

Proposal to amend the Welsh language provision at Ysgol Llandybie

Consultation Document



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

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

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

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

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

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

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

E-mail: wesp@carmarthenshire.gov.uk

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

Glossary of Abbreviations

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

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



Consultation on amending the Welsh Language provision at Ysgol Llandybie

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 Llandybie.

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 Llandybie. 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 Llandybie is currently designated as a Transitional Category 3 (T3) school, meaning it is formally recognised as being on a planned pathway towards becoming a full Primarily Welsh (Category 3) school.

In practice, all classes across the school already operate as Primarily Welsh, with only a very small number of pupils in Years 3–6 accessing a Dual Language provision within those classes.

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

The proposal

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

Amend the whole school's language provision so that all pupils follow a Primarily Welsh (Category 3) pathway.

- Implementation would be phased on a year-by-year basis, beginning 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.

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_Llandybie
- Completing the response form in **Appendix A**
- Sending a written response by e-mail or post (details are provided on Page 42)

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 Llandybie

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 Llandybie is a community primary school located in the village of Llandybie, providing education for pupils aged 3–11. The school serves a predominantly rural catchment area that includes Llandybie itself, along with the neighbouring communities of Penygroes, Capel Hendre and surrounding villages. The catchment comprises long-established residential areas, agricultural communities and expanding housing developments, giving the school a diverse and balanced pupil population.

Ysgol Llandybie is currently designated as a Transitional Category 3 (T3) school, meaning it is formally recognised as being on a planned pathway towards becoming a full Primarily Welsh (Category 3) school. In practice, all classes across the school already operate as Primarily Welsh, with only a very small number of pupils in Years 3–6 accessing a Dual Language provision within those classes.

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 Llandybie. The proposal is as follows:

Amend the whole school's language provision so that all pupils follow a Primarily Welsh (Category 3) pathway.

- Implementation would be phased on a year-by-year basis, beginning 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.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2034.

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
Strengthens Welsh-medium progression - Ensures every child receives consistent Welsh-medium immersion from entry to Year 6, supporting strong bilingual outcomes.	Some families may choose alternative schools offering more English medium provision, which may affect admissions patterns.
Aligns with national and local policy - Directly supports Cymraeg 2050, the Curriculum for Wales, the Welsh Language and Education (Wales) Act, and Carmarthenshire's WESP targets.	Ongoing staff development is required to maintain Welsh medium delivery across all subjects.
Builds on existing T3 practice - The school already operates as Primarily Welsh in practice, so the proposal formalises and strengthens what is already working well.	Additional Welsh medium teaching materials may need to be developed or adapted during the transition.
Provides continuity for current pupils - No disruption for learners already on roll; changes apply only to new cohorts entering the school.	Delivering the model requires sufficient Welsh medium staffing capacity, in the context of wider recruitment challenges.
Improves long-term sustainability - A single Category 3 model is more efficient and avoids the challenges of maintaining very small Dual Language groups.	
Enhanced cultural and identity development - A Welsh-medium model supports Curriculum for Wales by deepening learners' cultural understanding and sense of belonging.	
Strengthens community use of Welsh - Increased immersion supports greater confidence and use of Welsh in the local community.	
Enhances transition to secondary - A consistent Category 3 pathway better prepares pupils for Welsh-medium secondary education.	
Stronger sense of school identity - Moving to a whole-school Category 3 model reinforces a clear bilingual ethos, strengthening the school's identity and	

community confidence in its long-term direction.	
Improved peer language modelling - When all pupils learn through Welsh, the linguistic environment becomes richer and more consistent, increasing opportunities for pupils to hear, use and practise Welsh naturally with peers.	
Supports community language revitalisation - Increasing the number of children educated through Welsh contributes to strengthening the language within the local community, aligning with Carmarthenshire's WESP and Cymraeg 2050 goals.	
Reduces inequity between pupils - A single pathway ensures all pupils have equal access to the cognitive, cultural and educational benefits of Welsh-medium immersion, rather than only those whose families choose it.	

2.3 Risks and Counter Measures

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

These are outlined below, along with suggested mitigating actions:

Risk	Inherent Risk Rating	Mitigating Actions	Residual Risk Rating
Concerns from non-Welsh-speaking parents	High	• Provide bilingual communication and translated materials • Offer workshops on supporting learning at home for non-Welsh speaking families • Create simple guides for homework support • Maintain open communication channels for questions and reassurance	Medium

		• Promote the benefits of bilingualism for all families • Provide opportunities for parents to learn basic Welsh phrases • Offer family-friendly Welsh sessions or community classes • Ensure all school events remain accessible to non-Welsh-speaking families	
Staffing capacity and Welsh-medium proficiency	Medium	• Provide targeted professional learning for staff to strengthen Welsh-medium teaching skills • Use a phased implementation to allow time for upskilling, if required • Work with the LA Welsh in Education team to access coaching and mentoring • Develop internal peer-support networks and team-teaching opportunities • Create a long-term workforce development plan aligned with the school's vision • Use Welsh-medium specialists to model lessons and support planning • Provide opportunities for staff to complete Welsh language professional learning by the National Centre for Learning Welsh	Low
Availability of Welsh-medium resources	Medium	• Audit current resources and identify gaps early • Access LA and regional Welsh-medium resource banks	Low

		• Share resources with cluster schools to reduce duplication • Phase purchasing over several budget cycles • Prioritise digital and reusable resources to maximise value • Develop in-house resources collaboratively to reduce costs • Use Welsh Government grant funding streams where available • Build a centralised Welsh-medium resource library for staff	
Potential impact on ALN learners requiring tailored support	Medium	• Conduct early ALN assessments to identify individual needs • Provide bilingual ALN resources and specialist support • Work closely with LA ALN teams to ensure appropriate provision • Monitor progress closely and adjust support as needed • Ensure staff receive training on ALN in Welsh-medium settings • Provide additional small-group or one-to-one Welsh language support • Engage parents in ALN planning to ensure consistency between home and school	Low
Admissions or demographic shifts if some families seek alternative provision	Low-Medium	• Communicate early with prospective parents about the benefits of Welsh-medium education	Low

		• Update admissions materials to clearly explain the new model • Monitor application patterns and respond to emerging trends • Work with the LA to ensure families understand local provision options • Promote the school's strengths and bilingual ethos • Further strengthen relationships with local early years providers to support continuity • Provide open days showcasing Welsh-medium learning in practice • Track demographic data to anticipate and respond to changes	
Pressure on school leadership and staff during change period	Medium	• Develop a clear delivery plan with realistic timelines • Distribute leadership responsibilities across the senior team • Access LA leadership support and coaching • Build in protected time for planning and professional learning • Monitor staff well-being and workload throughout the transition • Establish a change-management working group to share responsibility • Provide regular opportunities for staff feedback and involvement • Use phased milestones to avoid overwhelming staff	Low

Misunderstanding of the proposal within the community	Medium	• Provide clear, consistent messaging across all communication channels • Publish FAQs and myth-busting information • Hold community engagement events and offer opportunities for feedback • Ensure all staff understand the proposal so messaging is consistent • Use multiple formats (letters, website, social media, meetings) to reach all audiences • Provide visual timelines showing how the phased change will work • Engage community leaders and local organisations to support communication	Low
Financial pressure arising from increased Welsh-medium resource	Medium	• Plan spending over several years to align with the phased implementation • Apply for Welsh Government grants supporting Welsh-medium expansion • Share resources across the cluster to reduce costs • Prioritise essential curriculum materials first • Review budget allocations to ensure efficient use of funds • Explore partnership purchasing with neighbouring schools • Maximise use of digital resources to reduce physical material costs	Low-Medium

		• Monitor expenditure regularly and adjust plans as needed	
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2.5 Rationale for Change

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

The proposal for Ysgol Llandybie 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 Llandybie currently operates as a Transitional Category 3 (T3) school, meaning it is formally recognised as being on a planned pathway towards becoming a full Primarily Welsh (Category 3) school. Although the school historically offered two language pathways, the current model no longer reflects this structure in practice. All classes across the school now operate as Primarily Welsh, with only a very small number of pupils in Years 3–6 accessing a Dual Language provision within those classes. Formalising the school's current practice by adopting a whole-school Primarily Welsh (Category 3) model would ensure that the provision accurately reflects how the school already operates and secures a coherent immersion pathway for all pupils.

Evidence from Estyn and Welsh Government shows that early and continuous Welsh-medium immersion is the most effective and inclusive approach to developing strong bilingualism, with learners achieving the same or higher standards in English while gaining the wider cognitive advantages associated with bilingual education.

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

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

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

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

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

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

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

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

Under the Welsh Language and Education (Wales) Act 2025, local authorities are required to take all reasonable steps to implement their WESP in line with their statutory duties. The proposed changes at Ysgol Llandybie 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 Ddwieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire

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

Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh

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

5. The Consultation Process

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

5.0 Who will be consulted?

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

Parents, guardians, and guardians of:

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

School staff and leadership:

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

Local Authorities and government:

- Welsh Ministers
- Members of the Senedd(MS) and Members of Parliament (MP's) representing the area representing the area
- Estyn
- Partneriaeth

- The Police and Crime Commissioner for the area
- The Welsh Language Commissioner and Mentrau Iaith
- Neighbouring Local Authorities

Community and representative groups:

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

Early Years and ALN provision:

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

Consultation with Pupils

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

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

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

5.1 The Statutory process

Consultation Period

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

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

Consultation

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

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

Considering your views

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

- Completing an online SNAP survey:
https://carmarthenshire.welcomesyourfeedback.net/Ysgol_Llandybie
- Sending an e-mail to: wespllandybie@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: wespllandybie@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 wespllandybie@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 Llandybie	
School Location	Llandybie, Ammanford, SA18 3JB	
Age Range	Ages 3-11	
School Category (Community (C), Voluntary Aided (VA), Voluntary Controlled (VC))	Community	
Admission Number	29	
Language Category	Transitional 3 (T3)	
Number of Registered Pupils (PLASC 2026)	Nursery Age	33
	Reception – Y.6	176
	Total	209
Number of pupils previously on the register (including Nursery) (PLASC)	January 2025	201
	January 2024	193
	January 2023	209
	January 2022	222
Pupil Projections (excluding Nursery) (2025)	January 2027	172
	January 2028	172
	January 2029	175
	January 2030	175
Nursery Capacity 2025-2026	41	
Reception – Y6 Capacity 2025-2026	209	
Total Capacity 2025- 2026	250	
Nursery Capacity 2026-2027	41	
Reception – Y6 Capacity 2026-2027	209	
Total Capacity 2026- 2027	250	
Cost per pupil 2025 - 2026	£5,281	

School Budget 2025 - 2026)	£1,029,826
Cost per pupil 2026-2027	£5,741
School Budget 2026-2027	£1,128,172
Latest Estyn Inspection Report	Inspection report Ysgol Llandybie Community Primary School 2020
Building Condition Category (Latest)	C
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 maintains continuity and avoids the need for organisational or regulatory

change, it does not address identified issues in relation to Welsh language progression or alignment with current practice. Retaining the existing arrangements may limit opportunities to strengthen Welsh-medium provision and may not support the achievement of national and local policy objectives. In addition, the current model may result in inconsistencies between the school's formal language designation and day-to-day delivery, and may not provide the same level of clarity, consistency or long-term bilingual outcomes for learners as alternative approaches.

Advantages	Disadvantages
No statutory or regulatory process required, avoiding additional administrative burden.	Does not support the Welsh Government's ambition of achieving one million Welsh speakers by 2050.
Maintains the current position, providing continuity and stability for families and learners.	Does not meet the objectives and targets set out in the County's Welsh in Education Strategic Plan (WESP).
Avoids the need for organisational change or phased transition planning.	Limits opportunities to expand Welsh medium education provision over time.
Avoids potential community or stakeholder concerns that could arise from change.	The current language designation is not aligned with day-to-day delivery, where provision already operates as Primarily Welsh across all classes.
No additional staffing or training pressures.	Does not ensure consistent delivery of sustained Welsh-medium immersion for all learners.

Option 2 –

Amend the whole school's language provision so that all pupils follow a Primarily Welsh (Category 3) pathway.

- Implementation would be phased on a year-by-year basis, beginning 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.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2034.

While this option provides a clear and consistent Welsh-medium pathway and reflects current practice within the school, it represents a shift in the range of language provision available to families over time. The move to a single pathway for future cohorts may reduce flexibility in how learners access bilingual education. In addition, successful

implementation is dependent on sustained workforce capacity, resource development and effective phased delivery, and will require careful management to maintain consistency and quality of provision throughout the transition period.

Advantages	Disadvantages
Consistent immersion pathway - Ensures every child entering the school from 2027 onwards receives a coherent Welsh-medium education from Nursery to Year 6.	Parents or guardians who do not speak Welsh may feel less confident supporting learning at home
Strengthens bilingual proficiency - Sustained immersion supports high levels of bilingualism, cognitive development and long-term educational outcomes.	Some families may choose alternative schools offering Dual Language or English medium provision, which may affect admissions.
Aligns with national and local policy - Supports Cymraeg 2050, the Curriculum for Wales and Carmarthenshire's WESP commitments to expand Welsh-medium education.	Delivery of the model requires ongoing staff development to support Welsh medium teaching across all areas.
Formalises existing practice - The school already operates as Primarily Welsh in practice; the proposal simply brings the formal designation in line with day-to-day delivery.	Additional Welsh medium teaching materials may need to be developed or adapted during the transition period.
Phased implementation reduces disruption - Starting with Nursery in 2027 allows a smooth, manageable transition over several years	
No impact on current pupils - Learners already on roll continue their education unchanged, avoiding disruption or mid-phase transition.	
Improved curriculum planning - A single language pathway simplifies curriculum design and resource development	
Strengthens community use of Welsh- A fully Welsh-medium school can help reinforce the language within the local community and among families.	
Supports transition to Welsh-medium secondary education - Pupils benefit from a strong linguistic foundation.	

8. Potential Impact of the Proposal

8.0 Impact on Pupils

i) Pupils currently attending Ysgol Llandybie

Should the proposal be implemented, the change in the school's language category would be phased in gradually, starting with Nursery in September 2027. Pupils currently on roll would continue their education without any change to their existing language provision, as the new arrangements would apply only to new year groups as they enter the school.

ii) Pupils attending other primary schools in the Llandybie catchment

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

iii) Pupils attending primary schools not in the Llandybie catchment

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

8.1 Impact on Staff

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

The School Workforce Annual Census (SWAC) 2026 data indicates a strong Welsh language profile among teaching staff at Ysgol Llandybie. Approximately 60% of teachers are assessed at Proficient (W6) level and a further 40% at Higher (W5). This demonstrates that 100% of teaching staff have a high level of Welsh language competency and are well placed to deliver through the medium of Welsh. This provides a secure and consistent foundation for sustaining and strengthening Welsh-medium provision across the school.

Within the support staff cohort, Welsh language skills are more varied. Approximately 73% of support staff are assessed at Intermediate level or above (W4–W6), including around 27% at Proficient level and 20% at Higher level. However, approximately 27% of staff are at Foundation level or below, including around 13% with no Welsh language skills.

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

8.2 Impact on Governance Arrangements

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

8.3 Impact on Quality and Standards in Education

i) Teaching and Learning

Standards and progress overall, of specific groups and in skills

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

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

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

Curriculum Breadth, Balance and Appropriateness

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

ii) Development of Skills

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

iii) Well-being, Care, Support and Guidance

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

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

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

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

iv) Leading and Improving

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

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

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

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

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

Professional Learning

The proposed change would support enhanced professional learning opportunities for staff, particularly in relation to Welsh-medium pedagogy. Increasing Welsh-medium provision would enable staff to engage more fully in collaboration with Welsh-medium networks,

including opportunities to share effective practice locally and regionally. This would support the development of staff confidence, expertise and consistency in Welsh language teaching.

Use of Resources

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

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

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

Curriculum Delivery Across the primary school phase

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

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

8.4 Standards of Education at Ysgol Llandybie

Estyn Inspection Report, Ysgol Llandybie, July 2022

Llandybie C.P. School is a caring and friendly learning community that promotes the importance of pupils' good behaviour successfully.

The headteacher provides the school with robust leadership, which ensures an effective strategic direction and a culture that promotes continuous improvement. She has a clear vision that is based on ensuring that the wellbeing of pupils and staff is at the heart of the school's work.

Criw Cymraeg works tirelessly to promote the Welsh language by rewarding pupils and visitors for speaking Welsh around the school and when playing with their peers during playtimes.

Nearly all pupils' speaking and listening skills are sound across the school. Many pupils who have no Welsh language skills on entry to the school use the language purposefully by the end of the reception class. For example, they use appropriate vocabulary and simple sentences to record a news report about the disappearance of Flap the duck. By the end of Year 2, most pupils speak Welsh confidently with adults and use an increasing range of vocabulary successfully. Most pupils develop their oracy skills further during their time in Year 3 to Year 6 and begin to consider the audience purposefully. The spoken Welsh of most pupils who are educated through the medium of English is very robust and they have a good awareness of the area's Welshness and culture.

Sound reading skills are used by most pupils. By Year 2, most read a range of texts clearly and coherently. At the top of the school, most pupils pronounce clearly when reading in both languages.

Many pupils' early writing skills are developing effectively. Pupils begin to make marks and write letters and monosyllabic words in the reception class as they make records in a suitable variety of activities. By the time pupils reach Year 6, most write increasingly reflectively and imaginatively in both languages and demonstrate a sound grasp of the elements of language and a range of genres.

Most staff model polished language successfully and encourage and support pupils to use Welsh of a high standard consistently. They question effectively to reinforce and expand pupils' understanding further and this has a positive effect on their standards of oracy. As a result, most pupils develop as competent and confident bilingual learners. Provision in terms of developing the spoken Welsh skills of pupils who are taught through the medium of English is developing successfully and pupils are given numerous opportunities to develop their knowledge of the history and culture of their local area and Wales.

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 Dual Language (Category 2) or Primarily English, Partly Welsh (Category 1) providers instead of accessing Primarily Welsh (Category 3) provision at Ysgol Llandybie. 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 Llandybie 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 Llandybie would have increased access Welsh-medium provision throughout their time in school, ensuring that they develop bilingual skills in Welsh and English. This would lead to an increase in the number of pupils accessing Welsh-medium education, therefore contributing to the Council's targets to increase the number of pupils studying through the medium of Welsh, and the Welsh Government's aim to achieve a million Welsh speakers by 2050.

9. Integrated Impact Assessment (IIA)

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

The Integrated Impact Assessment concludes that the proposal is expected to have an overall positive impact. It identifies benefits in relation to Welsh language development, learner outcomes and long-term progression, while supporting equality, inclusion and well-being. The assessment confirms that the proposal represents a proportionate and sustainable approach aligned with national and local policy objectives, with no significant adverse impacts identified.

10. Welsh Language Impact Assessment (WLIA)

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

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

APPENDIX A

RESPONSE FORM

Carmarthenshire County Council is consulting on the proposal:

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

Amend the whole school's language provision so that all pupils follow a Primarily Welsh (Category 3) pathway.

- Implementation would be phased on a year-by-year basis, beginning 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.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2034.

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

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

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

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

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

2. Please provide any comments on the proposal to amend the Welsh language provision at Ysgol Llandybie

3. Are there any other options that you think the Local Authority should be considering for Ysgol Llandybie?

☐ Yes

☐ No

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

4. 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:

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

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

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

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

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

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

☐ Yes

☐ No

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

Thank you for completing the response form.

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

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

E-mail: wesplandybie@carmarthenshire.gov.uk



sirgar.llyw.cymru
carmarthenshire.gov.wales