

Proposal to close Ysgol Llansteffan

Objection Report



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Executive Summary

Proposal Paper

Ysgol Llansteffan was identified for review following a Viability Assessment of all primary schools. The school has been assessed against the Viability Criteria as set out in the updated Modernising Education Programme (MEP) Strategy, as approved by Cabinet on 18th November 2024.

Following assessment against the Viability Criteria a shaping discussion was held with the school during the Spring Term 2025, to discuss the challenges faced by the school. The school was asked to provide the Local Authority with feedback following the discussion and this was incorporated into a proposal paper for consideration by Cabinet. A high level summary of the challenges faced by the school is presented below.

- Extremely low pupil numbers
- High surplus places
- High number of pupils living within catchment are attending other schools
- Pupil projections suggest that there is little likelihood of pupil numbers increasing dramatically over the next few years
- Projected deficit budget at the end of this financial year.

The proposal paper was considered by Cabinet on 17th November 2025, where the Cabinet agreed to publish a statutory notice on the preferred option, which is:

- To discontinue Ysgol Llansteffan on 31st August 2026 and to transfer pupils to Ysgol Llangain from 1st September 2026.

In line with the School Organisation Code 2018, due to the number of pupils attending the school being fewer than 10 at the January 2025 census point, the Local Authority was able to undertake a streamlined procedure, which waived the requirement for general consultation and progressing straight to the publication of a statutory notice.

Publication of the Statutory Notice

Following the Cabinet's approval, Carmarthenshire County Council published the proposal by way of a Statutory Notice on 25th November 2025 for 28 days until 23rd December 2025.

A total of **201** observations were received in response to the statutory notice.

The table below notes the objections received. It must be noted that of the 198 objections received, 196 were received prior to the end of the objection period. 2 objections were received following the end of the objection period, but have also been included within the analysis of this report.

Objections Received	
Online survey	103
Email	62
Letter	33
Total	198

The table below notes the supportive comments received. It must be noted that of the 3 supportive comments received, all were received prior to the end of the objection period.

Supportive Comments Received	
Online survey	3
Email	0
Letter	0
Total	3

The Objection Report

The objection report summarises the submissions received in objection or support to the proposal and the Local Authority's responses to these submissions.

For completeness, these responses have also been included within this report and the themes for the objections or supportive comments received are as follows:

Concerns

- **Theme 1** – School is the heart of the community
- **Theme 2** – Ysgol Llangain Capacity and Class Size
- **Theme 3** – Active Travel and Transport Impact
- **Theme 4** – New Housing
- **Theme 5** – Impact on Welsh Language
- **Theme 6** – Outdoor Learning and School Facilities
- **Theme 7** – Outdated Data and Rising Pupil Numbers
- **Theme 8** – Environmental Impact
- **Theme 9** – Process / Impact Assessments
- **Theme 10** – Financial Savings
- **Theme 11** - ALN
- **Theme 12** – Pupil Wellbeing
- **Theme 13** – Smaller School is a Better Learning Environment and Education Standards have Improved
- **Theme 14** – Federation as a Whole

- **Theme 15** – Parking at Ysgol Llangain
- **Theme 16** – Pupil Consultation

Supportive Comments

- **Theme 1** – Not an effective use of financial resources

Next Steps

The objection report will be presented to the Cabinet and then ultimately to the County Council, who will determine whether or not to implement the proposal to discontinue Ysgol Llansteffan.

Summary of Objections Received and Local Authority Responses

The table below notes the themes of the objections received and the Local Authority's responses to those themes:

Point Number	Point Raised	Local Authority Response	Number of responses raising this point	% of responses raising this point
Concerns Raised				

1.	<p><u>School is the heart of the community</u></p> <p>Respondents note that the school is the heart of the community and that closing the school will accelerate rural decline, have an impact on local businesses, the village and community.</p>	<p>The governing body of a maintained school holds legal responsibility for controlling the use of school premises both during and outside school hours, and, in doing so, must be sympathetic to the needs of the local community in line with <i>The Control of School Premises (Wales) Regulations 2008</i> and the accompanying 2008 Amendment Regulations. This includes a statutory requirement to “<i>have regard to the desirability of the premises being made available for community use</i>” when determining out-of-hours access. Schools routinely support their communities by hosting extended services such as childcare, adult learning, youth activities and voluntary sector programmes, reflecting their role as important community assets. However, while the legislation requires governing bodies to consider and facilitate community use of school premises, there is no statutory requirement for schools to lead, drive or underpin community development, nor to act as the primary agents of broader community-building activity. The legal duty is limited to enabling reasonable community access, not delivering or directing community development itself. Schools are encouraged—but not legally required—to enrich learning</p>	125	62%
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		<p>through wider community engagement. There is no legislative requirement for a school in Wales to be a core driver of community sustainability.</p> <p>Schools are required to implement the Curriculum for Wales as set out in the Curriculum and Assessment (Wales) Act 2021, including the four purposes, mandatory curriculum components, and the statutory expectations for progression and assessment for learners aged 3–16. They must also meet a range of legal duties relating to safeguarding, attendance, inclusion and governance under broader education legislation, such as the Education Act 1996 and associated Welsh Government guidance. These responsibilities cover areas such as learner safety, accurate attendance monitoring, meeting additional learning needs, and maintaining compliant governance arrangements. Importantly, while these statutory frameworks place clear obligations on schools in relation to curriculum delivery, learner welfare and organisational accountability, they do not impose any requirement for schools to sustain or lead wider community development.</p>		
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		<p>In accordance with the School Organisation Code (2018), the local authority has completed a Community Impact Assessment to evaluate the likely effects of the proposal on local identity, community cohesion, access to facilities and wider well-being. While the Welsh Government's Community Focused Schools guidance promotes schools acting as community hubs and encourages collaboration with families and multi-agency partners, it is non-statutory and does not create a legal duty for either schools or the local authority to lead or underpin community development. The local authority's statutory obligation is to consider community impacts and viable alternatives conscientiously, not to preserve a particular institution irrespective of educational quality, sustainability, or value for money.</p> <p>With regard to Ysgol Llansteffan, information provided to the Local Authority when preparing the proposal did not indicate that the school premises is being used by the local community. We acknowledge that the school has since started accommodating the Cylch Ti a Fi group.</p> <p>National and local policy requires Welsh-medium education to be delivered in</p>		
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		<p>settings that are sustainable, able to offer strong linguistic progression, and capable of meeting the expectations of the Welsh Language and Education (Wales) Act 2025 and the county's WESP. Consolidated provision can support more secure staffing, wider curriculum experiences and greater opportunities for children to use Welsh in a variety of contexts.</p> <p>Community activity and Welsh language use do not rely solely on the school site, and opportunities can continue through local groups, community venues, and partnership work.</p> <p>Overall, while the role of the school in community life is acknowledged, the wider educational and linguistic planning framework aims to secure long-term Welsh-medium provision and continued opportunities for Welsh-language use in the community, even if provision is delivered from a different school site.</p>		
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2.	<p><u>Ysgol Llangain Capacity and Class Sizes</u></p> <p>Respondents noted inconsistencies in whether there is appropriate capacity in Ysgol Llangain to receive all the pupils from Ysgol Llansteffan.</p> <p>Respondents also noted contradictions in education principles in terms of pupils moving from mixed aged classes in Ysgol Llansteffan to mixed aged classes in Ysgol Llangain. This contradicts the Local Authority's aspirations of no more than two age groups per class.</p>	<p>Ysgol Llangain currently has sufficient capacity to accommodate pupils from Ysgol Llansteffan in addition to those already on roll at Ysgol Llangain and does not currently require additional accommodation.</p> <p>Based on the most recent and updated capacity calculations, Ysgol Llangain's capacity for the 26/27 academic year is 64 with an estimated 41 pupils on roll in September 2026.</p> <p>We acknowledge that Ysgol Llansteffan and Ysgol Llangain have the same complement of classrooms/provision in terms of class structure. Class-structure modelling for Ysgol Llangain has been completed. It is unlikely there will be a need to change the existing class structure or staffing as pupils from Ysgol Llansteffan can be accommodated within Ysgol Llangain's current class structure.</p>	95	47%
3.	<p><u>Active Travel and Transport Impact</u></p> <p>Respondents noted that whilst pupils currently have the opportunity to walk to Ysgol Llansteffan, this would no longer be available if the school was to close as there are no safe routes to school available between Llansteffan and Llangain.</p>	<p>Ysgol Llansteffan is located approximately 4.3 miles from Ysgol Llangain. 13 children currently walk to school.</p> <p>The Local Authority acknowledges that travel arrangements for pupils are likely to be impacted, however, free transport will be provided for eligible pupils in line with Carmarthenshire County Council's transport</p>	64	32%

	<p>Respondents also noted the direct impact on transport, with transport being required due to no safe walking routes to school being available and the distance between the villages.</p> <p>Some respondents also noted that they would not be happy in sending younger pupils to school via school transport.</p>	<p>policy. The proposal may impact parents who have pupils not eligible for free transport and may also have to travel further.</p> <p>At present, there are no designated Active Travel routes connecting Llansteffan and Llangain that meet the requirements of the Active Travel (Wales) Act 2013. The highways between the two communities consist of narrow rural lanes with limited or no pavements, constrained visibility, and vehicle speeds that would not be considered safe for unaccompanied or young pupils. These characteristics make the route unsuitable for walking or cycling, particularly for primary aged children.</p> <p>Although there are no current plans to develop new Active Travel links between the two villages, the corridor has been included within the Council's Active Travel Network Map (ATNM), extending from Llansteffan to Carmarthen via Llangain (reference CN5). Inclusion in the ATNM reflects long term aspirational planning but does not indicate committed funding or guaranteed deliverability. Under the Active Travel (Wales) Act, Local Authorities are required to map and develop</p>		
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		<p>active travel routes across the county with a particular emphasis on BuiltUp Areas (BUAs), where investment typically secures greater benefit in terms of access to services, user numbers, and potential to influence modal shift. As a result, securing funding for feasibility or construction of rural schemes such as this is particularly challenging. If there is support locally for this route to be developed, residents may submit comments via the Council's online Active Travel consultation platform. A countywide consultation on the ATNM will be undertaken in Summer 2026, ahead of the next statutory submission deadline in December 2026.</p> <p>Any potential Active Travel route between Llansteffan and Llangain would require substantial infrastructure interventions, including land acquisition, road widening, and significant engineering works. Due to existing topography, road alignment, and environmental constraints, delivering a compliant route would be complex, costly, and unlikely to be achievable within reasonable timescales.</p>		
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		<p>Given these constraints, the local authority considers that Active Travel is not a viable option for the school journey between Llansteffan and Llangain. Pupils who currently walk or scoot to school within Llansteffan would not be able to replicate this journey safely under the proposed arrangement. Consequently, eligible pupils would require access to dedicated school transport, in accordance with the authority's learner transport policy. The local authority will consider a designated pick up point in Llansteffan that allows eligible pupils who currently walk or scoot to school to continue to do so if this is something that is required.</p> <p>Younger pupils across Carmarthenshire, including pre-compulsory school age pupils with ALN, are routinely transported to specialist settings by minibus or taxi without negative impact on wellbeing.</p> <p>Pupils in the county already receive school transport to access immersion provision, such as the Canolfan Iaith at Ysgol Maes y Gwendraeth.</p>		
4.	<u>New Housing</u>	The impact of new housing developments has been assessed.	106	53%

Respondents noted the new housing estates being built within the local areas which may affect pupil numbers and capacity in both Ysgol Llansteffan and Ysgol Llangain. Respondents did not feel that this information had been adequately represented within the proposal paper.

For families with children who have moved into new housing:

12 of a 3-11 Primary School Age
 1 of Secondary school Age
 4 under the age of 3 Years old.

Only three have applied and all are already on roll in Llangain.

The table below shows a breakdown should the others apply for place in Llangain:

Year Group	Pupils provided by Housing	Numbers on Roll	Spaces Based on AN 26/27
Year 5	2	2	Spaces
Year 4	1	6	Spaces
Year 3	3	5	Spaces
Year 2	1 (Already Started)	9	Spaces
Year 1	3 (1 Has Started)	10	Over Admission Number
N2	1	4	Spaces

The Most recent Capacity Calculations (26/27) shows room for 64 pupils. Currently there are 45 pupils on roll in the school split into two

		<p>classes, one of 25 and one of 20, with numbers expected to drop in September 2026 due to the large year 6 cohort. Therefore, from an admissions perspective we do not believe there to be any prejudice as defined by the Admissions Code from admitting further pupils into the school, even into the full year groups.</p>		
5.	<p><u>Impact on the Welsh Language</u></p> <p>Respondents noted the direct impact on the Welsh language if the school closes. With the loss of the school, respondents expect the future of the Welsh language in the local area to be in jeopardy as the Welsh language thrives at the school. The school is noted as the central hub for the Welsh language in the community.</p> <p>This is in contradiction to local and national aims in promoting the development of the Welsh language.</p>	<p>The school contributes to daily Welsh language use within the village, but long-term Welsh-medium sustainability for the Llansteffan area is secured through a wider strategic and statutory framework rather than the presence of a single site. The strategic aims of Cymraeg 2050 and Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032 ensure that Welsh-medium education remains both sustainable and accessible locally, with a clear focus on maintaining strong Welsh-language learning opportunities at Ysgol Llangain, which can accommodate pupils from Llansteffan without reducing the emphasis on Welsh language development. This approach supports continuity of Welsh language skills through structured provision and sustained</p>	60	30%

		<p>engagement with families to promote language use beyond the classroom.</p> <p>National policy places additional emphasis on long-term linguistic resilience. Under the Well-being of Future Generations (Wales) Act 2015, all public bodies must contribute to “<i>A Wales of vibrant culture and thriving Welsh language</i>” and plan for long-term linguistic, social and cultural well-being. The Welsh Language and Education (Wales) Act 2025 further strengthens this by establishing statutory school language categories and Welsh-language learning goals designed to ensure that all pupils become independent Welsh language users through coherent planning at national, local and school level.</p> <p>Under the Curriculum for Wales, responsibility for developing learners’ Welsh language skills is embedded across learning, teaching and community engagement rather than tied to a single school building. Welsh language skills are expected to be transferrable, sustainable and used authentically in everyday life, meaning that linguistic progression is not dependent on a school’s exact geographical location.</p>		
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		<p>Estyn's national insights and thematic work on Welsh language acquisition confirm that the key drivers of strong Welsh-language outcomes are high-quality teaching, effective planning, immersion practice, assessment and school leadership, rather than the physical presence of a school within a community. Evidence shows that confident pedagogy, positive language culture and strong leadership have the greatest impact on learners' ability to speak, read and write Welsh, and on their likelihood of using Welsh daily.</p> <p>Welsh-language activity within Llansteffan can continue through existing community networks, groups and venues even if provision is delivered from another site. The broader policy direction, Cymraeg 2050, the WESP, the Welsh Language and Education (Wales) Act 2025, and the Curriculum for Wales, prioritises long-term linguistic resilience, sustainable Welsh-medium provision, and ensuring that learners are equipped to participate confidently in Welsh-speaking communities wherever they live.</p>		
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		As Ysgol Llangain is a 3-11 school, pupils will have the opportunity to access Welsh medium education from a younger age.		
6.	<p><u>Outdoor Learning and School Facilities</u></p> <p>Respondents noted the breadth of outdoor learning opportunities available within Llansteffan such as the beach, the forest and the castle, facilities that are not readily available in other local communities and making Ysgol Llansteffan a unique learning environment.</p> <p>Respondents also noted that other schools within the federation utilise facilities such as the school hall, as these are not available / appropriate within the other schools. These facilities would no longer be available for use if the school was to close, having a detrimental effect on other schools within the federation.</p>	<p>The Local Authority recognises the concerns raised regarding pupil wellbeing, outdoor learning opportunities, and the unique environment currently available at Ysgol Llansteffan. Supporting pupils' holistic development remains central to the Local Authority's vision and is embedded within the Curriculum for Wales, which places wellbeing, progression, and learner centred practice at the heart of educational provision.</p> <p>While Llansteffan offers immediate access to beaches and woodland, it is important to emphasise that outdoor learning is a pedagogical approach, not a fixed location. The principles underpinning outdoor learning—experiential, enquiry based, and play-rich experiences—can be delivered effectively in a wide range of environments. Ysgol Llangain has established practice in this area and is wellplaced to continue providing quality outdoor learning experiences for pupils transferring from Llansteffan.</p> <p>Ysgol Llangain has:</p> <ul style="list-style-type: none"> • A Carmarthenshire outdoor schools trained practitioner who delivers structured, progressive outdoor learning 	82	41%

		<p>sessions that align with the Curriculum for Wales and support pupils' physical, cognitive, and emotional development.</p> <ul style="list-style-type: none">• Staff have received Trauma Informed Awareness and Building Positive Relationships professional learning. Federation staff are trained to recognise, respond to, and support pupils experiencing emotional or behavioural challenges. This supports transitions sensitively through pupil centred approaches.• Across the federations, there is a consistent culture that places learner wellbeing at the centre of its curriculum design, in line with Curriculum for Wales principles of healthy, confident individuals.• Effective curriculum planning will ensure that access to wider community facilities can continue to enrich learning experiences.• Experience in providing small school pastoral support, building secure relationships, and maintaining strong communication with families. <p>Inspection evidence across Wales show that high quality wellbeing provision is not dependent on a specific physical location but on skilled practitioners, consistent relationships, and purposeful curriculum</p>		
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		<p>design. Ysgol Llangain already demonstrates strengths in these areas, ensuring that pupils from Ysgol Llansteffan will continue to have access to rich learning experiences and secure emotional support.</p> <p>In line with Curriculum for Wales, the Local Authority is confident that Ysgol Llangain can sustain, promote, and enhance pupils' wellbeing, while also providing continuity in outdoor learning, opportunities for creative and experiential learning, and to staff who can support pupils during and after transition.</p> <p>Outdoor learning opportunities that support authentic Welsh-language use can continue to be provided through alternative local environments and planned experiences at Ysgol Llangain.</p>		
7.	<p><u>Outdated Data and Rising Pupil Numbers</u></p> <p>Respondents noted that outdated data had been used in the preparation of the proposal paper and no consideration had been given to the rising pupil numbers at the school.</p>	<p>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</p>	102	51%

		<p>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 decision to follow the streamlined process was made on this basis.</p> <p>The Local Authority acknowledges the rise in pupil numbers since PLASC 2025 and the preparation of the proposal paper. As of January 20th 2026, there are currently 16 pupils on roll at Ysgol Llansteffan. However, whilst there has been an increase in pupil numbers, these numbers remain very low and will continue to impact on the long-term sustainability of the school.</p>		
8.	<p><u>Environmental Impact</u></p> <p>Respondents noted the direct impact on the environment from increased transport requirement in transporting pupils to Ysgol</p>	<p>Llansteffan School, constructed in 1953 and heated using an oil-fired system, produced 15.20 tonnes CO² emissions in 2024/25. Similarly, Llangain CP School, built in 1976 and heated using LPG, generated 10.34</p>	26	13%

	<p>Llangain as a result of pupils not being able to walk to school. This is in contradiction to the Local Authority's Net Zero Carbon policy.</p>	<p>tonnes CO² emissions in 2024/25. These figures demonstrate the high emissions burden of older, thermally inefficient buildings, particularly when operating at low occupancy levels.</p> <p>Ysgol Llansteffan occupies 514 m² of floorspace and currently has 16 pupils on roll. Operating a building of this size at such low occupancy results in disproportionately high energy consumption per pupil, particularly for heating, lighting, and general building services.</p> <p>Evidence from Welsh Government energy guidance shows that school buildings are significant contributors to public-sector carbon emissions, and improving building efficiency or reducing energy waste is a key environmental priority. These reports identify building energy consumption, particularly heating as a major source of emissions within the education sector.</p> <p>Similarly, the wider UK guidance on school energy use emphasises that heating and lighting represent substantial and often unavoidable energy demands, regardless of actual pupil numbers. Under occupied school buildings therefore operate very inefficiently per capita.</p>		
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		<p>Closing an under occupied 514m² school will significantly reduce building-related emissions, aligning with Welsh Government decarbonisation aims, which prioritise reducing emissions from public-sector estates by improving energy efficiency and reducing unnecessary energy use.</p> <p>Transport impacts remain comparatively small: a shared minibus travelling a typical 5 mile one way journey each school day for 190 teaching days would emit approximately 1.43 tonnes CO² emissions per year, based on DEFRA-derived factors (~7.5 kg CO² emissions per trip). This figure excludes any emissions from the minibus positioning journey but remains significantly lower than the building-related emissions avoided.</p> <p>The proposal includes the provision of dedicated transport for eligible pupils who will transfer to Ysgol Llangain. A typical 5-mile journey represents a short distance, and shared transport (e.g., minibus or small coach) substantially reduces emissions per pupil compared with private car use.</p> <p>Environmental policy guidance within the Welsh public sector recognises that while transport contributes to emissions, building energy consumption remains the largest</p>		
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		<p>environmental impact area for most organisations, including education providers.</p> <p>In practical terms, the daily emissions from a single shared vehicle operating over a short route are significantly lower than the emissions associated with heating and maintaining a large, under-utilised school building. The small increase in transport emissions is therefore more than offset by the substantial reduction in building-related emissions resulting from closure.</p> <p>Carmarthenshire County Council's declaration of a Climate Emergency on 20 February 2019 reinforces the need to reduce avoidable emissions across the public-sector estate, including school buildings.</p> <p>The Welsh Government has declared a national climate emergency and has set ambitions for public-sector buildings to transition toward net-zero emissions. Reducing energy waste and improving sustainability across the school estate directly supports these national policy commitments.</p> <p>The closure of Ysgol Llansteffan will reduce overall carbon emissions, support Welsh Government decarbonisation objectives, and</p>		
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		provide a more sustainable long term model for delivering education within the area.		
9.	<p><u>Process / Impact Assessments</u></p> <p>Respondents raised concerns regarding the process that has been followed up to and including the publication of the statutory notice such as:</p> <ul style="list-style-type: none"> • No time to follow through on alternative options following shaping discussion • No feedback provided following shaping discussions before proceeding to Cabinet with the proposal paper • Lack of consultation period <p>Respondents also raised concerns regarding the impact assessments that had been carried out namely: Community Impact Assessment, Welsh Language Assessment and Travel Impact Assessment and raised the following points:</p> <ul style="list-style-type: none"> • Stage of the impact assessments • Validity of the impact assessments • Quality of the impact assessments • Equity of the assessments between school under threat of closure and the receiving school 	<p>It is important to note that the shaping discussion / Stage 0 is not a requirement of the formal School Organisation Code process. This has been adopted by the Local Authority as an additional step to its own democratic process to allow for early discussion and the sharing of key information in order to be able to shape proposals. Recommendations from the school which came from the shaping discussions were incorporated into the proposal paper and have been considered. Additionally, further alternative options provided by stakeholders during the statutory notice period have been considered in this report.</p> <p>In line with the School Organisation Code 2018, if a school has fewer than 10 registered pupils (or no pupils at all) at the January census, the 2013 Act allows the governing body or local authority to use a streamlined closure process.</p> <p>This simplified process requires only the issue of a closure notice, with no general consultation, as long as there are enough equivalent and reasonably accessible school places for any displaced pupils. At the January 2025 census point, there were 8 registered</p>	34	17%

		<p>pupils at the school and therefore the Local Authority decided to initiate a streamlined process, given that sufficient places were available at Ysgol Llangain. Whilst the Local Authority also acknowledges the change in pupil numbers attending both schools, pupil numbers at Ysgol Llansteffan are still very low and sufficient capacity remains at Ysgol Llangain.</p> <p>Whilst the Local Authority notes the disappointment with the lack of consultation stage, the statutory notice period still allows stakeholders the opportunity to present observations either objecting or supporting the proposal. This feedback has been comprehensively analysed and will be considered by Cabinet and full County Council before a final decision is made on the proposal.</p> <p>The department notes the comments made on the lack of feedback provided and clarity around the process. The department operates a continuous lessons learned approach and is committed to refining and strengthening its procedures. Any feedback provided will be carefully considered and, where appropriate, used to inform improvements to processes going forward.</p>		
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		<p>All local authorities are required as part of the School Organisation Code 2018 to undertake relevant impact assessments such as Welsh Language, Community, Transport and Equality. Carmarthenshire County Council also adopt an Integrated Impact Assessment which include elements such as Wellbeing of Future Generations Act, Equalities, Welsh Language, Socio Economic, The Rights of the Child, Environment Wales Act, in line with a number of legislative requirements. The integrated impact assessment is a template to be completed and reviewed as part of the development process of proposals and should be refined and updated throughout the development of the proposal as further evidence and information is gathered. The initial IIA was prepared at the beginning of the process and has been updated in line with new data, evidence and feedback provided as part of the statutory notice period.</p> <p>All analysis is undertaken by our professional advisors, and judgements are made based on their expertise. We consider all of our impact assessments to be fair and balanced (based on the information available at the time of publication and stage of the process.)</p> <p>In terms of the Welsh Language Impact Assessment, the evaluation considers Welsh-medium strengths in both schools,</p>		
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		<p>including teaching quality, language outcomes, sustainability, and the capacity to meet long-term Welsh-medium educational objectives. It also examines cultural and heritage-based immersion opportunities available in each setting, enabling a balanced comparison between Ysgol Llansteffan and Ysgol Llangain.</p> <p>The assessment methodology prioritises the quality and continuity of Welsh-medium education within the classroom, reflecting evidence that structured provision, strong pedagogy and consistent linguistic progression are the most effective drivers of Welsh language acquisition. While location-based opportunities and extra-curricular activities are acknowledged, the assessment focuses on statutory linguistic requirements, curriculum delivery and the progression pathways that ensure learners become confident Welsh speakers.</p> <p>Regarding comments about perceived inequity between the two schools, all comparisons are based solely on factual information held by the Authority or supplied directly by the schools concerning their facilities, provision and Welsh-language opportunities. The assessment therefore applies a consistent and evidence-based approach across both settings.</p>		
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10.	<p><u>Savings</u></p> <p>Respondents noted that the anticipated savings from closing the school would be relatively low when considering the anticipated transport costs. It was noted that this does not seem in proportion with the impact of the community losing a valuable asset.</p>	<p>The overall budget delegated to the Authority's schools is under significant pressure. A combination of increasingly challenging budget settlements at national and local levels and steadily falling pupil rolls over recent years has meant that the current footprint of 94 primary schools, many of which have very small pupil numbers is unsustainable. A large number of the Authority's schools is either in deficit or forecast to go into deficit within the next two years and the overall schools budget is forecasting a shortfall of £9.2m in March 2026. There is a significant number of surplus places in schools across the entire network. As school funding is largely governed by pupil numbers, reducing the footprint to a level at which a smaller number of schools are able to manage their budgets efficiently has become a corporate priority. This has been endorsed by several external bodies:</p> <ul style="list-style-type: none"> • Estyn (2023) has stated that delays in decision-making, including following formal consultations, have meant that the authority has not addressed its 	19	9.5%

		<p>plans to re-organise and modernise education in full.</p> <ul style="list-style-type: none">• WLGA Peer Review (2025) stated that the authority should implement the “Modernising Education Programme.” to address issues of excessive capacity and optimise the overall footprint of the school estate. This programme should inform capital programme investment and decisions on the “sustainable communities for learning programme.” It also stated that the authority must take action to address the number of school budget deficits. (Peer review 2025) <p>The anticipated annual revenue savings from the proposal to close Ysgol Llansteffan would be approximately £112,399, consisting of:</p> <p>NDR (Rates): £2,215; Premises Supplement: £24,184; Pupil Number Supplement: £74,000; Federation Supplement: £12,000.</p> <p>In addition, there are other savings to the Council from the reduction in central support services provided to school such as Human Resources, Education and ALN Support, IT, Music Service, cleaning, grounds maintenance and catering. There are also</p>		
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		<p>savings to be made in terms of ongoing property maintenance for ageing buildings within the school estate, including Ysgol Llansteffan.</p> <p>However, if approved, the school closure, could lead to £35,958 (based on 8 pupils) being transferred to Ysgol Llangain or any other school to which parents wish to send their children as per pupil funding. The financial case remains valid even if further investment in Ysgol Llangain becomes necessary in the future. This is because the consolidation of pupils into Ysgol Llangain will strengthen its financial position, and that of the federation by increasing its cohort size, which in turn enhances funding linked to pupil numbers. This approach ensures better long-term sustainability.</p> <p>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 £250,000.</p>		
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<p>11.</p>	<p><u>ALN</u></p> <p>Respondents noted that pupils with ALN needs can be better catered for in Ysgol Llansteffan due to it being a smaller school where the teachers understand the needs of the pupils.</p>	<p>High-quality teaching remains the most critical factor in improving outcomes, particularly for learners with Additional Learning Needs (ALN). Estyn’s thematic reviews emphasise that effective ALN provision is rooted in inclusive, well-planned teaching that adapts to individual needs, supported by consistent whole-school systems. Where leadership and teaching are aligned effectively, learners with ALN make appropriate progress regardless of school size.</p> <p>The inclusive provision for pupils with ALN in Llansteffan can be replicated in Llangain in terms of processes, identification of ALN needs, resources, strategies and approaches. This is because staff work across the federation and are able to build positive relationships with all pupils.</p> <p>Enhanced transition arrangements into Ysgol Llangain would incorporate person-centred planning and One-Page Profiles to ensure that individual needs, strengths, and preferred support strategies inform transition planning. This enables a smooth, sensitive transition approach that focuses on what works for each pupil.</p> <p>Wellbeing interventions within the federation are already tailored to individual pupils, ensuring that emotional, behavioural, and</p>	<p>25</p>	<p>12%</p>
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		<p>social needs are recognised and addressed consistently.</p> <p>Llangain was inspected by ESTYN in June 2024 who noted the following with regards to the schools ALN provision : 'The school works effectively with a variety of other agencies to support pupils who have been identified as having specific needs. As a result, provision for pupils with ALN is sound and they make good progress over time against their targets and their previous achievements'.</p> <p>Staff have received Trauma Informed Awareness and Building Positive Relationships professional learning. Federation staff are trained to recognise, respond to, and support pupils experiencing emotional or behavioural challenges. This supports transitions sensitively through pupil centred approaches. The federation makes effective use of LA specialist support officers for example the Behaviour Support Community Team, the Educational and Child Psychology Service, and ALN to ensure pupil centred plans are developed and implemented.</p> <p>In a SEN Tribunal decision dated 1st April 2021 the Panel stated that it is not the class size that determines the nature of teaching, learning and provision. Inclusive practice in Carmarthenshire includes high quality</p>		
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		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.		
12.	<p><u>Pupil Wellbeing</u></p> <p>Respondents noted the impact of the consultation process on the wellbeing of pupils in addition to the likely impact on pupils' wellbeing should they need to move schools.</p>	<p>The authority recognises that periods of uncertainty and transition can be challenging for children, and pupil wellbeing will remain a central priority throughout any change process.</p> <p>A structured, child-centred transition plan would be implemented for all pupils. This would include meetings with families and school staff, opportunities for pupils and parents to visit the new setting, and the development of transition arrangements tailored to individual needs. Each pupil would have a <i>One Page Profile</i> setting out what is important to the child, what is important for the child, and how best they can be supported. Detailed information relating to pupil learning, strengths, needs and wellbeing would be shared with staff to ensure continuity of support. Building positive relationships between staff and pupils during transition would be an essential focus, supporting a sense of security and belonging.</p>	36	18%

<p>13.</p>	<p><u>Smaller School is Better Learning Environment and Education Standards have Improved</u></p> <p>Respondents noted that Ysgol Llansteffan is a better learning environment for children than a larger school. This is due to the smaller number of children and pupil/teacher ratio, staff know the children well and can cater for their needs more appropriately than in a larger school.</p> <p>In addition, some respondents noted that educational standards have improved at the school, demonstrating a positive change for them.</p>	<p>The Authority considers that school effectiveness is influenced less by absolute size and more by the quality of leadership, teaching, and resourcing. Evidence from Estyn consistently identifies strong leadership and high-quality teaching as the most significant factors in securing and sustaining improved outcomes for learners in Welsh primary schools.</p> <p>In this context, it is important to note that the proposed receiving school is also a small school with a similar class structure, providing a comparable learning environment for pupils. In addition, leadership is already shared across both schools, ensuring continuity in vision, expectations, and pedagogical approach. Both schools are currently judged to have satisfactory standards in learning, indicating that pupils' educational needs are being met appropriately in both settings.</p> <p>Estyn's thematic work highlights that strong leadership underpins improvement journeys by establishing clear strategic direction, strengthening teaching practice, and creating the conditions in which learners can thrive. Leadership is widely recognised as second only to classroom teaching in its influence on pupil outcomes. The Authority</p>	<p>41</p>	<p>20%</p>
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		<p>is therefore confident that continuity of leadership arrangements will support stability and sustained standards for learners transferring to the receiving school.</p> <p>The Authority is satisfied that the receiving school has the capacity to maintain and further develop effective teaching and inclusive practice. Shared leadership, consistent systems, and comparable school organisation provide a strong basis for ensuring continuity of learning, wellbeing, and support for all pupils.</p> <p>Welsh-language outcomes are secured through high-quality teaching, consistent linguistic progression and sustainable Welsh-medium provision, all of which can be fully maintained and strengthened within the proposed arrangements.</p> <p>On this basis, while the Authority recognises parental perceptions regarding the benefits of small schools, it does not consider that the proposal would result in a reduction in educational standards or the quality of learners' experiences. The Authority remains confident that pupils would continue to receive education within a similarly structured school environment, supported by effective leadership and teaching.</p>		
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14.	<p><u>Federation as a Whole</u> Respondents raised concerns about the closure of one school in a recently established federation.</p>	<p>Prior to 2021, the schools operated within a soft federation arrangement. Since the formalisation of the hard federation, pupil numbers across the federation as a whole have remained relatively stable, indicating that overall demand for Welsh-medium education within the wider area has been sustained.</p> <p>However, trends in individual schools within the federation have differed. At the point the hard federation was established, pupil numbers were 35 at Llansteffan, 41 at Llangain, and 39 at Bancyfelin. As of January 20th 2026, pupil numbers were 16 at Llansteffan, 45 at Llangain, and 67 at Bancyfelin. These figures demonstrate that while pupil numbers at Llangain have remained broadly consistent and Bancyfelin has experienced growth, Llansteffan has seen a reduction of more than 50% in enrolment since the federation was formalised.</p> <p>The Authority also notes that 46 pupils residing within the Llansteffan catchment area are choosing not to attend the local school, instead accessing provision</p>	10	5%

		<p>elsewhere. This pattern suggests a shift in parental preference rather than a reduction in the overall pupil population across the federation.</p> <p>The Authority considers these trends to be a key factor in assessing the long-term sustainability and effective use of resources within the federation. While the federation has remained viable overall, the continued decline in pupil numbers at Llansteffan raises concerns regarding the efficient deployment of staffing and financial resources.</p> <p>On this basis, the Authority considers it appropriate to review current provision to ensure that learners across the federation can be educated in settings that are educationally robust, financially sustainable, and capable of meeting future demand.</p>		
15.	<p><u>Parking at Ysgol Llangain</u></p> <p>Respondents noted the lack of parking available at Ysgol Llangain with this expected to worsen with should Ysgol Llansteffan close and pupils transferred to Ysgol Llangain.</p>	<p>The Local Authority is not currently aware of any parking concerns at Ysgol Llangain.</p> <p>It is anticipated that there will be minimal impact on parking at the school, due to the possibility of Llansteffan pupils being</p>	6	3%

		transported via school transport to the school.		
16.	<p><u>Pupil Consultation</u></p> <p>Respondents noted their disappointment with the lack of consultation with the pupils attending Ysgol Llansteffan and that this is a requirement of the School Organisation Code 2018.</p>	<p>An age-appropriate Pupil Consultation Document was prepared and shared with the school, to be distributed to all pupils.</p> <p>An age-appropriate pupil questionnaire was prepared and distributed via a link through a letter to parents, for pupils to complete. Pupils were also provided with a hard copy to take home. The letter shared with parents also included the offer of additional support, should it be required and that arrangements could be made to support children in a way that best meets their needs.</p> <p>The school were offered the opportunity for a member of the Local Authority to attend the school to explain and discuss the proposal.</p> <p>All feedback received from pupils will be conscientiously taken into account before a final decision is made on the proposal.</p>	17	8.5%

Summary of Supportive Comments Received and Local Authority Responses

The table below notes the themes of the supportive comments received and the Local Authority's responses to those themes:

Point Number	Point Raised	Local Authority Response	Number of responses raising this point	% of responses raising this point
Supportive Comments				
1.	Respondents noted that whilst it would be sad to see the school close, maintaining the school with low pupil numbers and a high cost per pupil in comparison to other schools is not effective use of financial resources.	<p>The Local Authority welcomes the comments made in relation to utilising financial resources in an effective manner.</p> <p>The school's budget share per pupil is £18,545. This is £13,065 or 238% higher than the Carmarthenshire County Council primary school average of £5,480 for 2025-26.</p> <p>The school is also forecasting a projected deficit budget of nearly £26k at the end of the 25/26 financial year.</p>	3	1.5%

Pupil Feedback

As part of proposal to discontinue Ysgol Llansteffan, all pupils at the school were provided the opportunity to submit their views for consideration by County Council.

The school were offered the opportunity for a member of the Local Authority to attend the school to explain and discuss the proposal.

The number of pupil responses received were as follows:

Pupil Responses	
Online survey	3
Paper survey	4
Total	7

A summary of the pupil survey is provided below:

Question	Pupil Response
Did you know that the Council is thinking about closing Ysgol Llansteffan?	Most pupils were aware of the proposed closure whilst some pupils indicated that they weren't aware.
Tell us what you think about this idea:	Pupils noted that it was a bad and silly idea to close the school. Pupils noted that they felt sad, stressed and angry about the idea. Pupils noted that they don't like Ysgol Llangain and don't want to leave Ysgol Llansteffan.
How do you feel about possibly moving to a new school?	Pupils noted that they were worried, sad and hurt about possibly moving to a new school.
Why do you feel that way?	<p>Pupils noted that they don't want the school to close and that they like Ysgol Llansteffan. They think that the school is excellent, with great teachers and facilities that enable the pupils to work and learn outdoors. They also feel safe at the school. They also noted that they have good friends at the school.</p> <p>Pupils noted that they don't like Ysgol Llangain, it is a smaller school and does not have the same facilities as Ysgol Llansteffan.</p>

	<p>Some pupils also noted that they don't want to move schools again or have recently moved to the school.</p> <p>Pupils noted that nobody has spoken to them about the potential change and they don't feel like they will be listened to.</p>
<p>What do you like most about your school?</p>	<p>Pupils noted that they like everything about Ysgol Llansteffan. They like the teachers and that the school is a fun and calm place to learn in. Pupils feel safe in the school and feel that it is a welcoming environment.</p> <p>Pupils enjoy being able to walk and cycle to school and being able to access the outdoor facilities such as the beach and park. They enjoy being able to walk around the village and meeting people that live in the community. They enjoy the school dinners and being able to sing in the hall.</p> <p>Pupils noted that they like their friends and that there aren't too many children at the school. They feel that the teachers are kind and know the pupils. They feel that they can learn properly and feel listened to.</p>
<p>What might be good about going to a new school?</p>	<p>The only thing that pupils noted that might be good would be playing in Ysgol Llangain.</p>
<p>Any other good things?</p>	<p>No further comments were received.</p>
<p>Is there anything you feel worried about if the school closes?</p>	<p>Pupils noted that they were worried about losing friends and not being able to make new friends. Pupils also noted that they were worried about not being taught by the same teachers.</p> <p>Some pupils noted that they were worried about a lot of things because they don't know what Ysgol Llangain is like.</p> <p>Pupils also noted that they don't like moving school and that pupils aren't big enough to move school.</p>

<p>If you have any worries, what would help make moving to a new school easier for you?</p>	<p>Pupils noted that having the same teachers would make things easier.</p> <p>It was also noted that trips to see the school and the pupils would help with transitioning.</p> <p>Some pupils also noted that nothing would help in making the move easier.</p>
<p>What would you like to tell the adults who are making the decision?</p>	<p>Pupils wanted to reiterate that they feel sad, worried and angry about the possibility of the school closing. Their school is important to them.</p> <p>The reiterated that the feel safe and happy at the school, that they are learning well and that the environment is well suited towards their learning needs. They enjoy being able to walk to school.</p> <p>Pupils also felt that the would not be listened to and that decisions would be made without considering their feelings. They wanted councillors to consider how they would feel if this was to happen to them.</p>

The Local Authority welcomes the feedback received from pupils and acknowledges the strong response regarding the potential closure of the school. The Local Authority wishes to clarify that their view will be fully considered before a final decision is made on the proposal.

Alternative Options

The table below notes the alternative options received for consideration during the objection period and the Local Authority's analysis and response to those alternative options. These options are in addition to the 7 options already considered within the proposal paper, of which the Local Authority deems its analysis still valid.

Option 8 – Delay the proposal for an agreed period of time	
Strengths	Weaknesses
The school remains in the local community.	Ongoing financial pressures for the school.

No change for pupils or staff in the short term, providing continuity and stability.	Prolongs the period of uncertainty for the community.
Allows additional time for consultation.	Does not align with the MEP Strategy.
Allows additional time to consider pupil number trends.	
Shows that the Local Authority is willing to consider other options.	
Opportunities	Threats
Time to consider alternative options	May create an unrealistic expectation of a different outcome.
Time to develop community led initiatives	Further financial decline.
Time to gather a wider data set in terms of pupil numbers, finances and reassess and compare.	Pupil numbers may decline due to uncertainty.
Likely impact on quality and standards in education	
<p>Pupils would continue to be taught within the one classroom, across four year groups. They would have suitable access to resources to meet the requirements of the Curriculum for Wales. However, ensuring the delivery of the whole breadth of the curriculum effectively in a small school with one member of teaching staff is a huge challenge in comparison to a larger school with a greater pool of staff and expertise.</p>	
Likely impact on the community	
<p>No impact on the community is anticipated as the status quo would remain and education provision is retained. However, this would provide the community time to develop further community led initiatives to be held at the school.</p>	
Likely effect of different travel arrangements	
<p>No impact on travel arrangements is anticipated as the status quo would remain.</p>	
Reason for discounting / preferring this option	
<ul style="list-style-type: none"> • It is unlikely to address low pupil numbers at the school. • It is unlikely to address high surplus places at the school. • It is unlikely to address the budget issues at the school. • It is unlikely to address the high cost per pupil at the school. • It would not address the issues being experienced in relation to the delivery of the curriculum. 	

Option 9 – Consider revenue options for the school such as hiring out empty rooms for Cylch Meithrin, small businesses, community initiatives etc.	
Strengths	Weaknesses
Creates additional revenue for the school.	Further administration for a staff member to manage.

Maximises the use of the building.	Increased maintenance of the building.
Strengthens community links.	Access and safeguarding would need to be managed effectively.
Natural progression from Cylch Meithrin to primary school.	Possible reduced flexibility of spaces if pupil numbers were to increase.
Sharing of utility costs.	Potential added costs for caretaking, etc.
Opportunities	Threats
Opportunity for effective collaboration between early years.	Appropriate insurance and compliance would be required for each setting.
Opportunity for effective collaboration between the school and community.	Loss of income if a tenant decides to leave.
Potential for wrap around care.	Additional pressure on budget.
May help with improving finances.	
The school could serve as a hub for the community providing a number of services.	
Likely impact on quality and standards in education	
<p>Pupils would continue to be taught within the one classroom, across four year groups. They would have suitable access to resources to meet the requirements of the Curriculum for Wales. However, ensuring the delivery of the whole breadth of the curriculum effectively in a small school with one member of teaching staff is a huge challenge in comparison to a larger school with a greater pool of staff and expertise.</p>	
Likely impact on the community	
<p>No impact on the community is anticipated as the status quo would remain and education provision is retained. However, the development of a Cylch Meithrin could provide wrap around care if there is a demand. Additionally, this may help local businesses who are looking for a small venue from which to operate from, providing direct links to the community.</p>	
Likely effect of different travel arrangements	
<p>No impact on travel arrangements is anticipated as the status quo would remain.</p>	
Reason for discounting / preferring this option	
<ul style="list-style-type: none"> • It is unlikely to address low pupil numbers at the school. • It is unlikely to address high surplus places at the school. • It may help address the budget issues at the school. • It is unlikely to address the high cost per pupil at the school. • It would not address the issues being experienced in relation to the delivery of the curriculum. 	

Option 10 – Split school site between Ysgol Llangain and Ysgol Llansteffan	
Strengths	Weaknesses
Maintains a school presence in Llansteffan.	Running costs for two buildings is maintained with no increase in pupil numbers.
Enables age appropriate classes (split between Foundation Phase and KS2)	Staff may need to travel between two sites
The school can continue to operate on one site if issues arise with one building.	Statutory process to close one school would still be required.
Opportunities	Threats
Each site can be adapted for the curriculum needs for the relevant year groups.	Challenges for parents if siblings are in different schools.
Maintains links with both communities.	Long term sustainability may still be an issue.
Opportunity to create community hubs.	
Likely impact on quality and standards in education	
There may be opportunities for pupils to be split to more age appropriate classes, however this would be dependent on financial resources to fund staffing. They would have suitable access to resources to meet the requirements of the Curriculum for Wales.	
Likely impact on the community	
No impact on the community is anticipated as a school would remain in both villages and education provision is retained. However, there may be an impact on the community if parents are required to travel to two different sites.	
Likely effect of different travel arrangements	
Parents may be required to travel to two different sites.	
Reason for discounting / preferring this option	
<ul style="list-style-type: none"> • It is unlikely to address low pupil numbers across the schools. • It is unlikely to address high surplus places across the schools. • It is unlikely to address the budget issues. • It is unlikely to greatly address the high cost per pupil at the school. • It may help address the issues being experienced in relation to the delivery of the curriculum. 	

Option 11 – Close Ysgol Llangain and transfer pupils to Ysgol Llansteffan	
Strengths	Weaknesses
Retains Welsh medium education provision in Llansteffan.	Statutory process would still be required to close Ysgol Llangain.

High levels of surplus places and low pupil numbers would be addressed.	Disruption and a period of instability for pupils and their families which can be distressing.
Budget issues may be addressed.	Closure of the school and loss of education provision in the community.
Pupils would benefit from attending a larger school with a cohort of pupils of a similar age. This provides the opportunity and benefits of being taught in classes of similar ages.	Disruptions to staff and potential redundancies.
As Ysgol Llansteffan and Ysgol Llangain are already part of a formal federation, pupils are already familiar with staff and have strong connections across the two schools.	Loss of a community asset which is valued highly by local people.
Pupils will be moved to the same school to ensure they remain together and maintain their friendship groups.	Local Authority will need to provide transport for the affected students which will increase transportation costs.
	Travel distances may increase having a negative impact on the environment.
	Ysgol Llangain is a 3-11 school and therefore a statutory process would be required to change Ysgol Llansteffan to a 3-11 school.
Opportunities	Threats
Utilising an area with a wide range of outdoor facilities such as the beach, forest and castle.	Opposition from parents to the proposal.
Potential to improve the viability of education across the county.	Opposition from the community to the proposal.
Potential to secure capital receipt from the sale of the existing school building.	Due to geographical factors, some Llangain parents may choose to leave the federation and transport pupils towards Carmarthen.
Likely impact on quality and standards in education	
There may be opportunities for pupils to be split to more age appropriate classes, however this would be dependent on financial resources to fund staffing. They would have suitable access to resources to meet the requirements of the Curriculum for Wales.	
Likely impact on the community	

The loss of a school in Llangain may have an impact on the local community in terms of local school facilities.

Likely effect of different travel arrangements

Travel arrangements for pupils are likely to be impacted. Pupils will face longer journeys to school. Free transport will be provided in line with Carmarthenshire County Council's transport policy. The proposal may impact parents who have pupils not eligible for free transport and may also have to travel further to attend events at the school.

Reason for discounting / preferring this option

- It may address low pupil numbers at the school.
- It may address high surplus places at the school.
- It may help address the budget issues at the school.
- It is unlikely to address the high cost per pupil at the school.

Option 12 – Close both Ysgol Llangain and Ysgol Bancyfelin and transfer pupils to Ysgol Llansteffan

Strengths	Weaknesses
Retains Welsh medium education provision within Llansteffan.	Statutory process would still be required to close Ysgol Llangain and Ysgol Bancyfelin.
High levels of surplus places and low pupil numbers would be addressed.	Disruption and a period of instability for pupils and their families which can be distressing.
Budget issues may be addressed.	Closure of the school and loss of education provision in the communities of Llangain and Bancyfelin.
Pupils would benefit from attending a larger school with a cohort of pupils of a similar age. This provides the opportunity and benefits of being taught in classes of similar ages.	Disruptions to staff and potential redundancies.
As all three schools are already part of a formal federation, pupils are already familiar with staff and have strong connections across the two schools.	Loss of community assets which is valued highly by local people.
Pupils will be moved to the same school to ensure they remain together and maintain their friendship groups.	Local Authority will need to provide transport for the affected students which will increase transportation costs.
Capacity at the school to accommodate both Ysgol Llangain and Ysgol Bancyfelin pupils?	Travel distances may increase having a negative impact on the environment.

	Statutory process would be required to change Ysgol Llansteffan to a 3-11 school.
Opportunities	Threats
Utilising an area with a wide range of outdoor facilities such as the beach, forest and castle.	Opposition from parents to the proposal.
Potential to improve the viability of education across the county.	Opposition from the community to the proposal.
Potential to secure capital receipts from the sale of the existing school buildings.	Due to geographical factors, some Llangain and Bancyfelin parents may choose to leave the federation and transport pupils towards Carmarthen.
Likely impact on quality and standards in education	
There may be opportunities for pupils to be split to more age appropriate classes, however this would be dependent on financial resources to fund staffing. They would have suitable access to resources to meet the requirements of the Curriculum for Wales.	
Likely impact on the community	
The loss of a school in Llangain and Bancyfelin may have an impact on the local community in terms of local school facilities.	
Likely effect of different travel arrangements	
Travel arrangements for pupils are likely to be impacted. Pupils will face longer journeys to school. Free transport will be provided in line with Carmarthenshire County Council's transport policy. The proposal may impact parents who have pupils not eligible for free transport and may also have to travel further to attend events at the school.	
Reason for discounting / preferring this option	
<ul style="list-style-type: none"> • It may address low pupil numbers at the school. • It may address high surplus places at the school. • It may help address the budget issues at the school. • It may address the high cost per pupil at the school. 	

Option 13 – Extend Ysgol Llansteffan's catchment area	
Strengths	Weaknesses
May generate more pupil numbers.	Longer travel times for some pupils.
May help improve the financial sustainability of the school.	May take away potential pupils from surrounding catchment areas.
	Pupil numbers may not increase due to parental choice.
	Consultation process required to undertake this change.

Opportunities	Threats
	Surrounding catchment schools may object to the change.
	Risk of disadvantaging pupils who may not be eligible for transport.
	May impact negatively on pupil numbers in other schools.
Likely impact on quality and standards in education	
<p>Pupils would continue to be taught within the one classroom, across four year groups, unless numbers drastically increased and required an additional class. This would not be cost effective unless as resources would be predominantly spent on teaching staff, leaving limited capital for resources to support curriculum delivery and learning delivery. They would have suitable access to resources to meet the requirements of the Curriculum for Wales. However, ensuring the delivery of the whole breadth of the curriculum effectively in a small school with one member of teaching staff is a huge challenge in comparison to a larger school with a greater pool of staff and expertise.</p>	
Likely impact on the community	
<p>No impact on the community is anticipated as the status quo would remain and education provision is retained.</p>	
Likely effect of different travel arrangements	
<p>No impact on travel arrangements is anticipated as the status quo would remain. Although, some pupils may have longer travelling times depending on where they live within the new catchment area.</p>	
Reason for discounting / preferring this option	
<ul style="list-style-type: none"> • It is unlikely to address low pupil numbers at the school. • It is unlikely to address high surplus places at the school. • It is unlikely to help address the budget issues at the school. • It is unlikely to address the high cost per pupil at the school. • It would not address the issues being experienced in relation to the delivery of the curriculum. 	

Option 14 – Asset transfer the school to the community in order for the community to run a small school	
Strengths	Weaknesses
May encourage stronger local accountability for the school.	Lack of experience in the community of running a school.
	Legislative barriers and obligations.

	Limited financial backing and reliance on funding streams.
	Robust structures would need to be in place for managing the school.
	Long term viability may be an issue.
Opportunities	Threats
Collaboration between the school and the community.	Failure to meet educational standards.
Eligibility for various funding streams.	Community leadership may not be sustainable in the long term.
Wider community use of the building.	
Likely impact on quality and standards in education	
There may be opportunities for pupils to be split to more age appropriate classes, however this would be dependent on financial resources from the community to fund staffing. There is a risk to the quality and standards in education with no Local Authority input.	
Likely impact on the community	
The community would be responsible for the asset and managing the school and therefore robust strategies would need to be in place for the management of the school, its staff and its pupils.	
Likely effect of different travel arrangements	
No impact on travel as the school would remain within the village.	
Reason for discounting / preferring this option	
<ul style="list-style-type: none"> • It is unlikely to address low pupil numbers across the schools. • It is unlikely to address high surplus places across the schools. • It is unlikely to address the budget issues. • It is unlikely to address the high cost per pupil at the school. • It is unlikely to address the issues being experienced in relation to the delivery of the curriculum. 	

The following two options were acknowledged but were discounted due to the lack of information around the proposal:

- Discontinue an English medium school
- Move the school to a smaller venue