learners from attending a fully Welsh-medium Foundation Learning provision, including improved opportunities for pupils to use the Welsh language throughout the school in a Primarily Welsh or Dual Language provision from Year 3.

9. Integrated Impact Assessment (IIA)

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

The Integrated Impact Assessment concludes that the proposal is expected to have an overall positive impact. It identifies benefits in relation to educational outcomes, Welsh language development and long-term learner progression. The assessment also finds that the proposal supports equality, inclusion and well-being, including for learners with Additional Learning Needs (ALN). No significant adverse impacts have been identified, although it notes the importance of careful implementation, monitoring and ongoing support to ensure equitable access for all learners.

10. Welsh Language Impact Assessment (WLIA)

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

The Welsh Language Impact Assessment concludes that the proposal is likely to have a positive impact on opportunities to use the Welsh language and on treating Welsh no less favourably than English. It identifies increased use of Welsh in teaching, learning and wider school life, particularly through early immersion and clear progression pathways. No significant negative impacts have been identified. The assessment highlights the importance of phased implementation and ongoing monitoring to support positive outcomes for learners and the wider community.

APPENDIX A

RESPONSE FORM

Carmarthenshire County Council is consulting on the proposal:

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

- **Foundation Learning (Nursery to Year 2)** would become **Primarily Welsh (Category 3)** for all pupils.
- From **Year 3 onwards**, parents would be able to choose one of two pathways:
 - **Primarily Welsh (Category 3)**, or
 - **Dual Language (Category 2)**.
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Nursery in **September 2027**.
- **Pupils currently on roll** would continue their education without disruption, as changes would apply only to new year groups as they enter the school.
- There would be no change to the language provision delivered by the specialist bases located at the school.

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

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

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

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

- | | |
|---|--|
| ☐ Parent/ guardian or guardian | ☐ Prospective parent/guardian |
| ☐ Governor | ☐ Staff |
| ☐ Member of community | ☐ Community Council |
| ☐ Other: please specify _____ | |

Please provide any comments on the proposal to amend the Welsh language provision at Ysgol Bro Banw

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

☐ Yes

☐ No

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

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

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

Please provide further details below:

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

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

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

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

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

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

☐ Yes

☐ No

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

Thank you for completing the response form.

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

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

E-mail: wesprobanw@carmarthenshire.gov.uk



sirgar.llyw.cymru
carmarthenshire.gov.wales