Proposal to discontinue Ysgol Carwe

Consultation Document



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Contents

Glossary of Acronyms 3

1. Introduction 4

2. Background 4

3. School Subject to Proposal 9

4. The Proposal – Closure of Ysgol Carwe 47

5. Need for places and the impact on accessibility of schools 60

6. Schools likely to be affected by the proposal 65

7. Impact on quality and standards in education 68

8. Welsh in education Strategic Plan (WESP) 77

9 Finance 78

10 Land and Buildings 84

11 Travel and Transport 85

12 Admission Arrangements 91

13 The Consultation Process 94

Impact Assessments 100

Appendix A – Community Impact Assessment 101

Appendix B – Welsh Language Impact Assessment 112

Appendix C – Integrated Impact Assessment 131

Appendix D – Response Form 170

Glossary of Acronyms

ALN - Additional Learning Needs

ALNCo - Additional Learning Needs Coordinator

eFSM - Free School Meals

HR - Human Resources

ICT - Information and Communications Technology

IDP - Individual Development Plan

IIA - Integrated Impact Assessment

LDP - Local Development Plan

LA - Local Authority

LMS - Local Management of Schools

LSOAs - Lower Super Output Areas

MEP - Modernising Education Programme

ONS - Office for National Statistics

PLASC - Pupil Level Annual School Census

PPA - Panel Performance Assessment

PTFA - Parent, Teachers and Friends Association

RLDP - Revised Local Development Plan

SWOT - Strengths, Weaknesses, Opportunities and Threats

UNCRC - United Nations Convention on the Rights of the Child

UPFSM - Universal Primary Free School Meals

WIMD - Welsh Index of Multiple Deprivation

WESP - Welsh in Education Strategic Plan

WG - Welsh Government

1. Introduction

This consultation document outlines the Local Authority's proposal to change primary education provision in the Carway area of the Llangyndeyrn ward, including the proposed discontinuation of Ysgol Carwe from 31 December 2027, with pupils expected to transfer to Ysgol Gwynfryn, Heol Y Meinciau, Pontyates, Llanelli, SA15 5SN from 1 January 2028.

Should the proposal proceed, the following will apply from 1 January 2028:

- All current pupils would continue to attend Ysgol Gwynfryn (subject to parental preference).
- Any current pupils and siblings who will have submitted an application before 31 December 2027 to attend Ysgol Carwe will be eligible to attend Ysgol Gwynfryn (subject to the Local Authority's School Admissions Policy).
- The current catchment area of Ysgol Carwe would transfer and merge within the catchment area of Ysgol Gymunedol Trimsaran.

Ysgol Carwe ceased operating from its school building in September 2025 following significant health and safety concerns due to structural issues to the building resulting in the premises being deemed unsuitable and unsafe for occupation by pupils and staff.

Since September 2025, pupils attending Ysgol Carwe have been attending Ysgol Gwynfryn, Pontyates, under arrangements established by the Local Authority and the governing body of the federated schools. The Cylch Meithrin that were situated in Ysgol Carwe have been re-located to Carway Hall.

The document offers an opportunity for parents/carers, school staff and anyone else who has an interest to put forward any comments, observations or alternative options they wish to be considered. Following consultation on the proposed change, the Council will consider whether these proposals should be implemented.

The Consultation Period for the proposal will take place from 10 November 2026 to 22 December 2026. Any responses to the consultation received after this date will not be considered as part of the consultation process.

The Consultation process will follow the guidelines established by the Welsh Government (WG) as set out in the School Organisation Code (2026)

2. Background

The Local Authority has a legal responsibility to review the number and type of schools it has and whether it is making the best use of resources and facilities to deliver on its educational aspirations for all children in Carmarthenshire.

Carmarthenshire County Council's Modernising Education (MEP) Strategy was approved by the Council's Cabinet on 18 November 2024 and is designed to deliver on the Local Authority's School Modernisation and reorganisation aspirations. It is

underpinned by a set of **strategic objectives** and **primary education principles**. Four of the objectives are to:

- Develop a schools' network that is educationally effective, resource efficient and sustainable for the long term;
- Develop infrastructure at all schools that is equipped for learning in the 21st century, facilitating the realisation of core objectives for raising educational standards and sustaining them at high levels of performance;
- Deliver a strategic approach to capital investment, integrated with a programme for the rationalisation of provision across the schools' network to effectively match supply with demand;
- Improve the efficiency and educational viability of the schools' sector by reducing the number of empty places to a reasonable level, whilst facilitating wherever practicable the expression of parental preference, responding effectively to demographic change.
- To deliver a strategic approach to capital investment, integrated with a programme for the rationalisation of provision across the schools' network to effectively match supply with demand.
- To develop a sustainable and integrated school network that aligns with local and national transport policies, ensuring efficient access for students while balancing statutory requirements with affordability considerations. This includes optimising school locations, transport links, and active travel routes to support accessibility, environmental sustainability, and cost-effectiveness.
- Aspire to rebuild, remodel, refurbish or modernise all school settings that are to be retained for the long-term, so that they conform as closely as practicable to adopted design standards.
- To develop infrastructure at schools that is fully accessible to all persons and enables all learners to access a high-quality education, irrespective of individual needs.

The strategic objectives are aligned to a set of **Primary Education Principles** which serve as aspirational goals for the Authority's primary school network. The principles are:

• Aspire to have sustainable leadership, with leaders who are free to lead and manage, without a permanent full-time teaching commitment.
• Aspire to have no more than 2-year groups per teaching class.
• Strive to maintain sufficient pupil numbers to support the above structural arrangements.
• Be financially viable under the Local Management of Schools (LMS) funding framework and operate long-term without a budget deficit.
• To have access to suitable outdoor teaching facilities to enhance learning and support physical well-being across the school.
• Be fully inclusive and accessible for all.
• Be equipped with modern facilities to support digital learning.
• To create a high-quality learning environment that supports the well-being of all learners and enhances their progress and achievements across a wide range of skills and curriculum areas.

In line with these strategic objectives and principles, each school in Carmarthenshire can be evaluated against a set of evidence-based criteria, which allow an assessment of the school's operational viability to be made, and decisions taken on the relative investment need of all schools. This allows the Authority to objectively determine a programme for the strategic review of the schools' network and investment in the modernisation of the schools' estate in a manner that is transparent and demonstrably fair.

Each of the Authority's schools is assigned to a position within a viability continuum, to confirm a prognosis for that school. The summary of the viability assessment forms the basis for the identification of modernisation projects and rationalisation proposals within the overall programme.

The **viability criteria** are used to assess the viability of a school or group of schools within a given area and determine whether we might wish to undertake a review of the school's viability. All schools have different contexts, and an individual school might experience challenges from any one or a combination of the viability criteria.
The viability criteria are:

- Quality and standards of education
- Leadership
- Pupil numbers, trends and projections
- Surplus places
- Financial viability
- School building condition and suitability
- Collaborative regeneration/funding opportunities

Decisions made by the Council within the MEP Strategy must respond to the changing education landscape. Local authorities across Wales are facing increasing financial pressures alongside falling birth rates, declining pupil numbers, growing levels of surplus school places, recruitment challenges and rising building maintenance costs. A key trend facing most local authorities in Wales is that of falling pupil rolls and Welsh Government figures predict that there will be a reduction in pupil numbers of 15% by 2041. This is particularly acute in the primary sector at the present time and in January 2026 there were more than 1000 fewer statutory aged primary learners in Carmarthenshire than in 2021. Every school is required to have a formally calculated pupil capacity and in January 2026, there were more than 3,500 surplus pupil spaces across the county's 94 primary schools. This represents over 20 per cent of the overall primary pupil capacity in Carmarthenshire schools.

This has implications for the financial sustainability of the schools' network because school budgets are directly related to pupil numbers, both in terms of the total funding provided to Carmarthenshire by Welsh Government and how this funding is then delegated by the Local Authority to individual schools through the funding formula.
Since 2024, there has been increasing financial pressure facing the County's schools' network. A growing number of schools are already in financial deficit as the number of surplus places across the school estate has increased. Fewer pupils in schools, with increased surplus capacity has reduced the financial viability of many more schools. Financial pressures in schools can have a significant impact on their ability to deliver high quality education for children. It follows that this has a greater impact in schools

with lower pupil numbers or where pupil numbers are falling. In January 2024, there were 18 schools with 50 pupils or fewer in Carmarthenshire. In January 2026, this number had increased to 22 schools.

The £158.9m budget for schools is the largest of all the Council's services. At the end of the financial year 2025-26, this budget was in deficit by £9.5m. The increasing financial stress faced by schools places a significant risk to the Council's ability to deliver all its other services to the county's residents. Cabinet has therefore agreed that it is essential, if schools' budgets are to remain affordable, that progress is made toward the modernisation and rationalisation of the County's schools. This requires, among other savings, a reduction in the number of school sites. Cabinet approved the revenue budget strategy report at its meeting on 17 February 2025. It was subsequently approved by the full council on 26 February 2025.

In addition to this, the regulatory narrative over recent years has been increasingly clear. The consistent message from the Estyn inspection (2023), the Enhanced Estyn Local Authority Lead Inspector visit (June 2025) and the Panel Performance Assessment (2025) is that Carmarthenshire has a credible school modernisation strategy, but implementation has been too slow given the scale of demographic and financial pressures facing the education system. Estyn has twice concluded that delays have prevented the authority from delivering its reorganisation plans to the extent required and has specifically linked school reorganisation to surplus capacity, mounting school deficits and financial risks to the Council. The PPA reinforced the need for timely transformational change in response to demographic decline and financial pressures. Collectively, regulators are signalling that the greatest risk is no longer the absence of a strategy, but insufficient pace in delivering it.

It is important therefore, to consider the proposal presented in this Consultation Document within the wider context outlined above.

Ysgol Carwe was required to close the building at the beginning of the September 2025 academic term following the identification of significant health and safety concerns regarding the structural condition of part of the school building. Earlier in 2025, a routine condition survey commissioned by the Local Authority highlighted potential structural defects within Block 3 of the school. In response to these initial findings, a more comprehensive structural investigation was commissioned to establish the extent and severity of the issues identified. This investigation was carried out during the summer holiday period of 2025, when the building was unoccupied, enabling detailed inspections and assessments to take place without disrupting educational provision.

The results of the investigation were received in August 2025 and concluded that the structural integrity of Block 3 could not be guaranteed. The assessment identified concerns that presented an unacceptable risk to the safety of pupils, staff and visitors, and therefore the building was deemed unsuitable for continued occupation. Given the seriousness of the findings and the Local Authority's statutory responsibility to ensure safe learning environments, a decision was taken in late August 2025 not to reopen Ysgol Carwe at the current school building at the start of the new academic year.

To minimise disruption to learners and maintain continuity of education, arrangements were made for all pupils to be temporarily relocated from September 2025 to Ysgol Gwynfryn in Pontyates. As Ysgol Gwynfryn and Ysgol Carwe are part of the same federation, this provided a practical solution that enabled pupils and staff to continue teaching and learning within a familiar educational structure. The temporary relocation ensured that learners could access appropriate facilities and continue their education while further investigations, assessments and consideration of the future of the Ysgol Carwe site were undertaken by the Council.

In addition to the school's closure, the Cylch Meithrin that had been operating from the Ysgol Carwe site was also required to relocate. Alternative accommodation was secured at Carway Village Hall, allowing the provision to continue serving local families while longer-term arrangements for the school site were explored.

Ysgol Carwe has been highlighted as a school facing issues following the Viability Assessment and as a result has been selected for further review.

2.1 Shaping Discussions (Stage 0)

A number of meetings have been held with the Headteacher, representatives of the Governing Body and the Local Members to discuss the current position of Ysgol Carwe following the identification of significant structural issues within the school building. These discussions considered the findings of the structural investigations, the implications for the future operation of the school and the impact of the decision not to reopen the school in the current school building in September 2025.

Consideration was also given to the estimated costs associated with demolishing the affected block and providing replacement accommodation. Officers discussed the feasibility of investing capital funding to redevelop the site and assessed whether such investment would represent an effective and sustainable use of public resources.

Throughout these discussions, a range of potential options for the future of educational provision were explored, including the continuation of arrangements already established through the federation with Ysgol Gwynfryn. Particular consideration was given to the educational wellbeing of learners, the continuity of Welsh-medium education, staffing implications, community considerations and the long-term sustainability of provision within the area.

During these meetings, the representatives from the Governing Body were given the opportunity to submit any alternative proposals or options that they considered could provide a viable solution to the challenges facing the school. This ensured that stakeholders had an opportunity to contribute to the consideration of all available options before the proposal was developed further. Alternative options presented by the Governing Body has been considered as part of this Consultation Document.

The views and observations of those involved have informed the development of the proposal and have helped shape the option being presented for consultation. Further engagement will take place through the statutory consultation process, providing an opportunity for pupils, parents, staff, governors, local residents and other stakeholders to express their views before any final decision is made.

3. School Subject to Proposal

Ysgol Carwe is a 4-11 Welsh Medium primary school situated in the village of Carway. The latest Pupil Level Annual School Census (PLASC) (2026) data showed that there are currently 58 pupils on roll.

School Image – Ysgol Carwe	Location Map
	

Ysgol Carwe was required to close the building at the start of the September 2025 school term following serious health and safety concerns about the condition of part of the school building. During early 2025, a routine condition survey carried out identified potential structural issues within Block 3 of the school. This prompted a more detailed structural investigation, which was undertaken during the summer holidays of 2025 while the site was unoccupied. The findings of this investigation, received in August 2025, concluded that the building's structural integrity could not be assured and was therefore unsafe for continued use. As a result, a formal decision was made in late August 2025 not to reopen the school in the current school building for the new academic year. From September 2025 onwards, all pupils were temporarily relocated to Ysgol Gwynfryn in Pontyates, who are in the same federation as Ysgol Carwe, to ensure continuity of education while further assessments and decisions regarding the future of Ysgol Carwe school site was undertaken. The Cylch Meithrin who were also located at Ysgol Carwe, were relocated to Carway Village Hall.

Ysgol Carwe forms part of a formal federation which includes Ysgol Gwynfryn and Ysgol Ponthenri. The federation is overseen by a single governing body, a permanent headteacher and shared leadership arrangements. The Local Authority considers these arrangements to be effective and sustainable. Leadership capacity has been enhanced through the federation arrangements, and this has been particularly beneficial since the closure of the building. The Local Authority believes that the federation has played a crucial role in ensuring continuity of education during a challenging period.

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

The School Organisation Code 2026 defines a “rural school” by reference to the Welsh Government’s designated rural school list, which is based on specific criteria such as location, populations density and settlement pattern. Only those schools formally identified on this list are subject to the presumption against closure and the additional procedural requirements, including enhanced impact assessments and consideration of alternatives.

Ysgol Carwe is not included on the Welsh Government’s list of designated rural schools and is therefore not classified as a rural school for the purposes of the Code. As a result, the local authority is not required to apply the additional provisions and procedural steps that relate specifically to rural schools when developing and consulting on proposals affecting the school.

3.1 School Information

		Ysgol Carwe
School Location		Carway, Carmarthenshire, SA17 3HE
Age Range		4 – 11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community
Language Category		3 – Welsh Medium
Number of registered Pupils (PLASC 2026)	**Nursery Age**	4
	Reception – Y.6	54
	Total	58
Number of pupils previously on the register (including Nursery) (PLASC)	**January 2025**	59
	January 2024	59
	January 2023	68
	February 2022	63
Pupil Projections (excluding Nursery) (2026)	**January 2027**	55
	January 2028	54
	January 2029	59
	January 2030	56
	January 2031	56
Nursery Capacity 2025/2026		14
Reception-Y6 Capacity 2025/2026		104
Total Capacity 2025/2026		118
% surplus places at PLASC 2026		51%
Nursery Capacity 2026/2027		14
Reception-Y6 Capacity 2026/2027		104
Total Capacity 2026/2027		118
Budget share per pupil (2025/26)		£5,773
School Budget (2025/2026)		£340,607
End of 2025/26 budget position		£4,706 surplus
Budget share per pupil (2026/2027)		£5,978
School Budget (2026/2027)		£346,743
Forecasted end of 26/27 budget position		£23,143 deficit

Estyn Inspection Result (2024)	Not in follow up Inspection report Ysgol Gynradd Carwe 2025
Building Condition Category (2026)	C
Building Suitability (2026)	C

(PLASC) - Pupil Level Annual School Census

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.

3.2 Current Arrangements – Status Quo at Ysgol Carwe

Ysgol Carwe is a 4-11 Welsh Medium primary school situated in the village of Carway. The school is led by a headteacher who oversees a federation comprising Ysgol Carwe, Ysgol Gwynfryn and Ysgol Ponthenri. This federated leadership structure enables strategic alignment across the three schools, supporting collaboration, shared resources and consistency in educational delivery.

The school is a three-teacher school, with 3 Teaching Assistant and a non-teaching headteacher.

The school operates three classes. One class of pupils for Nursery, Year 1 and Year 2, the second classroom for Year 3 and 4 and the third classroom for Year 5 and 6.

The school was last inspected by Estyn in November 2024 and in accordance with the Education Act 2025, the His Majesty's Chief Inspector was of the opinion that no follow up measures were required in relation to the school.

The latest Pupil Level Annual School Census (PLASC) (2026) data showed that there were 58 pupils on roll, 4 pupils below statutory school age (Nursery) and 54 of statutory school age (Reception and above).

Of the 58 pupils on roll at PLASC 2026, 37 pupils attended the school from within the Ysgol Carwe catchment area whilst the remaining 21 pupils attended the school from outside the Ysgol Carwe catchment area. In addition, 120 pupils from within the Ysgol Carwe catchment area attended other schools.

The schools' capacity for the academic year 2025-2026 was 118 places. The school's capacity for the academic year 2026-2027 hasn't changed from the previous year and stays at 118 places.

Whilst Ysgol Carwe remains a maintained school, educational provision has not operated from the school site since September 2025. Following significant health and

safety concerns due to structural issues of the school building, arrangements were implemented for all pupils to attend Ysgol Gwynfryn.

The Local Authority acknowledges that this created a unique situation whereby the educational implications of relocation have already occurred prior to the commencement of the statutory consultation process.

The Local Authority have therefore been able to evaluate pupil wellbeing, educational continuity, attendance, transport arrangements, leadership arrangements and curriculum delivery that is based upon actual experience rather than projected outcomes.

In terms of pupil integration and wellbeing, the transition has been largely successful. A small number of pupils have subsequently transferred from Ysgol Carwe and registered at Ysgol Gwynfryn in order to remain within the friendship groups established following the closer working relationship between the schools. Whilst some concerns have been raised regarding the safety of the transport arrangements, the transport provision has played a vital role in enabling pupils from both schools to remain together and develop positive social relationships. Furthermore, attendance and punctuality for some pupils from Ysgol Carwe have improved as a result of the transport provision.

Despite challenges, staff across both schools have demonstrated a high level of professionalism, flexibility and commitment throughout the transition period, working collaboratively to support pupils and ensure continuity of provision. However, the increased pupil numbers have placed pressure on the available accommodation. Challenges include limited classroom capacity, insufficient space to support pupils who may require access to quieter areas or additional emotional support, and a lack of adequate storage for resources and equipment. The Local Authority will work with the school to address some of these challenges.

The school has experienced a substantial increase in pupil numbers within a relatively short period of time. As a result, accommodating all pupils within a single building has presented some challenges, particularly for those who were previously accustomed to smaller class sizes, quieter learning environments and greater personal space. Whilst the transition has been positive overall, the increased demands on the physical environment have, at times, impacted on pupils' ability to adapt to the new arrangements.

The school is facing several challenges that need to be addressed, alongside wider demographic factors that must be taken into account, to ensure the Local Authority improves the effectiveness and efficiency of its primary school provision, including:

Low pupil numbers

Over the past five years, pupil numbers at Ysgol Carwe have shown some fluctuation but have generally remained stable overall. In 2021, the total number of pupils was 58 (with 53 of statutory school age), rising to 63 in 2022 and reaching a peak of 68 in 2023. However, numbers then declined to 59 in both 2024 and 2025. The most recent data for PLASC 2026 shows a slight decrease again to 58 pupils, with 54 of statutory

school age. Across the period, variations are evident within individual year groups, particularly in the primary years (Years 1–6), while nursery provision (N1 and N2) has remained relatively small but consistent. Overall, despite year-on-year changes, the school's total roll has remained broadly consistent in the high-50s to mid-60s range.

PLASC Year	Full Time Nursery	Reception	1	2	3	4	5	6	Total
2026	4	7	8	8	11	3	20	7	58
2025	6	8	6	12	4	9	7	7	59
2024	3	6	12	4	11	8	7	8	59
2023	2	14	6	12	9	8	8	9	68
2022	7	6	11	10	6	8	6	9	63

Catchment Area Data

Based on the data shown for PLASC 2026, Ysgol Carwe has a total of 37 pupils living within its catchment area who attend the school, alongside 21 pupils who live outside the catchment area but attend Ysgol Carwe. In contrast, a significantly larger number of pupils,120 pupils, live within the Ysgol Carwe catchment area but choose to attend other schools. This indicates that while the school attracts some pupils from outside its designated area, a substantial proportion of local pupils are opting for alternative educational settings.

Total Number of Pupils	Pupils living inside catchment area attending this school	Pupils living outside catchment area attending this school	Pupils living inside catchment area attending other schools
58	37	21	120*
*Bancffosfelen, Burry Port, Cross Hands, Dewi Sant, Ffwrnes, Gwenllian, Gwynfryn, Johnstown, Llangunnor, Llechyfedach, Model, Mynyddygarreg, Myrddin, Nantgaredig, old Road, Parc Y Tywyn, Pembrey, Ponthenri, Pontiets, Pontyberem, Pum Heol, Richmond Park, Stebonheath, Swiss Valley, Trimsaran, Y Bedol, Y Castell			

High Surplus places

The percentage of surplus places at Ysgol Carwe has remained consistently high between 2021 and 2026, fluctuating only slightly over the period. In 2021, surplus places stood at 53.2%, before decreasing to 49.2% in 2022 and reaching a low of 49% in 2023. This was followed by an increase to 52.4% in both 2024 and 2025. In 2026, despite a reduction in overall capacity from 124 to 118 places, the percentage of surplus places remained relatively stable at 50.8%. Overall, the data indicates that around half of the school's capacity has remained unfilled throughout this period, suggesting a sustained pattern of surplus places.

The School Organisation Code (2026) (Section 1.21 Resourcing of education and other financial implications) states that:

*"Where there are more than 10% surplus places in an area overall, local authorities **should** review their provision and **should** consider whether to make proposals for their removal if this will improve the effectiveness and efficiency provision. A significant level of surplus provision is defined as 25% or more of a school's capacity (as defined in Circular 21/2011) **and** at least 30 unfilled places."*

Currently there are 60 surplus spaces at the school equating to 50.8% surplus capacity.

	Historical PLASC				
	2022	**2023**	**2024**	**2025**	**2026**
Total Capacity	124	124	124	124	118
Total Head Count	63	68	59	59	58
Surplus	61	56	65	65	60
% Surplus (rounded to nearest 1%)	49%	45%	52%	52%	51%

Pupil Projections and Projected Surplus Capacity

The pupil projections for Ysgol Carwe show a broadly stable pattern in overall numbers between 2027 and 2031, with only minor variations. During this period, the percentage of surplus places remains consistently high, fluctuating between 50.0% and 46.6%. Specifically, surplus capacity is projected at 50.0% in 2027, rising slightly to 50.8% in 2028, before decreasing to 46.6% in 2029. From 2030 onwards, the proportion of surplus places stabilises at approximately 49.2% through to 2031. This indicates that, despite small changes in pupil numbers, the school is expected to continue operating with around half of its places unfilled, reflecting a sustained level of significant surplus capacity.

Year	**January 2027**	**January 2028**	**January 2029**	**January 2030**	**January 2031**
Pupil Projections including Nursery pupils	59	58	63	60	60
Total Capacity	118	118	118	118	118
Surplus	59	60	55	58	58
% Surplus (rounded to nearest 1%)	50.0%	50.8%	46.6%	49.2%	49.2%

*The pupil projections methodology uses a rolling average of 5, 6, 7, and 8 year old pupils for primary schools. Therefore, any sudden changes in the pupil population take around four years before these anomalies are normalised and parental choice will determine how the actual numbers change year on year. Small numerical fluctuations, whether positive or negative will have a greater proportional impact in schools with low pupil numbers.

Birth Rate Data

In addition to PLASC data and pupil projections, local birth data has been analysed to assess potential future demand for primary school places within the Ysgol Carwe catchment area.

Recent birth data for the catchment indicates relatively low but fluctuating numbers of live births over the period. While there is some variation, including a peak of 27 births in 2027, the overall pattern does not indicate sustained growth that would significantly increase demand for school places in the longer term.

The table below provides a comparison of postcode level birth data within the Ysgol Carwe catchment area against the number of pupils on roll in Reception, as recorded in PLASC, **for the corresponding academic years.**

Birth Data Table

Pupils born in catchment postcode against pupils on roll at PLASC in reception for relevant academic year								
Carwe	**Birth Year**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
	Reception Year	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**
	Births	11	16	18	27	22	25	22
	PLASC	6	8	7	-	-	-	-

Comparison of the available birth and PLASC data indicates that not all children born within the catchment subsequently appear in Reception cohorts at the local school. This may reflect factors such as parental preference, pupil mobility, or attendance at alternative provision. Notwithstanding this, even the higher birth years would translate into relatively small cohort sizes.

Overall, the available birth data does not provide strong evidence of a sustained recovery in pupil numbers at Ysgol Carwe. While some short-term increases may occur, the general demographic profile suggests that pupil numbers are likely to remain low, supporting the projections outlined in this document which anticipate continued pressures associated with surplus capacity over the coming years.

School Budget Issues

Although pupil numbers at the school have been low, the school has maintained a surplus budget over recent years and has not experienced the financial challenges often associated with falling enrolment numbers.

All schools are funded in accordance with the County Council's funding formula. Under the School Funding (Wales) Regulations 2010, the Individual Schools Budget must be allocated amongst schools maintained by the authority in the form of budget shares, using a locally determined funding formula. The regulations require that 70% of the funding is to be distributed on the basis of pupil numbers.

The tables below demonstrate the historical, present and predicted financial position of the school.

Year end Balance	(surplus / deficit) £
2021/22	£40,829 (Surplus)
2022/23	£24,996 (Surplus)
2023/24	£35,868 (Surplus)
2024/25	£15,680 (Surplus)
2025/26	£4,706 (Surplus)

2026/27

School funding amount	£346,743
Pupil numbers (funding based on 2026 January PLASC)	58
Funding per pupil	£5,978
Primary school average mainstream funding per pupil	£5,969
Forecast **surplus** / deficit to the end of 2026/2027	£23,143 deficit

The school is currently projecting a deficit budget of £23,143 at the end of the 2026/2027 financial year.

Budget share per pupil

Based on the Council's provisional Section 52 Education Budget Statement for 2026/27, the school's budget share per pupil during 2026/27 is £5,978. This is close to the Carmarthenshire County Council primary school average of £5,969 for 2026/27.

Due to low pupil numbers, during 2026/27 the school will receive a £12,000 Federation Supplement and a £1,127 Surplus Places Supplement.

The pupil number supplement is based on a formula identifying various school sizes where their pupil numbers put them at a disadvantage in comparison to other schools. The supplement provides an equitable percentage of funding across identified key costs.

Quality and Standards of Education

Ysgol Carwe was last inspected by Estyn in November 2024. His Majesty's Chief Inspector believed that No Follow Up measures are required in relation to this school. Inspectors identified a number of strengths within the school and federation, whilst recommending that the school continue to strengthen aspects of numeracy provision, feedback to learners and self-evaluation processes.

The recommendations were as follows:

R1 Ensure a full range of numeracy activities for the oldest pupils which provide them with an appropriate challenge to make progress to the best of their ability.
R2 Ensure that feedback from teachers supports pupils to improve their work.
R3 Sharpen self-evaluation and planning for improvement processes.

Challenges with educational provision due to multiple year groups in same class

The educational review has not identified concerns regarding the quality of education provided at Ysgol Carwe. The school benefits from being part of a long-established federation with Ysgol Gwynfryn and Ysgol Ponthenri and operates within a shared framework for leadership, curriculum planning, teaching, learning and school improvement. Estyn recognised the positive impact of collaborative working across the federation and the consistency of pupils' experiences across the schools.

However, the small size of the school presents challenges in securing the long-term sustainability of educational provision. Prior to the temporary relocation of pupils, learners were taught in mixed-age classes and educated within relatively small cohorts. Whilst this can provide certain benefits, small cohort sizes may limit opportunities for pupils to learn and interact with larger groups of peers of a similar age and stage of development. Larger cohorts can provide increased opportunities for collaborative learning, discussion, teamwork, learner leadership and social development.

The proposal would enable learners to continue their education within the existing federated arrangement at Ysgol Gwynfryn, where they have already been educated for the past year. This would provide continuity in curriculum delivery, wellbeing support and leadership arrangements whilst providing access to larger peer groups and a broader range of curricular and extracurricular opportunities. The proposal would also support a more sustainable model of educational provision for current and future learners.

Carmarthenshire's Primary Educational Principles contained within the Modernising Education Programme (MEP) Strategy approved by Cabinet on 18th November 2024 notes that the Local Authority aspires to have no more than 2-year groups per teaching class.

Leadership

The Local Authority's aspiration is to secure sustainable leadership arrangements that enable school leaders to focus effectively on raising standards, supporting learners' wellbeing, leading curriculum development and driving continuous improvement.

Ysgol Carwe, Ysgol Gwynfryn and Ysgol Ponthenri currently operate as a hard federation under the leadership of a single headteacher and governing body. Estyn's inspection of Ysgol Carwe in November 2024 recognised the positive impact of leadership across the federation, noting that the headteacher has a robust vision for the schools and is supported effectively by the senior leadership team. Inspectors highlighted the strong culture of collaboration across the federation, reporting that staff work closely together and that the schools operate effectively as a professional learning community. Estyn concluded that, overall, leaders identify strengths and areas for improvement appropriately and that no follow-up activity was required.

However, Estyn also identified scope to strengthen self-evaluation and improvement planning processes. Inspectors found that the link between self-evaluation activities

and quality improvement was not always sufficiently clear, that actions arising from monitoring activities did not always lead to measurable improvements and that some important areas for development had not been identified through the school's self-evaluation arrangements. As a result, Estyn recommended that the school sharpen its self-evaluation and planning for improvement processes.

The proposal would maintain continuity in leadership, governance and school improvement arrangements whilst reducing the number of sites within the federation from three to two. This would reduce the operational and administrative demands associated with leading provision across multiple locations and enable leadership time and expertise to be directed more effectively towards activities that have the greatest impact on learners. These include self-evaluation, school improvement planning, curriculum development, monitoring standards, professional learning and addressing the recommendations arising from Estyn inspections.

The proposal would also support the more effective deployment of leadership, staffing and financial resources across the federation. By concentrating provision on fewer sites, leaders would be better placed to maintain oversight of educational provision, strengthen quality assurance arrangements, support staff development and ensure greater consistency in learners' experiences. Increased leadership capacity would enhance the federation's ability to drive improvement, respond to emerging priorities and secure positive outcomes for learners.

As pupils from Ysgol Carwe have already been educated at Ysgol Gwynfryn for the past year, the proposal would formalise arrangements that are already operating successfully and would not require the introduction of new leadership structures or governance arrangements. This continuity would help ensure stability whilst providing a more sustainable model for future leadership and school improvement.

Overall, the proposal is expected to have a positive impact on leadership and management. It would retain the strengths identified by Estyn within the existing federation whilst increasing leadership capacity and creating greater opportunities to strengthen self-evaluation, improvement planning and the delivery of school improvement priorities, supporting positive outcomes for current and future learners

Building Condition and Suitability

A comprehensive routine building condition survey of Carway CP School was undertaken in March 2025 by a team of Property Condition Officers from Carmarthenshire County Council's Compliance Unit. The survey was conducted under a corporately approved rolling condition survey programme across the authority's estate, including all schools. The detailed report, which incorporates the findings, cost forecasts, and strategic recommendations, was issued in May 2025.

The primary objective of the survey was to conduct a visual, non-intrusive inspection of both the internal and external fabric of the school's buildings and curtilage. The purpose was to assess their current state, capture life cycle replacement costs, and identify any immediate or future risks to the building's operation and the health and safety of its occupants.

The overall property grade of C (Poor with major defects) was calculated by weighting each block's score by its Gross Internal Area (GIA). Block 3, being the largest block with a poor condition, was the primary driver of this overall rating. Block 3 is also the block which contains all of the school's classrooms. A further and more detailed structural survey of Block 3 during August 2025 concluded that the structural integrity of this part of the building could not be assured and that it was unsafe for continued occupation. Consequently, a decision was taken in late August 2025 not to reopen the school building for the new academic year in September 2025.

As a result of this closure, all pupils were temporarily relocated from September 2025 to Ysgol Gwynfryn in Pontyates, a school within the same federation, to ensure continuity of education. In addition, the Cylch Meithrin that had been operating from the Ysgol Carwe site was relocated to Carway Village Hall.

The presence of structural defects requiring immediate action introduces important considerations for the long-term sustainability of the school estate. While some of the building may remain in good condition, the need for urgent intervention in one area may lead to increased maintenance costs, ongoing monitoring, and potentially the need for partial refurbishment or replacement. This also raises wider questions about resilience and the level of investment required to ensure the site remains safe and suitable for future use. A decision has since been taken that Block 3 is not in a repairable condition and will require demolition. The cost of replacing at least two classrooms has been estimated at £1.2m in addition to the cost of demolition of Block 3.

When considered alongside the school's high level of surplus capacity, there are further implications regarding the efficiency of maintaining the current accommodation. If parts of the building are both underutilised and require investment, this may present challenges in terms of value for money and long-term strategic planning.

In summary, although Ysgol Carwe is assessed overall as having poor building condition and suitability, the closure of the school building due to structural issues in 2025 introduces a element of risk and uncertainty. This indicates a need for targeted capital investment and careful asset management to address identified weaknesses and to ensure that any future provision is safe, effective, and sustainable.

3.3 Strengths and weaknesses of maintaining the status quo

The following table includes an assessment of the strengths and weaknesses of maintaining the status quo including any potential opportunities and threats of this option. It also includes an assessment of how this option may impact on quality and standards of education at the school, impact on the local community and impact on travel arrangements.

Strengths	Weaknesses
Pupils and staff are able to continue their education and work with minimal disruption.	The school building remains closed following significant structural and health and safety concerns identified in August 2025.
Continuity of provision supports learner wellbeing, stability and established routines.	Pupils are currently being educated in alternative accommodation rather than their original school building.
The school remains within the community and continues to play an important role in local life.	Retaining the status quo would require substantial capital investment to address structural defects and enable the safe reoccupation of the school building.
No changes are required to school transport arrangements and no additional costs.	An estimated capital expenditure of approximately £1.2m would be required to undertake the necessary remediation works.
The familiar learning environment may support pupils who benefit from consistency and routine.	Investment would be required despite relatively low pupil numbers and continuing surplus places.
Preservation of the Welsh language and culture within the local community setting.	The current situation limits certainty regarding the long-term suitability and sustainability of the school site.
Parents retain their current choice of local educational provision.	Mixed age classes across multiple year groups may limit the school's ability to consistently deliver the full breadth of the Curriculum for Wales and appropriately challenge all learners.
Environmental impacts associated with current travel arrangements remain the same.	High levels of surplus capacity would remain unresolved, affecting the efficient use of resources.
Pupils remain in a Welsh language school with full Welsh medium provision, supporting Cymraeg 2050 ambitions and the WESP.	High levels of surplus places will remain unresolved, continuing to impact the efficient use of resources.
	The option would not provide the same opportunities for larger peer groups and broader educational experiences available through consolidation within the federation.
	Retaining the current arrangements would continue to place operational and administrative demands on federation leaders associated with overseeing three school sites, potentially limiting the time available to focus directly on raising standards and driving improvement.

Opportunities	Threats
To implement a targeted improvement plan to address building related issues and improve facilities for the pupils.	Pupil numbers may decline, further affecting long term sustainability and may result in additional financial pressures.
Potential to involve the community in fundraising and volunteering to strengthen school operations and reduce deficit budgets.	Budget constraints could limit investment.
Whilst capital investment could improve the condition and suitability of the school building, an estimated expenditure of approximately £1.2m would be required to address the identified structural issues. Given the school low pupil numbers, there is insufficient evidence to suggest that this level of investment would result in a sustained increase in pupil numbers or provide a long term solution to the school's sustainability challenges.	Continued surplus capacity could increase concerns regarding value for money.
	Escalating construction and material costs could increase the estimated cost of remedial works beyond current projections.
	Delays in completing building works could prolong disruption to pupils, families and staff.
	Further structural issues may be identified once repair works commence, potentially increasing costs and project timescales.
	The need for capital investment may affect the Authority's ability to prioritise other school improvement projects across the County.

Likely impact on quality and standards in education

Retaining the current arrangements would maintain the school's identity, preserve existing governance arrangements and retain Ysgol Carwe as a separate educational institution. Estyn's inspection of Ysgol Carwe in November 2024 concluded that no follow-up activity was required and identified a number of strengths, including the positive impact of leadership across the federation, effective collaborative working between staff, positive attitudes to learning and the consistent experiences provided for learners across the federated schools. Inspectors also reported that staff work closely together across the federation and that the schools operate effectively as a professional learning community.

The established federated arrangements, shared curriculum planning and collaborative working practices provide a strong foundation for maintaining

educational standards. However, this option would not address the key factors that have led to the review. Since September 2025, pupils have been educated at Ysgol Gwynfryn following the closure of the Ysgol Carwe building due to structural and health and safety concerns. Whilst educational provision continues, learners are no longer being educated on the original school site and uncertainty remains regarding the future suitability and viability of the accommodation.

Retaining the status quo would require an estimated capital investment of approximately £1.2 million to enable the safe reoccupation of the building. This level of investment would need to be considered in the context of the school's relatively low pupil numbers, continuing surplus capacity and the long-term sustainability of the provision. Whilst investment may improve the condition of the accommodation, there is limited evidence that it would address the underlying challenges associated with maintaining sustainable educational provision on the site.

Estyn identified a need to strengthen self-evaluation and improvement planning processes, noting that the link between self-evaluation activities and quality improvement was not always sufficiently clear and that actions arising from monitoring activities did not always result in measurable improvements. Under this option, leadership responsibilities would continue to be distributed across three school sites, requiring the headteacher and leadership team to balance operational, organisational and school improvement responsibilities across a wider estate. Consequently, opportunities to increase leadership capacity and focus more directly on self-evaluation, improvement planning, curriculum development, professional learning, monitoring standards and raising standards would be more limited than under the preferred option. Retaining the current arrangements would also require leadership capacity to continue being spread across three school sites rather than two, reducing the opportunity to concentrate leadership time and expertise on activities most likely to improve outcomes for learners. Estyn's recommendation to strengthen self-evaluation and planning for improvement processes further supports the potential benefits of a model that enables greater leadership focus on school improvement activities.

Retaining separate provision at Ysgol Carwe would also mean that learners may not benefit from some of the opportunities associated with larger and more sustainable pupil cohorts. Whilst pupils would continue to receive a suitable education, opportunities for wider peer interaction, collaborative learning, pupil leadership, group learning experiences and broader curricular and extracurricular participation may be more limited than those available through the current arrangements at Ysgol Gwynfryn.

Whilst collaborative working across the federation would continue, retaining the current arrangements would not maximise opportunities to further strengthen leadership capacity, build upon the effective professional learning arrangements identified by Estyn, realise efficiencies across the federation or enhance learner experiences through larger and more sustainable pupil cohorts.

Overall, this option would enable educational standards to be maintained and would preserve the school's identity and role within the community. However, it

would not address the significant structural issues affecting the school building, would require capital investment and would not resolve concerns relating to surplus capacity, long-term sustainability or the effective deployment of resources. Furthermore, it would not provide the same opportunities to strengthen leadership capacity, support self-evaluation and school improvement processes, or expand educational opportunities available to learners through larger and more sustainable pupil cohorts. Consequently, whilst this option remains capable of maintaining educational standards, it is considered less effective than the preferred option in addressing the factors that prompted the review and less capable of securing sustainable, high-quality Welsh-medium educational provision and continuous school improvement for current and future learners.
Likely impact on the community Minimal impact is anticipated as the school would remain open and continue to operate in its current form. The school would continue to serve as a focal point within the community, support local identity, Welsh language and cultural activities and community events. Existing links between the school and community would be maintained.
Likely effect of different travel arrangements No impact is anticipated as current travel arrangements would remain unchanged. Pupils would continue to attend their current school and no new transport requirements or costs would arise. Existing journey times and associated environmental impacts would remain broadly unchanged.

3.4 Why change is considered necessary

The need for change at Ysgol Carwe has arisen following the identification of structural defects within part of the school building. These defects resulted in serious health and safety concerns and led to the decision that the school could not reopen in September 2025. Subsequent investigations determined that the affected block would require demolition and that substantial capital investment would be needed to provide replacement accommodation.

The Local Authority has carefully considered the costs associated with redeveloping the site. It is estimated that approximately £1.2 million of capital investment would be required to demolish and replace the affected accommodation, in addition to other associated project costs. Having considered the availability of alternative provision within the existing federation, the Local Authority does not consider that investing this level of funding in rebuilding part of the school would represent the most effective or sustainable use of public resources.

Importantly, the proposal is not being brought forward as a result of concerns regarding educational standards at Ysgol Carwe. Estyn's inspection of the school in November 2024 identified a number of strengths and concluded that no follow-up activity was required. Similarly, whilst pupil numbers at the school have been relatively low, the school has maintained a surplus budget position in recent years. Consequently, the rationale for the proposal relates primarily to the condition of the

school building and the long-term sustainability of educational provision rather than educational performance or financial viability.

Since September 2025, pupils from Ysgol Carwe have attended Ysgol Gwynfryn following the closure of the school building. Both schools already operate within the same federation and the transition has enabled learners to continue accessing Welsh-medium education with continuity in leadership, curriculum delivery, policies and support arrangements. As pupils have already established relationships with staff and peers and adapted successfully to their new learning environment, many of the challenges normally associated with school closure and pupil transfer have already been mitigated.

The proposal would formalise arrangements that are already operating successfully and would provide a long-term solution to the accommodation issues affecting Ysgol Carwe. It would enable resources to be focused on teaching, learning and supporting pupils rather than addressing building defects and future maintenance liabilities. Learners would also continue to benefit from access to a larger peer group and a broader range of educational, cultural, sporting and extracurricular opportunities available through Ysgol Gwynfryn.

Whilst the Local Authority recognises that the proposal would result in the loss of a longstanding school within the Carway community, it considers that the proposal offers the most appropriate and sustainable solution in light of the significant structural defects affecting the building, the substantial capital costs associated with rebuilding accommodation and the successful continuation of educational provision within the federation since September 2025.

3.5 Assessment of the Alternative Options

In accordance with the School Organisation Code 2026, each reasonable alternative was considered against the key challenges facing the school and assessed for its likely impact on:

- Educational standards and learner outcomes;
- Financial sustainability;
- Community impact;
- Learner travel arrangements;
- School capacity and surplus places;
- Building suitability and condition.

The assessment sought to determine whether any of the alternatives could provide a sustainable long term solution to the challenges identified. Whilst a number of options offered some potential benefits, either individually or collectively, none were considered capable of adequately addressing the combination of educational, financial, organisational and estate-related issues facing the school.

A range of alternative options to the proposal have been carefully considered. The reasons for discounting or preferring each option are outlined in the table below.

A separate SWOT analysis (looking at strengths, weaknesses, opportunities, and threats) was carried out for each option to help identify the most suitable way forward. This assessment is included in the following tables.

Alternative Option 1 - Retain the current arrangements (Status Quo) at Ysgol Carwe	
Strengths	**Weaknesses**
Pupils and staff are able to continue their education and work with minimal disruption.	The school building remains closed following significant structural and health and safety concerns identified in August 2025.
Continuity of provision supports learner wellbeing, stability and established routines.	Pupils are currently being educated in alternative accommodation rather than their original school building.
The school remains within the community and continues to play an important role in local life.	Retaining the status quo would require substantial capital investment to address structural defects and enable the safe reoccupation of the school building.
No changes are required to school transport arrangements and no additional costs.	An estimated capital expenditure of approximately upwards of £1.2m would be required to undertake the necessary remediation works of demolition and providing mobile accommodation and/or undertaking works to the Victorian building.
The familiar learning environment may support pupils who benefit from consistency and routine.	Investment would be required despite relatively low pupil numbers and continuing surplus places.
Preservation of the Welsh language and culture within the local community setting.	The current situation limits certainty regarding the long-term suitability and sustainability of the school site.
Parents retain their current choice of local educational provision.	Mixed age classes across multiple year groups may limit the school's ability to consistently deliver the full breadth of the Curriculum for Wales and appropriately challenge all learners.
Environmental impacts associated with current travel arrangements remain the same.	High levels of surplus capacity would remain unresolved, affecting the efficient use of resources.
Pupils remain in a Welsh language school with full Welsh medium provision, supporting Cymraeg 2050 ambitions and the WESP.	High levels of surplus places will remain unresolved, continuing to impact the efficient use of resources.
Education would be maintained at the current school site.	The option would not provide the same opportunities for larger peer groups and broader educational experiences available through consolidation within the federation.

Cylch Meithrin could remain on the current school site.	Retaining the current arrangements would continue to place operational and administrative demands on federation leaders associated with overseeing three school sites, potentially limiting the time available to focus directly on raising standards and driving improvement.
Opportunities	**Threats**
To implement a targeted improvement plan to address building related issues and improve facilities for the pupils.	Pupil numbers may decline, further affecting long term sustainability and may result in additional financial pressures.
Potential to involve the community in fundraising and volunteering to strengthen school operations and reduce deficit budgets.	Budget constraints could limit investment,
Whilst capital investment could improve the condition and suitability of the school building, an estimated expenditure of approximately £1.2m would be required to address the identified structural issues. Given the school low pupil numbers, there is insufficient evidence to suggest that this level of investment would result in a sustained increase in pupil numbers or provide a long term solution to the school's sustainability challenges.	Continued surplus capacity could increase concerns regarding value for money.
	Escalating construction and material costs could increase the estimated cost of remedial works beyond current projections.
	Delays in completing building works could prolong disruption to pupils, families and staff.
	Further structural issues may be identified once repair works commence, potentially increasing costs and project timescales.
	The need for capital investment may affect the Authority's ability to prioritise other school improvement projects across the County.
Likely impact on quality and standards in education Retaining the current arrangements would maintain the school's identity, preserve existing governance arrangements and retain Ysgol Carwe as a separate educational institution. Estyn's inspection of Ysgol Carwe in November 2024	

concluded that no follow-up activity was required and identified a number of strengths, including the positive impact of leadership across the federation, effective collaborative working between staff, positive attitudes to learning and the consistent experiences provided for learners across the federated schools. Inspectors also reported that staff work closely together across the federation and that the schools operate effectively as a professional learning community.

The established federated arrangements, shared curriculum planning and collaborative working practices provide a strong foundation for maintaining educational standards. However, this option would not address the key factors that have led to the review. Since September 2025, pupils have been educated at Ysgol Gwynfryn following the closure of the Ysgol Carwe building due to significant structural and health and safety concerns. Whilst educational provision continues, learners are no longer being educated on the original school site and uncertainty remains regarding the future suitability and viability of the accommodation.

Retaining the status quo would require an estimated capital investment of approximately £1.2 million to enable the safe reoccupation of the building. This level of investment would need to be considered in the context of the school's relatively low pupil numbers, continuing surplus capacity and the long-term sustainability of the provision. Whilst investment may improve the condition of the accommodation, there is limited evidence that it would address the underlying challenges associated with maintaining sustainable educational provision on the site.

Estyn identified a need to strengthen self-evaluation and improvement planning processes, noting that the link between self-evaluation activities and quality improvement was not always sufficiently clear and that actions arising from monitoring activities did not always result in measurable improvements. Under this option, leadership responsibilities would continue to be distributed across three school sites, requiring the headteacher and leadership team to balance operational, organisational and school improvement responsibilities across a wider estate. Consequently, opportunities to increase leadership capacity and focus more directly on self-evaluation, improvement planning, curriculum development, professional learning, monitoring standards and raising standards would be more limited than under the preferred option. Retaining the current arrangements would also require leadership capacity to continue being spread across three school sites rather than two, reducing the opportunity to concentrate leadership time and expertise on activities most likely to improve outcomes for learners. Estyn's recommendation to strengthen self-evaluation and planning for improvement processes further supports the potential benefits of a model that enables greater leadership focus on school improvement activities.

Retaining separate provision at Ysgol Carwe would also mean that learners may not benefit from some of the opportunities associated with larger and more sustainable pupil cohorts. Whilst pupils would continue to receive a suitable education, opportunities for wider peer interaction, collaborative learning, pupil leadership, group learning experiences and broader curricular and extracurricular

participation may be more limited than those available through the current arrangements at Ysgol Gwynfryn.

Whilst collaborative working across the federation would continue, retaining the current arrangements would not maximise opportunities to further strengthen leadership capacity, build upon the effective professional learning arrangements identified by Estyn, realise efficiencies across the federation or enhance learner experiences through larger and more sustainable pupil cohorts.

Overall, this option would enable educational standards to be maintained and would preserve the school's identity and role within the community. However, it would not address the significant structural issues affecting the school building, would require substantial capital investment and would not resolve concerns relating to surplus capacity, long-term sustainability or the effective deployment of resources. Furthermore, it would not provide the same opportunities to strengthen leadership capacity, support self-evaluation and school improvement processes, or expand educational opportunities available to learners through larger and more sustainable pupil cohorts. Consequently, whilst this option remains capable of maintaining educational standards, it is considered less effective than the preferred option in addressing the factors that prompted the review and less capable of securing sustainable, high-quality Welsh-medium educational provision and continuous school improvement for current and future learners.

Likely impact on the community
Minimal impact is anticipated as the school would remain open and continue to operate in its current form.

The school would continue to serve as a focal point within the community, support local identity, Welsh language and cultural activities and community events. Existing links between the school and community would be maintained.

Likely effect of different travel arrangements
No significant impact is anticipated as current travel arrangements would remain unchanged.

Pupils would continue to attend their current school and no new transport requirements or costs would arise. Existing journey times and associated environmental impacts would remain broadly unchanged.

Reason for discounting this option

- It would not address the significant structural and health and safety concerns that resulted in the closure of the school building in September 2025.
- Retaining the status quo would require the Local Authority to invest approximately £1.2 million to address structural defects and facilitate the safe reoccupation of the school building.
- Capital investment would be required despite ongoing concerns regarding pupil numbers, surplus places and the long-term sustainability of the provision.
- It would not address the relatively low number of pupils attending the school or the high level of surplus places that would continue to exist.
- It would not improve the long-term financial sustainability of educational provision within the area or address the high cost per pupil associated with maintaining a very small school.

- It would not provide greater certainty regarding the future viability, suitability and sustainability of the school site.
- Estyn identified a need to strengthen self-evaluation and improvement planning processes. Retaining the current arrangements would not maximise opportunities to increase leadership capacity and support the delivery of these improvement priorities.
- The option would not provide the same opportunities for learners to benefit from larger peer groups, broader social interactions and an enhanced range of curricular, cultural, sporting and extracurricular experiences available through the current arrangements at Ysgol Gwynfryn.
- Whilst educational standards could be maintained under this option, it would not address the fundamental issues that prompted the review and would offer limited scope to strengthen leadership capacity, improve long-term sustainability or enhance educational opportunities for learners.
- Consequently, the option is considered less effective than the preferred option in securing sustainable, high-quality Welsh-medium educational provision and supporting continuous school improvement for current and future learners.

Alternative Option 2 - Change the age range of Ysgol Carwe from 4-11 to 3-11	
Strengths	**Weaknesses**
Improve the long-term sustainability of the school through increased pupil numbers.	Pupils continue to attend a school building that has had recent structural issues and could limit the ability to support effective delivery of the Curriculum for Wales in the long term.
The school remains in the locality with no impact on the community.	If local demand for early years places is already met elsewhere uptake may be slow.
Strengthens transition arrangements between nursery and statutory education.	Depending on uptake teaching staff would potentially face the ongoing challenge of planning and delivering lessons to two classrooms that includes pupils of mixed ages and abilities, spanning the entire school
Extra cohort received education through the Welsh Language.	May impact local businesses providing early years education.
Earlier engagement with families may strengthen relationships between home and school.	Could have a detrimental impact on the long established Cylch Meithrin currently operating at the school.
Could provide access to Welsh-medium education from an earlier age and strengthen continuity between nursery and statutory education.	Could undermine the viability and sustainability of the existing Cylch Meithrin.
May strengthen transition arrangements for children moving into full-time education.	Costs associated to bring the condition of the building to an acceptable and safe standard.

Earlier engagement with families could support stronger partnerships between home and school.	Mixed age classes across multiple year groups may limit the school's ability to consistently deliver the full breadth of the Curriculum for Wales and appropriately challenge all learners.
May provide parents with additional local early years education option.	This option would not address the existing budget deficit any may place further pressure on finances if additional provision is introduced without sufficient uptake.
	Does not address the significant structural and health and safety concern affecting the school building.
	Capital investment would still be required to bring the school building to an acceptable and safe standard.
Opportunities	**Threats**
This option could meet community needs and give parents more options for Early Years education.	Local competition in existing private settings
Opportunity to develop a fully integrated early years and primary provision.	If uptake is low, it may not have a positive impact on surplus places or budget.
Potential to strengthen early language acquisition and support children's readiness for school.	Closure or reduction in attendance at the Cylch Meithrin.
Opportunity to improve continuity in assessment, support and progression for learners.	Loss of a valued community organisation and volunteer led provision within the village.
Potential to attract additional families seeking an all through early years and primary setting.	Negative community perception if the change is viewed as undermining the Cylch Meithrin.
Opportunity to enhance collaboration between childcare and education services if partnership arrangements can be established.	Risk to employment opportunities associated with the existing Cylch Meithrin.
Short term continuity of provision may support health and wellbeing of pupils and staff but risks emerge if building issues persist.	Risk that financial pressures increase due to staffing and accommodation requirements.
Likely impact on quality and standards in education The proposal could provide educational benefits through the introduction of nursery provision within a single educational setting. Children may benefit from earlier engagement with the school, smoother transition arrangements into statutory education, greater continuity in learning experiences and earlier identification of Additional Learning Needs. Earlier engagement with families could also strengthen home-school relationships and support children's wellbeing, readiness for learning and progression. Estyn recognised strengths within the	

federation's provision, including effective collaborative working, positive relationships and a strong culture of support for learners.

However, the potential educational benefits of this option are uncertain and would depend largely on the level of demand for nursery provision. There is limited evidence to suggest that extending the age range alone would generate sufficient additional pupil numbers to address the wider challenges facing the school. Consequently, whilst the proposal may strengthen continuity between early years and statutory education, it is unlikely to have a significant impact on reducing surplus places, improving financial sustainability or securing the long-term viability of the provision.

Furthermore, this option would not address the significant structural and health and safety concerns that resulted in the closure of the school building, nor the substantial capital investment required to facilitate its safe reoccupation. It would also fail to address wider challenges relating to surplus capacity, financial sustainability and the efficient deployment of staffing and resources.

Estyn's inspection of Ysgol Carwe in November 2024 identified a number of strengths, including positive leadership across the federation and effective collaborative working between staff. However, inspectors also identified a need to strengthen self-evaluation and improvement planning processes, noting that the link between self-evaluation activities and quality improvement was not always sufficiently clear and that actions arising from monitoring activities did not always lead to measurable improvements.

Under this option, leadership responsibilities would continue to be distributed across three school sites, requiring the headteacher and leadership team to balance operational, organisational and school improvement responsibilities across a wider estate. Consequently, opportunities to increase leadership capacity and focus more directly on activities that have the greatest impact on learner outcomes, including self-evaluation, improvement planning, curriculum development, professional learning, monitoring standards and raising standards, would remain more limited than under the preferred option. Retaining the current arrangements would also limit opportunities to build upon Estyn's findings through increased leadership capacity. By continuing to operate across three school sites, leadership time and expertise would remain more widely dispersed, reducing opportunities to focus on strategic improvement activity and driving continuous improvement across the federation.

In addition, the proposal could have unintended consequences for the existing Cylch Meithrin, which currently provides established Welsh-medium early years provision within the community. Any reduction in participation may affect the sustainability of the Cylch and potentially reduce the overall educational benefit of the proposal by creating uncertainty regarding the future of existing early years provision. The option therefore risks redistributing existing learners rather than generating sufficient new demand to secure a meaningful improvement in the school's long-term sustainability.

It is also important to recognise that pupils from Ysgol Carwe are already being educated at Ysgol Gwynfryn following the closure of the school building. As a result, learners are already benefiting from access to larger peer groups, broader learning experiences and a wider range of curricular, cultural and extracurricular opportunities through the existing federated arrangements. This reduces the extent to which the introduction of nursery provision at Ysgol Carwe would deliver additional educational benefits when compared with the current position.

Overall, whilst the option may provide some benefits in relation to continuity of early years education and strengthen transition arrangements between nursery and primary phases, it would not address the fundamental issues that prompted the review. It would neither resolve the accommodation challenges facing the school nor provide a credible solution to concerns relating to surplus places, financial sustainability, leadership capacity or long-term viability. Furthermore, it would not provide the same opportunities as the preferred option to strengthen leadership capacity, enhance self-evaluation and improvement planning processes, support continuous school improvement or maximise the educational benefits associated with larger and more sustainable pupil cohorts. Consequently, whilst educational standards could be maintained, the educational benefits associated with this option are considered insufficient to outweigh the accommodation, financial and sustainability challenges identified. Overall, the option is considered less effective than the preferred option in securing sustainable, high-quality Welsh-medium educational provision and supporting continuous school improvement for current and future learners.

Likely impact on the community

The proposal could have a impact on the local community. Whilst some families may welcome direct access to school based nursery education from the age of 3, the introduction of nursery provision at Ysgol Carwe could adversely affect the sustainability of the Cylch Meithrin currently housed at the school. The Cylch plays an important role within the community and contributes to the Welsh language, local employment opportunities and community engagement. Any reduction in attendance could threaten its long-term viability and potentially result in the loss of a valued community asset.

Likely effect of different travel arrangements

The proposal is unlikely to result in changes to travel arrangements as most children would continue to access provision within their local community. There may be a slight reduction in travel for some families who currently access nursery provision elsewhere. Conversely, families who prefer Cylch Meithrin provision may need to travel further should the existing provision become unsustainable.

Reason for discounting this option

- It is unlikely to have a impact on pupil numbers at the school
- It is unlikely to reduce high surplus places at the school
- It would not address the budget deficit at the school
- It would not address high cost per pupil at the school
- It would not address the issues in relation to the suitability of the building
- The proposal could have a adverse impact on the sustainability and future viability of the existing Cylch Meithrin currently operating from the school site.

Alternative Option 3 – Collaboration with other schools	
Strengths	**Weaknesses**
Opportunities to share expertise, resources and good practice across schools.	Pupils continue to attend a school building that has had recent structural issues and could limit the ability to support effective delivery of the Curriculum for Wales in the long term.
Greater opportunities for staff professional learning and collaboration.	Collaboration would not address pupil numbers at the school or high levels of surplus places.
Pupils could benefit from a wider range of educational, sporting and cultural experiences.	The option would not resolve the existing budget deficit and may not generate sufficient savings to improve financial sustainability.
May improve curriculum delivery through access to specialist staff and resources.	Mixed-age teaching arrangements would continue, which may limit the ability to deliver the full breadth of the Curriculum for Wales.
Can strengthen school sustainability without altering the school's age range or governance arrangements.	Increased reliance on other schools for the delivery of some activities and initiatives.
Pupils would continue to access Welsh-medium education in line with the authority's WESP and Cymraeg 2050 ambitions.	Additional time required for planning, coordination and travel between schools.
Existing collaborative arrangements have already provided access to a broader range of learning experiences, extracurricular opportunities, sporting activities and educational visits that might otherwise not be possible for a school of this size.	Differences in school priorities and practices may make collaboration challenging.
The school already benefits from collaborative working through their formal federation with Ysgol Gwynfryn and Ysgol Ponthenri, which has enabled pupils to participate in shared activities, educational visits and wider learning experiences. These arrangements have increased opportunities for social interaction and enrichment.	Benefits may not be distributed equally across all participating schools
	The effectiveness of collaboration arrangements can vary and may not lead to sustained improvement in standards.
	Collaboration alone may not address and long term challenges relating to school rolls or financial sustainability.

Opportunities	Threats
Opportunity to develop shared curriculum projects aligned with curriculum for Wales.	May not improve pupil numbers at the school or surplus capacity
Opportunity to strengthen transition arrangements between schools.	Collaborative arrangements may become difficult to sustain if funding is reduced.
Potential to share resources and achieve efficiencies through joint working.	Geographical distances may limit opportunities for regular collaboration.
Opportunity to provide pupils with wider social experiences through joint activities and events.	The success of the arrangement would depend on the ongoing commitment of all schools involved.
Opportunity to collaborate on Welsh language activities and community engagements projects.	Any perceived loss of the school's individuality may generate concern within the community.
	Risk that resources are invested without addressing the fundamental structural issues facing the school.

Likely impact on quality and standards in education

Collaboration with other schools could provide educational benefits through the sharing of expertise, resources and effective practice. Learners may benefit from access to a broader range of educational, cultural, sporting and extracurricular experiences, whilst staff could benefit from enhanced professional learning opportunities, joint curriculum development and increased professional collaboration. These arrangements have the potential to support curriculum delivery, enrich learners' experiences and strengthen opportunities for curriculum design and progression.

However, it is important to recognise that Ysgol Carwe already benefits from extensive collaborative arrangements through its established federation with Ysgol Gwynfryn and Ysgol Ponthenri. Estyn's inspection of Ysgol Carwe in November 2024 recognised the positive impact of collaborative working across the federation and reported that staff work closely together to provide consistent experiences for learners. Inspectors also noted that teachers are provided with regular opportunities to plan collaboratively and scrutinise pupils' work together and concluded that the federation operates effectively as a professional learning community. Consequently, many of the educational benefits associated with collaboration are already being realised through existing arrangements.

Whilst additional collaboration may provide opportunities to further enrich pupils' experiences, it would not address the structural and health and safety concerns that resulted in the closure of the school building, nor the substantial capital investment required to facilitate its safe reoccupation. The option would also fail to address wider challenges relating to pupil numbers, surplus capacity, financial sustainability and the long-term viability of educational provision.

Estyn identified strengths in leadership across the federation whilst also recommending that self-evaluation and improvement planning processes should be strengthened. Under this option, leadership responsibilities would continue to be distributed across three school sites, requiring leaders to balance operational,

organisational and school improvement responsibilities across a wider estate. As a result, opportunities to increase leadership capacity and focus more directly on self-evaluation, improvement planning, curriculum development, professional learning, monitoring standards and raising standards would remain more limited than under the preferred option. Continuing to operate across three school sites would also reduce opportunities to build upon Estyn's findings by enabling leaders to dedicate additional time and attention to strategic school improvement activities and the delivery of improvement priorities.

It is also important to recognise that pupils from Ysgol Carwe are already being educated at Ysgol Gwynfryn following the closure of the school building. As a result, learners already benefit from larger peer groups, increased opportunities for social interaction and access to a wider range of curricular, cultural and extracurricular experiences through the existing federated arrangements. This reduces the potential additional educational benefits likely to arise from introducing a further collaboration model alone.

Whilst collaborative working would continue to offer worthwhile educational benefits, there is limited evidence that this option would enhance educational provision beyond the opportunities already available through the federation. Furthermore, it would not address the accommodation, financial and organisational challenges that prompted the review.

Overall, educational standards could be maintained under this option and learners would continue to benefit from collaborative working arrangements. However, many of the educational advantages associated with collaboration are already embedded within the existing federation. The option would not address the structural issues affecting the school, improve long-term financial sustainability, strengthen leadership capacity to the same extent as the preferred option or provide greater certainty regarding the future viability of the provision. Consequently, whilst capable of maintaining educational standards, this option is considered less effective than the preferred option in securing sustainable, high-quality Welsh-medium educational provision and supporting continuous school improvement for current and future learners.

Likely impact on the community

The proposal could strengthen relationships between neighbouring schools and communities whilst allowing Ysgol Carwe to retain its identity and role within the local community. Opportunities for joint events and activities may increase community engagement and broaden experiences for pupils and families. The option would have minimal direct impact on existing community facilities and organisations, including the Cylch Meithrin.

Likely effect of different travel arrangements

The proposal may require occasional travel for pupils and staff to attend joint activities, sporting events, curriculum projects or professional learning opportunities. However, day to day travel arrangements for pupils attending Ysgol Carwe would remain unchanged, and no significant changes to home to school transport arrangements would be expected.

Reason for discounting this option

- It would not address the structural and health and safety concerns affecting the school building or remove the requirement for substantial capital investment to facilitate its safe reoccupation.
- It would not address the relatively low number of pupils on roll or the high level of surplus places that would continue to exist within the school.
- It would not improve the long-term financial sustainability of the provision or address the high cost per pupil associated with maintaining a very small school.
- The majority of the educational benefits associated with collaboration are already being realised through the existing federation arrangements with Ysgol Gwynfryn and Ysgol Ponthenri. Estyn recognised the positive impact of collaborative working across the federation and the effective professional learning arrangements already in place.
- Estyn identified a need to strengthen self-evaluation and improvement planning processes. This option would not maximise opportunities to increase leadership capacity and support the delivery of these improvement priorities.
- Whilst additional collaboration may further enrich learners' experiences, it would not provide a sustainable solution to the accommodation, financial and organisational challenges that prompted the review.
- It would not provide greater certainty regarding the long-term viability, suitability and sustainability of educational provision within the area.
- Consequently, whilst educational standards could be maintained under this option, it would not address the underlying issues facing the school and is considered less effective than the preferred option in securing sustainable, high-quality Welsh-medium educational provision, strengthening leadership capacity and supporting continuous school improvement for current and future learners.

Alternative Option 4- Close Ysgol Carwe and transfer pupils to nearest school	
Strengths	**Weaknesses**
Pupils would benefit from improved accommodation compared to the existing school building.	Disruption and a period of instability for pupils and their families.
Pupils would be able to access Welsh-medium education at all receiving schools, ensuring continuity of language provision in line with the authority's WESP.	Closure of the school and loss of education provision in the community.
Reduces the need for capital expenditure required to address the severe structural issues identified at Ysgol Carwe.	Disruptions to staff and potential redundancies
Pupils may potentially benefit from attending a larger school with a cohort of pupils of a similar age depending on which school they attend.	Loss of a community asset which is valued highly by local people.

Pupils may potentially benefit from improved opportunities for pupils through extra-curricular activities at new schools	Local Authority will need to provide transport for the affected students which will increase transportation costs.
Revenue savings realised from the closure would assist overall budgetary pressures that the Local Authority faces. Pupil number funding would transfer to the new school with the pupil and thus improve the budget in that school.	Travel distances may increase having a negative impact on parents and the environment.
Removes the need to invest approximately £1.2m in school building improvements and repairs.	Potential impact on pupil wellbeing and sense of belonging arising from a change of school.
Provides greater certainty regarding the long term sustainability of educational provision.	Proposal will have a detrimental impact on the Cylch Meithrin who are based at the school.
As pupils have already transferred to Ysgol Gwynfryn, there may be less disruption than would normally be associated with a school closure proposal.	The cohort of pupils leaving the school would potentially be split up if attending other schools.
Opportunities	**Threats**
Potential to improve the viability of education across the county.	Opposition from parents and stakeholders to the proposal
Potential to secure capital receipt from the sale of the existing school building.	Opposition from the community to the proposals
Opportunity to invest resources more effectively in sustainable educational provision.	Risk of a decline in community cohesion following the loss of the school.
Opportunity for pupils to benefit from a broader range of learning, extracurricular and social opportunities.	Closure could adversely affect the viability of the Cylch Meithrin currently operating from the school.
Potential savings from reducing the future maintenance and repair costs.	Loss of an established Welsh-medium educational presence within the village.
Opportunity to strengthen educational provision through integration into a larger and more sustainable school setting.	Potential uncertainty regarding the future of the school site and associated facilities.
Opportunity to support the authority's WESP by consolidating Welsh-medium provision within sustainable school settings.	Increased travel distances may impact pupil wellbeing, attendance and engagement if not effectively managed.
	Risk that transition arrangements are not effectively implemented, particularly for vulnerable learners.
Likely impact on quality and standards in education This option could offer a number of educational benefits. Pupils would continue to access Welsh-medium education and would be educated in accommodation that	

is fit for purpose, safe and suitable for learning. Depending on the receiving school attended, learners may have access to a broader range of curricular, cultural, sporting and extracurricular opportunities, specialist resources and different learning experiences. These factors have the potential to support pupils' engagement, wellbeing and participation in school life.

However, whilst pupils have already transferred to Ysgol Gwynfryn following the closure of the Ysgol Carwe building, this option differs from the preferred option as learners may ultimately attend a range of alternative schools rather than remaining together within their existing federated community. As a result, there is greater potential for disruption to established friendships, relationships and support networks. The option could therefore result in a loss of continuity for pupils and families and may require learners to adapt to different school environments, cultures, expectations and routines.

Estyn's inspection of Ysgol Carwe in November 2024 concluded that no follow-up activity was required and identified strengths in leadership, collaborative working and the consistency of learners' experiences across the federation. The preferred option would enable pupils to remain within these established federated arrangements. By contrast, this option may reduce continuity in leadership, governance, curriculum planning and school improvement arrangements depending on the receiving schools attended by pupils.

The proposal could also result in pupils being separated from their existing peer group. Whilst pupils are likely to form new friendships and adapt successfully to their new setting, there is a risk that the continuity and sense of belonging already established through the existing federation could be diminished. Appropriate care, support and guidance arrangements would therefore be essential, particularly for younger learners and those with Additional Learning Needs.

The option would remove the need for substantial capital investment in the Ysgol Carwe building and provide greater certainty regarding the future sustainability of educational provision. However, these benefits could largely be achieved through the preferred option whilst maintaining continuity for learners within the existing federation and preserving established educational relationships and arrangements.

Overall, whilst educational standards could be maintained and pupils would continue to access suitable Welsh-medium provision, this option would provide less continuity than the preferred option and may result in greater disruption for learners and families. Although the option would secure access to safe and suitable accommodation and remove the need for capital investment in the Ysgol Carwe building, these benefits could largely be achieved through the preferred option whilst maintaining the continuity already established through the existing federation. Given that pupils are already successfully integrated within Ysgol Gwynfryn and benefit from established relationships, shared leadership arrangements, curriculum continuity and consistent school improvement processes, this option is considered less effective than the preferred option in supporting learner wellbeing, maintaining educational continuity and securing

sustainable, high-quality Welsh-medium educational provision for current and future learners.

Likely impact on the community

Should the proposal proceed, it would have a impact on the local community. Schools often serve as important community hubs and the closure of Ysgol Carwe would represent the loss of a valued educational and community asset.

Consideration would need to be given to the impact on the Cylch Meithrin, which is currently based at the school. Closure could jeopardise the future viability of the Cylch if alternative accommodation cannot be identified. This may reduce the availability of local early years provision and have implications for families within the area.

The proposal could also affect community identity, use of local facilities and opportunities for community engagement.

Likely effect of different travel arrangements

The proposal would result in pupils travelling to an alternative school on a permanent basis. As pupils have already transferred to Ysgol Gwynfryn following the decision not to reopen Ysgol Carwe due to the structural condition of the building, many families are already familiar with the existing travel arrangements.

Nevertheless, the closure would formalise the need for ongoing travel and may result in longer journey times for some pupils than would have been experienced when attending their local school. The impact would need to be assessed against the council's home to school transport policies.

Reason for discounting this option

Whilst this option would remove the need for approximately £1.2 million of capital investment required to address the significant structural and health and safety issues affecting the Ysgol Carwe building, and would secure access to accommodation that is fit for purpose, safe and suitable for learning, these benefits can largely be achieved through the preferred option whilst maintaining greater continuity for learners, families and staff.

Unlike the preferred option, learners could be dispersed across a number of receiving schools rather than remaining together within their existing federated community. This would increase the likelihood of disruption to established friendships, support networks and educational continuity. It may also reduce continuity in leadership, governance, curriculum delivery, wellbeing support and school improvement arrangements that are already established through the federation and recognised positively by Estyn.

The option would also forgo the benefits associated with retaining pupils within the existing federated arrangements, where they already benefit from established relationships, shared expectations, common curriculum planning and collaborative school improvement processes. As pupils have already been educated successfully at Ysgol Gwynfryn since September 2025, the educational advantages of transferring learners to a range of alternative schools are

considered limited when compared with the continuity offered by the preferred option. The proposal could have an adverse impact on the long-term sustainability and future viability of the Cylch Meithrin currently operating from the school site prior to the school building being closed. This could reduce local early years provision, parental choice and access to an established Welsh-medium childcare and education pathway within the community. Although educational standards could be maintained under this option, it would not provide the same opportunities as the preferred option to maintain continuity for learners, support wellbeing, preserve established educational relationships and build upon existing federated leadership and school improvement arrangements. Consequently, whilst this option offers financial and operational advantages, the educational, community and childcare disadvantages are considered to outweigh the benefits. The option is therefore considered less effective than the preferred option in supporting learner wellbeing, maintaining educational continuity, preserving community connections and securing sustainable, high-quality Welsh-medium educational provision for current and future learners.

Alternative Option 5 – Close Ysgol Carwe and transfer pupils to Ysgol Gwynfryn	
Strengths	**Weaknesses**
Reduces the need for capital expenditure by removing the need for approximately £1.2m of capital investment required to address the structural defects and health and safety concerns at Ysgol Carwe.	The closure of Ysgol Carwe would result in the loss of a longstanding local school and community asset.
Provides a sustainable solution following the inability of Ysgol Carwe to reopen in September 2025 due to building safety concerns.	Some pupils may experience anxiety or disruption during the transition to Ysgol Gwynfryn.
Enables educational provision to continue within the existing federation, ensuring continuity of leadership, policies and curriculum delivery.	Increased travel distances and journey times for some pupils.
Allows resources to be focused on teaching and learning rather than major building repairs and ongoing maintenance liabilities.	Potential requirement for adaptations or accommodation improvements at Ysgol Gwynfryn to accommodate additional pupils.
Provides pupils with access to a larger peer group and a broader range of educational and extra-curricular opportunities.	Some stakeholders may perceive the closure as a loss of local identity and heritage.
Revenue savings realised from the closure would assist overall budgetary pressures that the Local Authority faces.	Community activities previously linked to Ysgol Carwe may be affected.

Pupil number funding would transfer to the new school with the pupil and thus improve the budget in that school.	
Improves the efficiency of staffing, resource deployment and school management across the federation.	Additional support may be required for vulnerable pupils and those with additional learning needs.
Opportunities	**Threats**
Redirect savings from capital repairs and ongoing maintenance towards improving educational provision and pupil outcomes.	Potential opposition from parents, residents and community stakeholders.
Strengthen the long-term sustainability of Welsh-medium education within the area.	Community concerns regarding the loss of a village school and its impact on the future viability of the area.
Enhance curricular, sporting, cultural and extracurricular opportunities through larger pupil numbers.	Transport challenges or increased costs associated with pupil travel arrangements.
Improve collaboration amongst pupils, staff and families within a single school community.	Increased pupil numbers could place pressure on accommodation and resources if future growth exceeds forecasts.
Explore alternative future uses for the Ysgol Carwe site which may continue to benefit the local community.	Negative publicity or reputational impact associated with the closure proposal.
Create a more financially sustainable and resilient education model for the future.	Emotional impact on pupils, families and former pupils who have strong connections with the school.
	Current Cylch Meithrin that reside in Ysgol Carwe will need to re-locate.

Likely impact on quality and standards in education

The proposal is not being brought forward as a result of concerns regarding educational standards. Estyn's inspection of Ysgol Carwe in November 2024 concluded that no follow-up activity was required and identified a range of strengths in relation to leadership, collaboration across the federation, pupils' attitudes to learning and the quality of learners' experiences.
The proposal would enable pupils from Ysgol Carwe to continue their education at Ysgol Gwynfryn, a school that already forms part of the same federation. Since September 2025, pupils from Ysgol Carwe have been educated at Ysgol Gwynfryn following the decision not to reopen the school due to significant structural and health and safety concerns. As a result, pupils have already established relationships with staff and peers, adapted to school routines and accessed the curriculum at Ysgol Gwynfryn. Consequently, the educational risks normally associated with school closure and pupil transfer are substantially reduced.

The proposal would formalise arrangements that are already operating successfully and would provide continuity in leadership, governance, curriculum delivery, care, support and guidance, and school improvement processes. Estyn

recognised the strong culture of collaboration across the federation and reported that staff work closely together to provide consistent experiences for learners. This continuity is expected to help ensure that pupils continue to access high-quality learning experiences and make appropriate progress.

The proposal would provide learners with access to larger peer groups and a broader school community. This is likely to increase opportunities for collaborative learning, discussion, teamwork, peer support and social interaction. Larger cohorts can also enhance opportunities for pupil voice, leadership responsibilities, sporting participation, cultural activities and extracurricular experiences. In addition, access to a larger staff team would support the sharing of expertise and the delivery of a broad and balanced curriculum.

The larger pupil cohorts at Ysgol Gwynfryn are also likely to provide enhanced opportunities for collaborative learning, pupil voice, group problem-solving and authentic learning experiences. These arrangements support the aspirations of the Curriculum for Wales by enabling learners to work effectively with others, develop communication skills and participate fully in the life and work of the school community.

Estyn identified areas for further development relating to numeracy provision for older pupils, the impact of feedback on pupils' work and the need to strengthen self-evaluation and improvement planning processes. The proposal is expected to strengthen leadership capacity across the federation by reducing the number of school sites from three to two. This would reduce the operational demands associated with managing and maintaining provision across multiple sites and enable leaders to focus more effectively on activities that have the greatest impact on learner outcomes. In particular, increased leadership capacity would support the further development of self-evaluation and improvement planning processes, strengthen the monitoring of teaching and learning, support professional learning for staff and enable leaders to focus more directly on addressing the recommendations identified by Estyn and driving continued improvements in standards across the federation.

The proposal would also remove the uncertainty associated with the significant structural issues affecting Ysgol Carwe and ensure that learners continue to be educated in a safe, suitable and sustainable learning environment. This would allow leadership capacity and resources to remain focused on improving outcomes for learners rather than managing accommodation challenges.

Whilst any school closure proposal has the potential to create uncertainty for learners, families and the wider community, the risks associated with transition are considered reduced in this case because pupils have already transferred to Ysgol Gwynfryn and both schools operate within the same federated structure. Appropriate arrangements would continue to be in place to support learners' wellbeing, progress and inclusion, particularly those with Additional Learning Needs.

Overall, the proposal is expected to have a neutral to positive impact on quality and standards in education. Educational standards are expected to be maintained

through the continuation of existing federated arrangements, whilst learners are likely to benefit from access to larger peer groups, broader learning experiences and enhanced opportunities for participation. The proposal is also expected to strengthen leadership capacity by enabling leaders to focus more effectively on self-evaluation, school improvement and raising standards across a more sustainable federation structure.

Likely impact on the community

The most impact would be the loss of Ysgol Carwe as a local educational and community asset. The school may be viewed by many residents as an important part of the community's identity and heritage, particularly where generations of local families have attended the school. Its closure may therefore lead to feelings of loss and concern regarding the future of the local community.

However, the proposal would ensure that education continues within the federation and would reduce the need for approximately £1.2 million of capital investment required to address the severe structural defects at Ysgol Carwe. The proposal may also provide opportunities to consider alternative future uses for the site that could continue to benefit the local community. Effective engagement with local stakeholders would be essential in helping to mitigate the impact of closure.

Likely effect of different travel arrangements

The proposal would result in changes to travel arrangements for pupils currently attending Ysgol Carwe. Some pupils would be required to travel a greater distance to attend Ysgol Gwynfryn, resulting in longer journey times. Eligible learners would be supported in accordance with the Council's Home to School Transport Policy.

Although increased travel may have an impact on some families, the transfer to Ysgol Gwynfryn would ensure continued access to Welsh-medium education within the federation. Consideration would also need to be given to the impact of travel arrangements on participation in extracurricular activities and family routines.

Reason for preferring this option

- Addresses the significant structural and health and safety concerns which prevented Ysgol Carwe from reopening in September 2025 and provides a long-term solution to issues affecting the school site.
- Reduces the need for approximately £1.2 million of capital expenditure that would be required to make the building safe and operational, representing a more sustainable use of public resources.
- Provides a financially sustainable model of educational provision that better aligns resources with pupil numbers and future demand.
- Formalises arrangements that are already operating successfully, as pupils from Ysgol Carwe have been educated at Ysgol Gwynfryn since September 2025, thereby minimising the educational risks typically associated with school closure and transfer proposals.
- Maintains continuity of leadership, governance, curriculum delivery, care, support and guidance, and school improvement arrangements through the existing federation structure.

- Builds upon the strengths identified by Estyn, including effective collaboration across the federation, shared professional learning and consistent educational experiences for learners.
- Strengthens leadership capacity by reducing the number of school sites within the federation from three to two, enabling leaders to focus more effectively on self-evaluation, improvement planning, teaching and learning, curriculum development and raising standards.
- Supports the federation's capacity to address the recommendations arising from Estyn's inspection, particularly those relating to self-evaluation, improvement planning and continuous improvement.
- Provides pupils with access to larger peer groups, supporting collaborative learning, social development, pupil voice and leadership opportunities.
- Enhances access to a broader range of curricular, cultural, sporting and extracurricular opportunities that may be more difficult to sustain within a very small school.
- Enables more effective deployment of teaching, support and leadership expertise across the federation, supporting high-quality educational provision and improved organisational resilience.
- Supports the long-term sustainability of Welsh-medium education within the area and provides a stronger foundation for future improvement and growth.
- Ensures pupils are educated in a safe, suitable and sustainable learning environment while allowing resources and leadership capacity to remain focused on improving outcomes for learners.

Alternatives to closures such as the establishment of multi-site schools

The range of options considered regarding the future of Ysgol Carwe have been considered and are outlined in the proposal document. Each option has been assessed, with a summary of the SWOT analysis and reasons for preferring or not preferring the options have been included.

The following table illustrates that there are surplus places available in the primary schools surrounding Ysgol Carwe which demonstrates that retaining the building of Ysgol Carwe as part of a multi-school site would not be cost effective. A multi-site school arrangement would not be considered appropriate in this area as pupil numbers would not justify the additional complexity and cost, as such this approach would be inefficient and would not deliver educational or financial benefits. Creating a multi-site school would not resolve the underlying issues Ysgol Carwe are facing especially relating to the health and safety concerns over the severe structural issues of the school building which forced the school to not reopen for the new academic year in September 2025. With approximate costs of £1.2m of capital investment needed on the school building to bring the building back up to standard, in the current climate, value for money over the long term sustainability of the school building has been raised.

School	Ysgol Carwe	Ysgol Gymunedol Trimsaran	Ysgol Pum Heol	Ysgol Pontyates	Ysgol Mynyddygarreg	Total
Capacity 2025/2026	118	242	120	78	61	619
Number on roll PLASC 2026	58	172	63	21	27	341
Number of surplus places	60	70	57	57	34	221
% of surplus places (rounded to nearest 1%)	50.8%	28.9%	47.5%	73.1%	55.7%	35.7%

Alternatives to closure, such as clustering, collaboration or federation with other schools

The range of options regarding the future of Ysgol Carwe have been carefully considered. This option has been assessed, with a summary of the SWOT analysis and reasons for not preferring this option has been included.

It has been considered whether the objectives of the review could be achieved through alternative arrangements, including clustering, collaboration or federation with other local schools.

Ysgol Carwe is already part of a successful federation with Ysgol Gwynfryn and Ysgol Ponthenri, which has enabled the schools to work closely together, share leadership, expertise and resources, and provide broader educational opportunities for learners.

The effectiveness of these arrangements was demonstrated when, due to the severe structural issues identified at Ysgol Carwe, the school was unable to reopen in September 2025. Through the established federation arrangements, a seamless transition was achieved, with learners relocating to Ysgol Gwynfryn with minimal disruption to their education and wellbeing.

Whilst clustering, collaboration or federation can provide educational and organisational benefits, these approaches would not address the fundamental issues identified through the review. In particular, they would not resolve the serious condition issues associated with the Ysgol Carwe building or remove the requirement of approximately £1.2m capital investment needed to undertake the necessary repairs and improvements.

Furthermore, as the school already operates successfully within a federation, the benefits associated with closer collaborative working are largely already being realised. Consequently, whilst alternative collaborative models were considered, they would not provide a long term solution to the challenges relating to the condition of the school estate, financial sustainability and the efficient use of resources it was concluded that these alternatives would not fully meet the objectives of the review and did not progress them further.

Alternatives to closure such as the possibility of making fuller use of the existing buildings as a community or educational resource

The Local Authority encourages the use of school buildings as community or educational resources, where appropriate, to support income generation. It is considered whether the existing school building could be retained and utilised more fully as a community or educational resource.

Currently, the school accommodate the Cylch Meithrin on a full time basis and provide breakfast club daily with the Mudiad Meithrin operating the after school club. However, there has been limited wider community use of the building beyond these educational and childcare related activities.

Following the identification of severe structural issues and the subsequent decision that the school could not reopen in September 2025, both the school and the Cylch Meithrin were required to relocate, with learners being relocated to Ysgol Gwynfryn and the Cylch Meithrin transferring its provision to Carway Village Hall.

Whilst retaining the building for community or educational purposes was considered, this option would not address the structural deficiencies affecting the site and would still require approximately £1.2m capital investment to undertake the necessary repairs and improvements.

Given the limited level of wider community use, the availability of alternative local facilities, and the ongoing costs associated with maintaining and repairing the building, it was concluded that making fuller use of the existing premises as a community or educational resource would not provide a sustainable or cost effective solution and would not meet the objectives of the review.

Conclusion of the Alternative Options Appraisal

Based on the appraisal of all alternative options considered, the Local Authority has concluded that the preferred option is to close Ysgol Carwe and formally transfer current pupils to Ysgol Gwynfryn, with the existing catchment area of Ysgol Carwe being incorporated into the catchment area of Ysgol Gymunedol Trimsaran for future admissions. Any alternative school arrangements would continue to align with parental choice and the Council's School Admission Policy. The appraisal identified that whilst several alternative options offered some benefits, none adequately addressed the significant structural and health and safety concerns affecting the Ysgol Carwe building, the requirement for substantial capital investment estimated at approximately £1.2 million, and the long-term sustainability challenges associated with maintaining educational provision on the site. Since September 2025, pupils have been successfully educated at Ysgol Gwynfryn under the existing federation arrangements, providing evidence that continuity of education, wellbeing support, leadership, curriculum delivery and Welsh-medium provision can be maintained effectively. The preferred option formalises arrangements that are already operating successfully, reduces the need for capital expenditure, improves the efficient use of educational resources and strengthens the long-term sustainability of Welsh-medium education in the area. It also enables current pupils to remain together within their established school community at Ysgol Gwynfryn, whilst providing clarity for future admissions

through the redesignation of the catchment area to Ysgol Gymunedol Trimsaran. Any alternative school arrangements would continue to align with parental choice and the Council's School Admissions Policy. Having considered all alternative options and the outcomes of the SWOT analyses, the Local Authority considers that this option provides the most effective, sustainable and educationally beneficial solution for current and future learners.

4. The Proposal – Closure of Ysgol Carwe

The Local Authority is consulting on a proposal to discontinue Ysgol Carwe on 31 December 2027, with pupils transferring to Ysgol Gwynfryn from 1 January 2028.

The proposed implementation date is not a final decision and is itself a matter for consultation. During consideration of the proposal by Scrutiny Committee and Cabinet, members asked that consideration be given to whether, should the proposal proceed, be implemented at the end of the 2027/28 academic year as this may be more appropriate.

The Local Authority therefore welcomes views on whether implementation should take place on 31 December 2027, at the end of the 2027/28 academic year, or on another appropriate date. In reaching any final decision, all consultation responses and relevant considerations, including the interests of learners, educational continuity and the sustainability of educational provision, will be taken into account.

No final decision has been taken either on the proposal to discontinue the school or, should the proposal proceed, on the appropriate implementation date.

Ysgol Gwynfryn is a language category 3 (Welsh Medium) 4-11 Community Primary School located at Heol Y Meinciau, Pontyates, Llanelli, SA15 5SN, approximately 2.8 miles away from Ysgol Carwe. Therefore, pupils would transfer to a school of the same language medium (Welsh Medium) and category (Community Primary).

Pupils of Ysgol Carwe are already very familiar with Ysgol Gwynfryn, having been part of a federation with the school for many years. In addition, since the closure of Ysgol Carwe's school building over the past year, pupils have been attending Ysgol Gwynfryn on a daily basis, further strengthening their familiarity with the school, its staff, and the wider school community.

The current catchment area of Ysgol Carwe would transfer and merge within the catchment area of Ysgol Gymunedol Trimsaran. Pupils who would not have registered to attend Ysgol Carwe by 31 December 2027 will attend Ysgol Gymunedol Trimsaran. Any alternative school arrangements would continue to align with parental choice and the Council's School Admissions Policy.

Some parents/carers of pupils of Ysgol Carwe may wish to express a preference for an alternative school to Ysgol Gwynfryn. It is important to emphasise that parents retain the right to express a preference for any school they wish their child to attend, including, but not limited to, schools located in nearby catchment areas such as Ysgol

Gymunedol Trimsaran, Ysgol Ponthenri, Ysgol Pontiets, Ysgol Pum Heol and Ysgol Mynyddygarreg. Expressing a preference does not guarantee a child a place at the preferred school. The inclusion of a preferred school in this document is intended to support planning in relation to capacity, transport, and continuity of education, but it does not restrict parental choice. Final decisions on school placements will be made in accordance with the local authority's admissions policy and parental preference, subject to the availability of places at the chose school. The local authority recognises and respects the right of parents to choose an alternative school.

4.1 Reasons for the Proposal

The Local Authority is proposing to discontinue Ysgol Carwe and transfer pupils to Ysgol Gwynfryn. The reasons for the proposal are as follows:

Educational Benefits for Pupils

- Pupils transferring to Ysgol Gwynfryn would benefit from being part of a larger school community with increased opportunities to interact with children of a similar age. Larger year groups provide greater opportunities for pupils to develop friendships, social networks and collaborative working relationships both within lessons and during playtimes and extracurricular activities. Being educated alongside a larger cohort of peers can support the development of communication skills, teamwork, confidence and resilience. Pupils are also more likely to have opportunities to participate in pupil voice activities, group projects and leadership roles, helping them to develop important interpersonal and citizenship skills that support their development both inside and outside the classroom.
- Pupils transferring to Ysgol Gwynfryn will have broader educational and learning opportunities as the larger school environment at Ysgol Gwynfryn provides opportunities for a broader range of learning experiences and collaborative activities. Larger pupil numbers can facilitate a wider variety of group work, educational projects and cross-curricular activities that enrich pupils' learning experiences. These arrangements align closely with the aspirations of the Curriculum for Wales by providing opportunities for pupils to work effectively with others, solve problems collaboratively, share ideas and learn from different perspectives. A larger learning environment can also offer greater flexibility in organising learning experiences and provide pupils with increased exposure to a variety of teaching approaches and learning opportunities.
- Transferring pupils from Ysgol Carwe to Ysgol Gwynfryn could increase their opportunities for extra-curricular, sporting and cultural activities as by having a larger school population can support a broader programme of extracurricular activities, educational visits, sporting competitions, cultural events and Welsh language activities. These opportunities are important in supporting children's personal development, wellbeing, confidence and engagement with school life. Pupils may benefit from greater opportunities to participate in team sports, music, drama, Urdd activities, school councils, educational visits and wider enrichment programmes. Participation in these activities helps develop leadership skills, self-esteem, teamwork and social confidence while supporting pupils to develop interests and talents beyond the classroom. The larger pupil

population can also make it easier to organise sporting teams and cultural groups, increasing opportunities for pupils to represent their school and participate in experiences that may not always be possible within a smaller school setting.

- Pupils transferring to Ysgol Gwynfryn will benefit from being part of an established federation with experienced leadership arrangements already in place. The proposal would enable leaders to focus their time and resources on educational improvement and pupil outcomes rather than managing the challenges associated with maintaining a structurally defective school building and operating across multiple sites. Pupils would continue to benefit from the expertise of a larger staff team working collaboratively to share best practice and support high-quality teaching and learning. Staff are able to draw upon a wider range of experiences, knowledge and specialisms, which can enhance curriculum delivery and support pupils' academic progress and wellbeing. The reduction in accommodation and site management demands would also increase leadership capacity to focus on school improvement priorities, professional learning, self-evaluation and responding to recommendations identified through inspection processes. This is expected to have a positive impact on educational standards over the longer term.
- Transferring pupils to Ysgol Gwynfryn would ensure that pupils continue to receive Welsh-medium education at Ysgol Gwynfryn, maintaining continuity of language provision and supporting the aims of the Council's Welsh in Education Strategic Plan and the Welsh Government's ambition to increase the number of Welsh speakers. Importantly, pupils have already been successfully attending Ysgol Gwynfryn since September 2025 following the closure of Ysgol Carwe’s school building due to significant structural issues. As a result, pupils have already established positive relationships with staff and peers, adapted to school routines and continued their education without interruption. The proposal would formalise arrangements that are already operating successfully, providing certainty for pupils, parents and staff. It would also ensure that learners continue to be educated in accommodation that is safe, suitable and sustainable, allowing resources and leadership capacity to remain focused on teaching, learning and pupil wellbeing rather than building maintenance and redevelopment requirements.

Strategic and Operational Benefits

- The proposal would provide a sustainable long-term solution following the identification of significant structural defects within Block 3 of the Ysgol Carwe building. The school was unable to reopen in September 2025 due to health and safety concerns, and subsequent investigations concluded that demolition and replacement of the affected accommodation would be required. The Local Authority has considered the capital investment needed to redevelop the site and has determined that, given the successful operation of educational provision at Ysgol Gwynfryn, rebuilding the accommodation would not represent the most effective use of public resources. The proposal would therefore provide certainty regarding the future of educational provision and remove the need to invest substantial capital funding in a site affected by significant structural challenges.

- The proposal would formalise arrangements that are already operating successfully within the existing federation. Since September 2025, pupils from Ysgol Carwe have been educated at Ysgol Gwynfryn and have continued to access Welsh-medium education without interruption. The removal of one school site from the federation would create a simpler and more sustainable organisational structure. Leadership and governance arrangements could be focused on supporting teaching, learning and school improvement across fewer sites, helping to ensure that resources are used effectively and efficiently. This would provide greater organisational stability and support the long-term sustainability of Welsh-medium education within the area.
- Managing education across multiple school sites inevitably creates additional operational demands for leaders, governors and staff. The proposal would reduce these demands by removing the requirement to manage a site that has significant structural issues and requires substantial redevelopment. Reducing the number of operational sites would allow leaders to dedicate more time to activities that have the greatest impact on learners, including curriculum development, teaching and learning, staff development, self-evaluation and school improvement planning. The proposal would also support the federation's ability to respond to recommendations arising from future inspection activity and continue to drive improvements in educational standards across the remaining school sites.
- The proposal would improve operational efficiency by consolidating educational provision onto existing school sites within the federation. This would reduce duplication in a range of operational activities and allow staffing, resources and accommodation to be utilised more effectively. Administrative processes, site management responsibilities, maintenance requirements and day-to-day operational arrangements could be managed more efficiently across a smaller number of school sites. This would reduce complexity and support a more streamlined approach to the delivery of education services. The proposal would also provide greater resilience by ensuring that pupils are educated within an established and sustainable school environment that is already successfully accommodating former Ysgol Carwe learners.
- The Local Authority has a responsibility to ensure that its school estate remains safe, sustainable and fit for purpose. The proposal supports this objective by addressing the challenges associated with a building that has significant structural defects and would require major redevelopment. Rather than investing substantial capital funding in replacement accommodation, the proposal would enable the Authority to consider alternative future uses for the Ysgol Carwe site in accordance with its policies relating to redundant educational buildings. This approach supports effective management of public assets and ensures that investment decisions are aligned with long-term strategic priorities.
- Closing Ysgol Carwe would remove a number of surplus places within the area, helping the Local Authority to reduce excess capacity and align provision more closely with demand, in accordance with the School Organisation Code.

Financial Benefits

- Closing Ysgol Carwe and transferring pupils to Ysgol Gwynfryn would remove the need for an estimated £1.2m capital investment required to address the significant structural defects and bring the building back into compliance with health and safety standards. Reducing this expenditure would allow the local authority to prioritise limited capital funding towards other education priorities across the county, ensuring that resources are directed where they can deliver the greatest benefit for learners.
- Investing £1.2m in a school with a relatively small pupil population may represent a less efficient use of public funds than utilising existing capacity at Ysgol Gwynfryn.
- Retaining Ysgol Carwe would not only require upfront capital investment but would also result in continuing costs associated with operating and maintaining an ageing building. Closure would remove future expenditure relating to utilities, routine maintenance, statutory compliance inspections, building repairs, cleaning and other site related costs. This would create ongoing revenue savings that could be reinvested in frontline educational provision.
- Transferring pupils to Ysgol Gwynfryn would enable resources, staffing and operational budgets to be concentrated within one school, creating greater financial efficiency and reducing duplication of costs across multiple sites. This would strengthen the long-term financial sustainability of educational provision within the federation, helping to ensure that available funding is focused on improving pupil outcomes rather than supporting surplus accommodation or addressing recurring building related liabilities.

4.2 Benefits and Disadvantages of the proposal

Should the proposal proceed, the potential benefits and disadvantages of the proposal when compared to the status quo are:

Benefits	Disadvantages
Closure would remove the need to spend approximately £1.2m on essential structural repairs required to make Ysgol Carwe safe and operational.	Closure would result in the loss of an important local institution that may play a role in community identity and cohesion.
Operating from a single school site would reduce ongoing building and operational costs, allowing resources to be used more efficiently.	Some children would have longer journeys to school, which could affect daily routines and participation in after school activities.
Bringing pupils together at one site would enable staffing, resources and expertise to be utilised more effectively and reduce duplication.	The loss of the school may be viewed negatively by residents and could create concerns about the future sustainability of the local community.
Pupils could benefit from larger peer groups, a broader range of learning experiences, extra-curricular activities and school leadership opportunities.	Transportation costs incurred by the Local Authority should pupils eligible for transport choose to transfer to the receiving school.

As both schools are already federated, pupils would experience a smoother transition with consistent leadership, policies and educational approaches.	Although eased by the federation arrangement, some pupils may find adjusting to a new school environment and larger peer groups difficult.
Pupils will continue to access Welsh Medium provision at the receiving school.	If the proposals were to proceed and the school was to close, there could be an impact on local services. The closure would also result in the loss of connections with several community organisations and groups.
	The proposed changes would require a Statutory Process to be undertaken and completed. This would have the potential to create uncertainty for staff and pupils on the future of the school whilst the School Organisation process is undertaken over a period of time.
	Travel distances will increase having a negative impact on the environment.

4.3 Risk Management

The anticipated risks associated with this proposal, and management factors are listed in the following table:

Risk		Risk Management
1.	Uncertainty for staff, pupils, and families regarding the school's future during the consultation and decision-making process.	Maintain regular, transparent communication with staff, pupils, parents, and stakeholders about key developments and decisions throughout the process. Provide opportunities for feedback and engagement.
2.	Failure to secure statutory approval to proceed with the proposal.	Strictly adhere to the requirements and procedures set out in the School Organisation Code (2026), including comprehensive consultation and thorough impact assessments.
3.	Disruption and emotional impact of changing school environments, especially for pupils with additional learning needs or those at critical transition points.	Consider the need for transition plans for all affected pupils. Ysgol Gwynfryn has been identified as the receiving school. Ensure close collaboration between staff and families to facilitate a supportive transfer. Provide additional pastoral or specialist support where needed.
4.	Capacity constraints at Ysgol Gwynfryn potentially affecting class sizes, resources, or quality of education.	Assess capacity and resource requirements at Ysgol Gwynfryn early. Plan for minor adaptations or additional resources as required to support effective integration without compromising standards.
5.	Increased travel distances for some pupils, potentially	Review and adjust transport arrangements to comply with local authority school transport

	raising concerns about travel time, safety, and cost.	policies. Provide free home-to-school transport for eligible pupils and ensure travel safety measures are in place.
6.	Staff uncertainty regarding future employment and risk of redundancy.	Support staff through formal consultation in line with HR policies.
7.	Potential negative impact on community cohesion and local identity due to proposed school closure.	Explore opportunities to retain community use of school facilities where possible.
8.	Risk of increased pupil dispersal leading to loss of peer networks and social support.	The proposal is to relocate pupils to Ysgol Gwynfryn to attempt to prevent dispersal of pupils. Encourage peer support groups and maintain communication channels between former classmates where feasible.
9.	Capital investment would be required to undertake the necessary adaptations at the receiving school.	A range of funding options would be explored by the Local Authority to support any necessary capital work. Further feasibility work and detailed cost would be undertaken to clarify the scope of the required improvements and establish whether sufficient funding can be secured.

4.4 Assessment of the proposed closure of Ysgol Carwe

The following table summarises the strengths, weaknesses, opportunities and threats associated with the proposal to discontinue Ysgol Carwe and transfer pupils to Ysgol Gwynfryn.

Close Ysgol Carwe and transfer pupils to Ysgol Gwynfryn	
Strengths	**Weaknesses**
Reduces the need for capital expenditure by removing the need for approximately £1.2m of capital investment required to address the structural defects and health and safety concerns at Ysgol Carwe.	The closure of Ysgol Carwe would result in the loss of a longstanding local school and community asset.
Provides a sustainable solution following the inability of Ysgol Carwe to reopen in September 2025 due to building safety concerns.	Some pupils may experience anxiety or disruption during the transition to Ysgol Gwynfryn.
Enables educational provision to continue within the existing federation, ensuring continuity of leadership, policies and curriculum delivery.	Increased travel distances and journey times for some pupils.
Allows resources to be focused on teaching and learning rather than major building repairs and ongoing maintenance liabilities.	Potential requirement for adaptations or accommodation improvements at Ysgol Gwynfryn to accommodate additional pupils.

Provides pupils with access to a larger peer group and a broader range of educational and extra-curricular opportunities.	Some stakeholders may perceive the closure as a loss of local identity and heritage.
Revenue savings realised from the closure would assist overall budgetary pressures that the Local Authority faces. Pupil number funding would transfer to the new school with the pupil and thus improve the budget in that school.	Community activities previously linked to Ysgol Carwe may be affected.
Improves the efficiency of staffing, resource deployment and school management across the federation.	Additional support may be required for vulnerable pupils and those with additional learning needs.
Opportunities	**Threats**
Redirect savings from capital repairs and ongoing maintenance towards improving educational provision and pupil outcomes.	Potential opposition from parents, residents and community stakeholders.
Strengthen the long-term sustainability of Welsh-medium education within the area.	Community concerns regarding the loss of a village school and its impact on the future viability of the area.
Enhance curricular, sporting, cultural and extracurricular opportunities through larger pupil numbers.	Transport challenges or increased costs associated with pupil travel arrangements.
Improve collaboration amongst pupils, staff and families within a single school community.	Increased pupil numbers could place pressure on accommodation and resources if future growth exceeds forecasts.
Explore alternative future uses for the Ysgol Carwe site which may continue to benefit the local community.	Negative publicity or reputational impact associated with the closure proposal.
Create a more financially sustainable and resilient education model for the future.	Emotional impact on pupils, families and former pupils who have strong connections with the school.

Likely impact on quality and standards in education

The proposal is not being brought forward as a result of concerns regarding educational standards. Estyn's inspection of Ysgol Carwe in November 2024 concluded that no follow-up activity was required and identified a range of strengths in relation to leadership, collaboration across the federation, pupils' attitudes to learning and the quality of learners' experiences.

The proposal would enable pupils from Ysgol Carwe to continue their education at Ysgol Gwynfryn, a school that already forms part of the same federation. Since September 2025, pupils from Ysgol Carwe have been educated at Ysgol Gwynfryn following the decision not to reopen the school due to structural and health and safety concerns. As a result, pupils have already established relationships with staff and peers, adapted to school routines and accessed the curriculum at Ysgol Gwynfryn. Consequently, the educational risks normally associated with school closure and pupil transfer are substantially reduced.

The proposal would formalise arrangements that are already operating successfully and would provide continuity in leadership, governance, curriculum delivery, care, support and guidance, and school improvement processes. Estyn recognised the strong culture of collaboration across the federation and reported that staff work closely together to provide consistent experiences for learners. This continuity is expected to help ensure that pupils continue to access high-quality learning experiences and make appropriate progress.

The proposal would provide learners with access to larger peer groups and a broader school community. This is likely to increase opportunities for collaborative learning, discussion, teamwork, peer support and social interaction. Larger cohorts can also enhance opportunities for pupil voice, leadership responsibilities, sporting participation, cultural activities and extracurricular experiences. In addition, access to a larger staff team would support the sharing of expertise and the delivery of a broad and balanced curriculum.

The larger pupil cohorts at Ysgol Gwynfryn are also likely to provide enhanced opportunities for collaborative learning, pupil voice, group problem-solving and authentic learning experiences. These arrangements support the aspirations of the Curriculum for Wales by enabling learners to work effectively with others, develop communication skills and participate fully in the life and work of the school community.

Estyn identified areas for further development relating to numeracy provision for older pupils, the impact of feedback on pupils' work and the need to strengthen self-evaluation and improvement planning processes. The proposal is expected to strengthen leadership capacity across the federation by reducing the number of school sites from three to two. This would reduce the operational demands associated with managing and maintaining provision across multiple sites and enable leaders to focus more effectively on activities that have the greatest impact on learner outcomes. In particular, increased leadership capacity would support the further development of self-evaluation and improvement planning processes, strengthen the monitoring of teaching and learning, support professional learning for staff and enable leaders to focus more directly on addressing the recommendations identified by Estyn and driving continued improvements in standards across the federation.

The proposal would also remove the uncertainty associated with the significant structural issues affecting Ysgol Carwe and ensure that learners continue to be educated in a safe, suitable and sustainable learning environment. This would allow leadership capacity and resources to remain focused on improving outcomes for learners rather than managing accommodation challenges.

Whilst any school closure proposal has the potential to create uncertainty for learners, families and the wider community, the risks associated with transition are considered significantly reduced in this case because pupils have already transferred to Ysgol Gwynfryn and both schools operate within the same federated structure. Appropriate arrangements would continue to be in place to support

learners' wellbeing, progress and inclusion, particularly those with Additional Learning Needs.

Overall, the proposal is expected to have a neutral to positive impact on quality and standards in education. Educational standards are expected to be maintained through the continuation of existing federated arrangements, whilst learners are likely to benefit from access to larger peer groups, broader learning experiences and enhanced opportunities for participation. The proposal is also expected to strengthen leadership capacity by enabling leaders to focus more effectively on self-evaluation, school improvement and raising standards across a more sustainable federation structure.

Likely impact on the community

The most impact would be the loss of Ysgol Carwe as a local educational and community asset. The school may be viewed by many residents as an important part of the community's identity and heritage, particularly where generations of local families have attended the school. Its closure may therefore lead to feelings of loss and concern regarding the future of the local community.

However, the proposal would ensure that education continues within the federation and would reduce the need for approximately £1.2 million of capital investment required to address the severe structural defects at Ysgol Carwe. The proposal may also provide opportunities to consider alternative future uses for the site that could continue to benefit the local community. Effective engagement with local stakeholders would be essential in helping to mitigate the impact of closure.

Likely effect of different travel arrangements

The proposal would result in changes to travel arrangements for pupils currently attending Ysgol Carwe. Some pupils would be required to travel a greater distance to attend Ysgol Gwynfryn, resulting in longer journey times. Eligible learners would be supported in accordance with the Council's Home to School Transport Policy.

Although increased travel may have an impact on some families, the transfer to Ysgol Gwynfryn would ensure continued access to Welsh-medium education within the federation. Consideration would also need to be given to the impact of travel arrangements on participation in extracurricular activities and family routines.

Reason for preferring this option

- Addresses the significant structural and health and safety concerns which prevented Ysgol Carwe from reopening in September 2025 and provides a long-term solution to issues affecting the school site.
- Reduces the need for approximately £1.2 million of capital expenditure that would be required to make the building safe and operational, representing a more sustainable use of public resources.

- Provides a financially sustainable model of educational provision that better aligns resources with pupil numbers and future demand.
- Formalises arrangements that are already operating successfully, as pupils from Ysgol Carwe have been educated at Ysgol Gwynfryn since September 2025, thereby minimising the educational risks typically associated with school closure and transfer proposals.
- Maintains continuity of leadership, governance, curriculum delivery, care, support and guidance, and school improvement arrangements through the existing federation structure.
- Builds upon the strengths identified by Estyn, including effective collaboration across the federation, shared professional learning and consistent educational experiences for learners.
- Strengthens leadership capacity by reducing the number of school sites within the federation from three to two, enabling leaders to focus more effectively on self-evaluation, improvement planning, teaching and learning, curriculum development and raising standards.
- Supports the federation's capacity to address the recommendations arising from Estyn's inspection, particularly those relating to self-evaluation, improvement planning and continuous improvement.
- Provides pupils with access to larger peer groups, supporting collaborative learning, social development, pupil voice and leadership opportunities.
- Enhances access to a broader range of curricular, cultural, sporting and extracurricular opportunities that may be more difficult to sustain within a very small school.
- Enables more effective deployment of teaching, support and leadership expertise across the federation, supporting high-quality educational provision and improved organisational resilience.
- Supports the long-term sustainability of Welsh-medium education within the area and provides a stronger foundation for future improvement and growth.
- Ensures pupils are educated in a safe, suitable and sustainable learning environment while allowing resources and leadership capacity to remain focused on improving outcomes for learners.

The table below summarises how the key challenges facing Ysgol Carwe will be addressed if the preferred option was to proceed:

Key Challenge	**How the preferred option would address the key challenge**
Significant Structural Defects and Health and Safety Concerns Significant structural defects were identified within part of the school building, resulting in the school being unable to reopen in September 2025 due to health and safety concerns.	The proposal would provide a permanent and sustainable solution to the accommodation issues affecting Ysgol Carwe. Formalising the transfer of pupils to Ysgol Gwynfryn would ensure that learners continue to be educated in a safe and suitable environment without the need for substantial capital

	investment to rebuild accommodation at Ysgol Carwe.
High Capital Investment Requirements Approximately £1.2m would need to be required to demolish and replace the affected accommodation, representing a investment in a school with existing accommodation challenges.	The proposal would remove the need for approximately £1.2 million of capital expenditure and allow limited capital resources to be directed towards wider educational priorities across the county. It would also remove future maintenance liabilities associated with the affected building.
Building Condition and Suitability The school's Condition and Suitability ratings are both Grade C, indicating that major improvements are required and that aspects of the building adversely affect educational provision.	The proposal would ensure that pupils continue to be educated in accommodation that is safe, suitable and sustainable. Even though Ysgol Gwynfryn is assessed as Condition Grade C and Suitability Grade C, building maintenance works that have been undertaken at the school recently will provide a more sustainable long-term environment for educational provision.
Long-Term Sustainability of Provision The combination of structural issues, investment requirements and high surplus capacity raises questions about the long-term sustainability of maintaining educational provision at the site.	The proposal would create a more sustainable model of Welsh-medium educational provision by formalising arrangements that have already been operating successfully since September 2025 and ensuring that resources remain focused on learners rather than extensive building remediation.
High Surplus Places The school has 60 surplus places, representing 51% of its capacity, meaning around half of the available places are unfilled.	The proposal would remove surplus places from the school estate and contribute towards the Local Authority's objective of improving the efficiency and sustainability of educational provision in accordance with the Modernising Education Programme and School Organisation Code.
Catchment Area Data A number of pupils living within the Ysgol Carwe catchment area attend other schools, indicating a long-term pattern of parental preference for alternative provision.	The proposal would rationalise educational provision within the area and redesignate the catchment area to Ysgol Gymunedol Trimsaran, creating clearer future admission arrangements whilst ensuring that current pupils continue to receive Welsh-medium education at Ysgol Gwynfryn.

Low Pupil Numbers Ysgol Carwe currently has 58 pupils on roll and operates as a relatively small primary school with small year group cohorts.	The proposal would enable pupils to access a larger school environment at Ysgol Gwynfryn, providing greater opportunities for collaborative learning, peer interaction, friendship groups, pupil voice activities and extracurricular participation.
Mixed-Age teaching Challenges Small pupil numbers require pupils to be taught in mixed-age classes and can limit opportunities for peer interaction and collaborative learning.	Pupils would benefit from larger peer groups and increased opportunities for collaborative learning, discussion, teamwork, pupil leadership and extracurricular participation. Larger cohorts would also provide greater opportunities to support Curriculum for Wales delivery.
Leadership capacity Operating across multiple school sites creates additional demands on leadership time and can reduce capacity for school improvement activities.	The proposal would reduce the number of sites within the federation from three to two, enabling leadership time and expertise to be focused more effectively on teaching, learning, self-evaluation, school improvement and raising standards.
Projected Surplus Capacity going forward Forecasts indicate that surplus capacity will remain high over the coming years, despite pupil numbers remaining relatively stable.	The proposal would prevent the continued operation of a school with long-term surplus capacity and would allow provision to be delivered more efficiently from existing accommodation elsewhere within the federation.

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

If the proposal to discontinue Ysgol Carwe proceeds, the Local Authority will ensure that appropriate and well planned arrangements are in place to support parents and pupils in engaging effectively with the alternative school to ensure a smooth transition.

As a result of the severe structural issues identified at Ysgol Carwe during the summer of 2025, pupils were relocated to Ysgol Gwynfryn from September 2025 under existing federation arrangements. This transition was implemented successfully, enabling pupils to continue their education with minimal disruption.

The Local Authority and the school will continue to work closely with pupils, parents and staff to ensure that learners feel fully integrated into the school community and are able to access the full range of educational, pastoral and extracurricular opportunities available.

Individual needs will be managed through collaboration with the headteacher and Education Support Advisor at the receiving school ensuring the most appropriate arrangements are in place to ensure parents' and pupils' positive engagement with the alternative schools.

Given that pupils have already been attending Ysgol Gwynfryn since September 2025, it is anticipated that any further transition arising from this proposal will be limited, with existing relationships, routines and support arrangements helping to ensure continuity and stability for learners and their families.

If parents choose to send their children to an alternative school other than Ysgol Gwynfryn, they will need to follow the School Admissions policy and process which can be found on the Carmarthenshire Council website.

5. Need for places and the impact on accessibility of schools

The School Organisation Code (2026) requires the County Council to consider the following points in relation to the need for places and impact on accessibility of schools:

5.1 Will the alternative school-based provision have sufficient capacity and provide accommodation of at least equivalent quality, for existing and projected pupil numbers?

The preferred option, if approved, is for pupils to transfer to Ysgol Gwynfryn from 1 January 2028.

The published total capacity of Ysgol Gwynfryn for the 2026/27 academic year is 95 with an admission number of 12.

The Local Authority has undertaken a review of Ysgol Gwynfryn's capacity and included classroom space originally designated for other use and re-instated as an additional classroom. Therefore, Ysgol Gwynfryn's capacity can be revised to 119. We are awaiting confirmation from the Welsh Government for a temporary adjustment to this figure and to amend the admission numbers of both schools to reflect that they are being taught on one site.

The following table shows the impact of the proposal on year groups at the receiving school should all current pupils on roll at Ysgol Carwe transfer to Ysgol Gwynfryn based on PLASC 2026 figures.

PLASC 2026	Nursery	Reception	Year1	Year2	Year3	Year4	Year5	Year6	Total
Ysgol Carwe	4	7	8	8	11	3	10	7	**58**
Ysgol Gwynfryn	4	5	6	9	12	7	5	12	**60**
Total	**8**	**12**	**14**	**17**	**23**	**10**	**15**	**19**	**118**

There is sufficient space on the Ysgol Gwynfryn site to accommodate both schools at current pupil numbers.

The table below illustrates the combined pupil numbers based on projections if the proposal were to be implemented and all current pupils transfer to Ysgol Gwynfryn.

	PLASC 2026	Projection 2027*	Projection 2028*	Projection 2029*	Projection 2030*	Projection 2031*
Ysgol Carwe	58	59	58	63	60	60
Ysgol Gwynfryn	60	57	61	62	58	58
Total	**118**	**116**	**119**	**125**	**118**	**118**

*Including Nursery pupils

The table suggests that Ysgol Gwynfryn would have sufficient capacity for the combined projected pupil numbers.

The table below illustrates the combined pupil numbers at both Ysgol Carwe and Ysgol Gwynfryn in January 2027 and 2028 based on PLASC 2026 projections which highlights where the admissions number of 14 (8 for Ysgol Gwynfryn and 6 for Ysgol Carwe) would potentially be exceeded in multiple year groups subject to all pupils from Ysgol Carwe choosing to transfer to the receiving school of Ysgol Gwynfryn.

PLASC 2026 Projections		**Nursery**	**Reception**	**Yr1**	**Yr2**	**Yr3**	**Yr4**	**Yr5**	**Yr6**	**Total**
Ysgol Carwe	**2027**	4	7	8	8	8	11	3	10	**59**
Ysgol Gwynfryn	**2027**	4	5	9	6	9	12	7	5	**57**
Total		**8**	**12**	**17**	**14**	**17**	**23**	**10**	**15**	**116**
Ysgol Carwe	**2028**	4	7	9	8	8	8	11	3	**58**
Ysgol Gwynfryn	**2028**	4	5	9	9	6	9	12	7	**61**
Total		**8**	**12**	**18**	**17**	**14**	**17**	**23**	**10**	**119**

If the proposal to discontinue the school is approved, the Local Authority will work closely with the receiving school and its Governing Body to support a smooth transition for all pupils who wish to transfer. It is recognised that if all, or most, pupils choose to move to the proposed receiving school, the number of pupils may temporarily exceed the school's current admission number and capacity.

Should this occur, the Local Authority will process any applications in accordance with its School Admissions Policy and the Welsh Government's School Admissions Code. The Local Authority is committed to ensuring that sufficient provision is available for all pupils and will invest in additional accommodation or resources if necessary. Any new facilities provided would meet or exceed the quality of the current school's environment.

Although a specific alternative school is proposed as part of this consultation, families retain the right to express a preference for any school. Parents may choose a different

school for their child, including, but not limited to, schools located in nearby catchment areas such as Ysgol Gymunedol Trimsaran, Ysgol Pum Heol, Ysgol Pontiets and Ysgol Mynyddygarreg and this could affect the projected pupil numbers included in this document. As a result, the overall availability of places across schools may differ from what is currently anticipated.

It is also important to note that the method used to project pupil numbers is based on a rolling average of pupils aged 5 to 8 in primary schools. This means that any sudden changes in pupil numbers may take several years to be fully reflected in the data. In schools with smaller numbers of pupils, even minor changes can have a proportionally larger impact on projections. Therefore, the pupil forecasts presented here should be viewed as estimates rather than exact figures.

Social Housing

Information obtained from the Local Authority's Housing Department indicates that there are currently no planned social housing developments within the Ysgol Carwe catchment area or the surrounding catchment areas that are expected to generate a increase in demand for primary school places over the next few years. As a result, social housing growth has not been identified as a factor that would materially affect the pupil projections contained within this document.

Housing Development
Local Development Plan / Revised Local Development Plan (April 2026)

The Local Authority has considered the potential impact of planned housing development within the catchment area of Ysgol Carwe. Information contained within the Local Development Plan (LDP) indicates that the relevant development sites are anticipated to provide approximately 66 dwellings with an occupancy of two or more persons. Applying the Council's pupil yield methodology, these developments are estimated to generate approximately two early years pupils and 26 primary-age pupils. Whilst this represents potential future growth in the school-age population, it does not significantly alter the overall assessment of the proposal.

In considering future demand for school places, it is important to recognise existing parental preference patterns within the catchment area. Current data indicates that approximately 120 primary-age pupils residing within the Ysgol Carwe catchment area already attend schools other than Ysgol Carwe. This demonstrates that a substantial proportion of families living within the catchment choose alternative educational provision despite residing within the catchment area. Consequently, it cannot be assumed that all pupils generated by future housing developments would attend Ysgol Carwe or any successor catchment school.

The geographical location of the proposed housing development is also a relevant consideration. The development is located within the Ffos Las area, which lies towards the edge of the existing Ysgol Carwe catchment and in close proximity to the catchment area of Ysgol Gymunedol Trimsaran. As a result, future residents may have established social, community and transport connections with neighbouring communities and schools. Historical patterns of parental preference within the wider area indicate that proximity alone does not necessarily determine school attendance

and, therefore, the projected pupil yield should be treated as a theoretical maximum rather than a guaranteed increase in pupil numbers attending a particular school.

Whilst the Local Authority recognises that the development could contribute to an increase in the number of primary-age children living within the catchment area over time, the estimated yield of 26 primary-age pupils would not be sufficient, in isolation, to fundamentally alter the circumstances that have given rise to this proposal. Furthermore, pupils from Ysgol Carwe have successfully attended Ysgol Gwynfryn since September 2025 and the proposal seeks to formalise arrangements that are already operating in practice. Consequently, whilst the Local Authority has taken future housing growth into account, it does not consider that the projected pupil yield from the identified developments would materially change the conclusions reached regarding the long-term delivery of education provision within the area.

A review of current and proposed housing developments within the catchment area of Ysgol Gwynfryn indicates that a moderate level of residential growth is anticipated over the coming years. The most development is at the former Black Horse Inn site, where a further 25 dwellings are expected to be delivered between 2027 and 2031, with five dwellings already completed by April 2026. A further 20 dwellings are anticipated at Lime Grove, where planning permission has been granted and development is expected to take place between 2027 and 2030. In addition, land adjacent to 1 Heol Glyndwr has planning permission for a further nine dwellings, with completion expected between 2028 and 2031. Collectively, these developments could deliver approximately 54 additional dwellings within the catchment area over the plan period.

Two additional sites, Parc Mansant and land to the rear of Brynderi, have an estimated capacity of 12 dwellings and seven dwellings respectively. However, both sites are currently considered unlikely to be developed, as neither site is allocated within the Replacement Local Development Plan, reducing the likelihood that these dwellings will be delivered during the assessment period.

The planned housing growth within the catchment area has the potential to generate additional demand for school places at Ysgol Gwynfryn over time. However, the anticipated level of development is considered manageable and is expected to be delivered gradually over a number of years rather than through a single large-scale housing scheme. As a result, any increase in pupil numbers arising from these developments is likely to occur incrementally, allowing the school and the Council to monitor demand for places and plan accordingly.

The delivery of these housing developments also provides evidence of the longer-term sustainability of Ysgol Gwynfryn as a receiving school. The anticipated growth in the local population may support future pupil numbers and help maintain the viability of Welsh-medium education provision within the area. Consequently, the projected housing growth within the catchment area is considered to provide a positive context for the proposal and suggests that Ysgol Gwynfryn is well placed to accommodate future demand for school places generated by local residential development.

Overall, whilst planned housing growth has been carefully considered as part of the assessment process, the anticipated developments within the Ysgol Carwe catchment

are not considered sufficient to materially alter the rationale for the proposal. In contrast, the planned residential growth within the Ysgol Gwynfryn catchment is expected to support the long-term sustainability of the receiving school and strengthen its ability to meet future demand for Welsh-medium primary education within the area.

5.2 Will the proposals improve access for disabled pupils in accordance with requirements under the Equality Act 2010

The Local Authority has given careful consideration to its duties under the Equality Act 2010 to ensure that disabled pupils are not disadvantaged and that reasonable adjustments are made to enable equitable access to education.

Should the proposal proceed, learners will transfer from Ysgol Carwe to Ysgol Gwynfryn, which has an established Accessibility Plan. However, should a learner require any adaptations to the school, reasonable adjustments will be made for the pupil in line with established Carmarthenshire County Council School Organisation processes.

It should be noted, however, that pupils have been attending Ysgol Gwynfryn since September 2025 following the closure of Ysgol Carwe due to the severe structural issues identified within the school building during the summer holidays. As a result, any adaptations needed to learners would have already been established.

Overall, the Local Authority considers that the proposal will maintain and has the potential to improve access for disabled learners, ensuring compliance with the Equality Act 2010 and supporting inclusive, accessible learning environments for all.

5.3 Whether the alternative school-based provision is sufficient to meet existing and projected demand for schools of the same language and (if relevant) designated religious character

Should the proposal proceed, Ysgol Gwynfryn, which is a Category 3 Welsh-medium community primary school, has been identified as the alternative school provision for pupils currently attending Ysgol Carwe.

Following the identification of severe structural issues at Ysgol Carwe during the summer of 2025, pupils have been attending Ysgol Gwynfryn since September 2025, ensuring continuity of Welsh-medium education with minimal disruption to learners.

The proposal therefore maintain access to Welsh-medium education for affected learners and support the Local Authority's commitment to meeting current and future demand for Welsh-medium provision. As the schools are not designated as have a religious character, there would be no impact on the availability of faith based education arising from the proposal.

5.4 Other School Re-Organisation Proposals

The Council is currently undertaking a separate statutory process in relation to a proposal to discontinue Ysgol Pontiets. If approved, that proposal would be implemented from 1 January 2028. The Council has considered whether the Ysgol

Pontiets proposal and the proposal relating to Ysgol Carwe constitute related proposals under the School Organisation Code 2026.

The Council's view is that the implementation or non-implementation of the Ysgol Pontiets proposal would not prevent or undermine the effective implementation of the proposal relating to Ysgol Carwe. Accordingly, the proposals are not considered to be related proposals for the purposes of the Code.

6. Schools likely to be affected by the proposal

In line with the requirements of the School Organisation Code (2026) details are provided below of the surrounding schools to which it might reasonably to considered that pupils may wish to transfer along with the details of the proposed receiving schools.

School Name		**Ysgol Gwynfryn**	**Ysgol Gymunedol Trimsaran**	**Ysgol Pum Heol**	**Ysgol Pontiets**	**Ysgol Mynyddygarreg**
School Location		Heol Y Meinciau, Pontyates, SA15 5SN	Heol Waunyclun, Trimsaran, SA17 4BE	Heol Hen, Five Roads, SA15 5EZ	Heol Llanelli, Pontyates, SA15 5UB	Mynyddygarreg, Kidwelly, SA17 4RL
Age Range		4-11	3-11	4-11	4-11	4-11
School (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC]		C	C	C	C	C
Language Category		3 – Welsh Medium	3 – Welsh Medium	3 – Welsh Medium	3 – Welsh Medium	3 – Welsh Medium
Number of registered Pupils (PLASC 2026)	**Nursery**	4	18	1	2	1
	Reception – Yr.6	56	154	62	19	26
	Total	60	172	63	21	27
Number of pupils previously on the register (including Nursery) (PLASC)	**January 2025**	56	194	77	24	28
	January 2024	59	197	87	26	34
	January 2023	62	206	97	28	39
	February 2022	57	209	99	34	38
Pupil Projections (excluding Nursery) (based on PLASC 2026 data)	**January 2027**	53	155	67	19	25
	January 2028	57	150	69	20	26
	January 2029	58	144	65	17	25
	January 2030	54	147	63	18	26

	January 2031	54	144	64	19	24
Nursery Capacity 25/26		10	32	15	9	7
Reception – Yr.6 Capacity 25/26		85	210	105	69	54
Total Capacity 25/26		95	242	120	78	61
Nursery Capacity 26/27		10	32	15	9	7
Reception – Yr.6 Capacity 26/27		85	210	105	74	54
Total Capacity 26/27		95	242	120	83	61
Budget share per pupil (2025/26)		£5,268	£5,466	£5,728	£8,180	£6,059
School Budget (2025/26)		£295,000	£1,041,000	£441,000	£196,000	£170,000
Budget share per pupil (2026/27)		£5,518	£5,984	£5,855	£9,017	£6,298
School Budget (2026/27)		£331,000	£990,000	£369,000	£189,000	£170,000
Estyn Inspection Result		Not in follow-up (2024)	Not in follow-up (2025)	Not in follow-up (2026)	Not in follow-up (2017)	Not in follow-up (2023)
Building Condition Category (2024)		B	B	B	A	B
Building Suitability		B	B	B	B	B

6.1 Impact of the proposal on schools likely to be affected by the proposal

Should the proposal be implemented, the most impact is expected to be on Ysgol Gwynfryn, identified as the alternative schools to Ysgol Carwe. This would result in an increase in pupil numbers at Ysgol Gwynfryn, which is viewed positively as it will help improve the sustainability of the schools.

It should be noted, however, that Ysgol Gwynfryn has been accommodating pupils from Ysgol Carwe since September 2025 following the identification of severe structural issues at Ysgol Carwe during the summer of 2025, which prevented the school from reopening. As a result, the transition to Ysgol Gwynfryn has already taken place and pupils have successfully adapted to their new learning environment, established friendships and become integrated into the wider school community. This process was supported by the long-standing federation arrangements between Ysgol Carwe, Ysgol Gwynfryn and Ysgol Ponthenri, which meant that many pupils, staff and families were already familiar with on another prior to the relocation.

Whilst the proposal, if implemented, would formalise arrangements that are already operating in practice, the Local Authority recognises that additional capacity might be required at Ysgol Gwynfryn to support the long-term provision of education for all learners.

The impact to the other schools likely to be affected is expected to be limited, as the proposal is not anticipated to result in changes to pupil numbers, admissions patters or the delivery of educational provision within these schools.

Parents have the right to express a preference for the school their child attends. However, expressing a preference does not guarantee a place at the preferred school. Some parents of pupils at Ysgol Carwe may choose to apply for alternative schools other than Ysgol Gwynfryn as the named receiving schools. As a result, other nearby schools such as Ysgol Gymunedol Trimsaran, Ysgol Pum Heol, Ysgol Pontiets and Ysgol Mynyddygarreg and potentially schools further afield, may also experience some impact depending on individual circumstances.

Overall, the expected increase in pupil numbers at the schools most likely to be affected is not considered negative, as these schools currently have some surplus capacity to accommodate additional pupils.

6.2 Impact of the proposal on Staff

The decision to propose the closure of a school is never taken lightly, and the Local Authority fully recognise the impact such proposals can have on the staff who work at Ysgol Carwe and the proposed receiving schools.

A key priority for the Local Authority is to minimise disruption and to support school staff through any period of change should the proposal be implemented. The Local Authority is committed to doing everything it can to reduce compulsory redundancies in line with the Model Redundancy / Surplus Staffing Policy for Schools. This includes exploring all possible redeployment opportunities within the wider schools' network and the local authority, offering voluntary redundancy or early retirement where appropriate, and working closely with trade unions throughout the process.

However, while every effort will be made to redeploy affected staff, the possibility of redundancies cannot be ruled out. Where redeployment is not feasible, a fair and transparent process will be followed, and support will be given to those affected.

The Local Authority understands this may create uncertainty for staff and their families, and are committed to providing clear communication, timely updates, and access to support services throughout the process. The Local Authority's HR team will work closely with Headteachers and Governing Bodies to ensure that all staff are treated with dignity and respect throughout the process.

Any changes at the receiving school would be managed through its governing body, in line with school staffing regulations and HR policies, and would also be subject to appropriate consultation with affected staff and unions.

6.3 Impact of the proposal on the local Community of Carway

A community impact assessment has been undertaken, drawing on feedback provided by the school. The assessment is included in Appendix A and will be updated following the consultation process to reflect any feedback received.

Ysgol Carwe are proud of their strong local connections with the community, including partnership with the Cylch Meithrin who are located full time at the school. If the proposal were to proceed, it may reduce the village's appeal to young families, potentially accelerating population decline and impacting local services and amenities.

The proposal may have implications for the future operation of the Cylch Meithrin which was previously accommodated within the Ysgol Carwe building. Following the closure of the school building in September 2025 due to significant structural issues, the Cylch Meithrin relocated to Carway Village Hall, enabling the provision to continue serving local children and families. Should the proposal to discontinue Ysgol Carwe proceed, the Local Authority recognises the importance of ensuring the continued availability of Welsh-medium early years provision within the area. If the Cylch Meithrin were unable to secure suitable long-term accommodation and consequently became unsustainable, this could reduce local access to Welsh-medium childcare and early years education and impact established transition arrangements into statutory education. In such circumstances, the Local Authority would work with relevant stakeholders, including Mudiad Meithrin and early years providers, to explore alternative arrangements to ensure continuing access to appropriate provision for three-year-old children.

If a decision is made to close the school, the Local Authority's Education Department will work collaboratively with the Children's Services Department, the relevant Cylch Meithrin and Mudiad Meithrin to explore and identify potential alternative accommodation options for the affected Cylch Meithrin provision. Whilst the Local Authority will support this process, the ultimate decision regarding any future location and the financial viability of operating from an alternative site will rest with the individual Cylch Meithrin and Mudiad Meithrin. In reaching a decision, the Cylch Meithrin will need to carefully consider the implications of relocation, including ongoing revenue commitments such as utility charges, maintenance and repair costs, insurance, and any other operational expenses associated with the new premises, to ensure that the provision remains sustainable in the longer term.

Closure of the school would affect pupils' ability to walk or cycle due to increased distance and road safety concerns, potentially reducing opportunities for daily physical activity, however, the receiving schools offer a range of sports club and after school clubs to mitigate this. Eligible pupils would require school transport. No impacts on pupil transport services are anticipated if the proposals are implemented.

It should be noted, however, that pupils have been attending Ysgol Gwynfryn since September 2025 following the closure of Ysgol Carwe' school building due to the severe structural issues identified within the school building during the summer holidays. As a result, transport arrangements have already been established, and pupils and families have adapted to the revised travel arrangements. Consequently, if the proposal were to proceed, it would be unlikely to result in any additional impact on learners beyond the arrangements already in place.

7. Impact on quality and standards in education

The School Organisation Code (2026) requires an analysis of the likely impact of the proposals on the quality and standards of education in the school, taking into account the relevant Estyn inspection areas, which are outlined in the following section.

Ysgol Carwe was last inspected by Estyn in November 2024. His Majesty's Chief Inspector believed that No Follow Up measures are required in relation to this school.

The recommendations were as follows:

R1 Ensure a full range of numeracy activities for the oldest pupils which provide them with an appropriate challenge to make progress to the best of their ability.
R2 Ensure that feedback from teachers supports pupils to improve their work.
R3 Sharpen self-evaluation and planning for improvement processes.

Ysgol Gwynfryn was last inspected by Estyn in November 2024. His Majesty's Chief Inspector believed that No Follow Up measures are required in relation to this school.

The recommendations were as follows:

R1 Ensure a full range of numeracy activities for the oldest pupils which provide them with an appropriate challenge to make progress to the best of their ability.
R2 Ensure that feedback from teachers supports pupils to improve their work.
R3 Sharpen self-evaluation and planning for improvement processes.

7.1 Likely impact on teaching and learning

The proposal is not expected to have a negative impact on the quality of teaching and learning. Ysgol Carwe and Ysgol Gwynfryn already operate as part of a long-established hard federation with Ysgol Ponthenri, sharing a common leadership structure, governing body and strategic direction. Consequently, pupils in both schools already benefit from a shared approach to curriculum design, teaching and learning. Teachers across the federation work collaboratively to plan and deliver a common curriculum. As a result, learners at Ysgol Carwe and Ysgol Gwynfryn already access a consistent curriculum offer and benefit from shared pedagogical approaches, curriculum planning and assessment arrangements. The proposal would therefore formalise existing educational arrangements rather than introduce changes to pupils' learning experiences.

It is also relevant to note that Ysgol Carwe pupils have been educated at Ysgol Gwynfryn for the past year. As a result, learners have already experienced the school's learning environment, routines and curriculum provision, and have had opportunities to develop positive working relationships with staff and friendships with their peers. This is likely to minimise disruption and support continuity in pupils' learning, wellbeing and engagement should the proposal proceed.

Following implementation, pupils would be taught in four classes containing approximately 27 learners, compared with the current arrangement of three classes containing between 18 pupils. This would enable pupils to learn alongside a larger number of peers of a similar age and stage of development, increasing opportunities for collaborative learning, discussion, peer support and group problem-solving. The larger cohort sizes are also likely to support the development of communication, teamwork and social skills, whilst providing broader opportunities for friendship formation, social interaction and positive academic challenge.

The proposal is likely to enhance access to extracurricular and enrichment opportunities. Larger pupil numbers can support wider participation in sporting

activities, performances, educational visits, pupil leadership opportunities and competitive events, contributing positively to pupils' confidence, wellbeing and wider skills development.

Estyn reports that in both Ysgol Carwe and Ysgol Gwynfryn, teachers and teaching assistants use a range of effective teaching approaches that promote learning appropriately. Learning activities are purposeful and well paced, enabling pupils to engage successfully with their work and make appropriate progress.

Inspection evidence also highlights the federation's strength in promoting collaborative and independent learning. Across the schools, staff provide beneficial opportunities for pupils to work together in pairs and groups, helping them to discuss ideas, solve problems and develop their communication skills. In addition, younger pupils benefit from stimulating learning environments that promote independence, decision-making and sustained engagement in learning activities.

Estyn notes that teachers enrich pupils' learning effectively through educational visits, visitors and activities that promote Welsh culture, heritage and identity. The curriculum also supports pupils to develop the knowledge, skills and understanding required to make informed and healthy life choices.

Overall, the proposal is unlikely to have an adverse impact on teaching and learning. Given the existing federated arrangements, the shared curriculum offer and the fact that Ysgol Carwe pupils have already been successfully educated at Ysgol Gwynfryn for an extended period, there is strong evidence that continuity of learning will be maintained. The larger peer groups, broader range of opportunities and sustainable staffing arrangements are likely to have a positive impact on pupils' learning experiences and wider development.

7.2 Likely impact on care, support and guidance

The proposal is not expected to have a negative impact on pupils' wellbeing, care, support or guidance. Ysgol Carwe pupils have been educated at the Ysgol Gwynfryn site for the past year and are therefore already familiar with the learning environment, daily routines and school community. Pupils have had opportunities to develop relationships with staff and peers, which is likely to minimise disruption and support continuity in their wellbeing and engagement should the proposal proceed.

The federation has well-established and consistent arrangements for promoting pupils' wellbeing, supporting personal development and ensuring effective safeguarding. These arrangements operate across all three schools and help to ensure a consistent approach to supporting learners and responding to their individual needs.

Strong working relationships between staff and pupils are a notable feature of both schools. Estyn reports that pupils benefit from supportive relationships with adults and that teachers provide engaging learning experiences that successfully capture pupils' interest and encourage positive attitudes towards learning.

As pupils are already attending the Ysgol Gwynfryn site, any remaining transition requirements are expected to be minimal. Nevertheless, the school would continue to

work closely with pupils and families to ensure that any concerns are addressed promptly and that appropriate support is available where required.

The larger pupil population at Ysgol Gwynfryn also provides increased opportunities for social interaction, friendship development and participation in a wider range of school activities. This can contribute positively to pupils' confidence, sense of belonging and overall wellbeing.

Overall, the proposal is unlikely to have an adverse impact on care, support and guidance. The established relationships, continuity of provision, consistent wellbeing arrangements across the federation and the supportive ethos evident within both schools provide a strong foundation for ensuring positive outcomes for learners.

7.3 Likely impact on leading and improving

The proposal is likely to have a positive impact on leadership capacity and the ability of the federation to secure continuous improvement. Ysgol Carwe and Ysgol Gwynfryn already operate within an established federation under the leadership of a single headteacher and governing body. Consequently, the proposal would not result in any disruption to existing leadership arrangements, strategic priorities or school improvement processes.

If approved, the proposal would reduce the number of sites for which the headteacher is responsible from three to two. This is likely to increase leadership capacity by reducing operational demands and enabling a greater focus on strategic leadership activities, including self-evaluation, curriculum development, school improvement planning, staff development and the implementation of national priorities.

The federation already benefits from well-established systems for collaboration, self-evaluation and improvement planning. The proposal would enable leadership time and expertise to be deployed more effectively across a smaller number of sites, strengthening the federation's ability to monitor performance, evaluate impact and drive sustained improvement.

Leadership responsibilities would continue to be supported through the established federated structure, ensuring continuity, stability and effective governance. Reducing the number of sites within the federation is likely to enhance organisational resilience and provide greater opportunities for leaders to work directly with staff to improve teaching, learning and pupil outcomes.

Estyn reports that the headteacher and management team have a positive influence on all 3 schools through the creation of a caring community and effective collaborative working across the federation. ESTYN note that staff work closely together across the federated schools, helping to ensure consistency in pupils' experiences and supporting continuous improvement. These established leadership and collaborative arrangements provide a strong foundation for the successful implementation of the proposal

The proposal is not anticipated to have an adverse impact on professional learning opportunities for staff. The federation already provides a strong platform for

professional collaboration, professional dialogue and the sharing of effective practice. These arrangements would continue to support staff development and contribute to the delivery of school and national improvement priorities.

The proposal would also support the more effective deployment of staffing, leadership and financial resources. Concentrating provision across two school sites rather than three would maximise the impact of existing expertise and resources, whilst reducing inefficiencies associated with maintaining separate provision for a very small number of pupils.

By consolidating pupil numbers across two sites, the proposal would contribute to a more sustainable model of education provision and strengthen the long-term viability of the federation. This would enhance the federation's capacity to respond effectively to future challenges, changing pupil numbers and evolving educational priorities.

Overall, the proposal is likely to have a positive impact on leadership and school improvement. Increased leadership capacity, enhanced organisational resilience, more efficient use of resources and a stronger focus on strategic improvement activities are expected to strengthen the federation's ability to maintain high-quality provision and secure positive outcomes for current and future learners.

7.4 Impact of the proposal on vulnerable groups, including learners with Additional Learning Needs (ALN)

The proposal is not expected to have a negative impact on vulnerable groups of learners, including those from disadvantaged backgrounds and pupils with Additional Learning Needs (ALN). Ysgol Carwe and Ysgol Gwynfryn already operate within the same federation, with staff working collaboratively across the schools and sharing established systems for supporting learners' wellbeing, progress and inclusion.

Effective communication and strong professional relationships already exist across the federation, supporting continuity of provision for vulnerable learners. As a result, the proposal would formalise arrangements that are already well established rather than introduce changes to the support currently available to pupils.

There are currently four learners with Individual Development Plans (IDPs), all of whom are already based at the Ysgol Gwynfryn site. Consequently, the proposal is unlikely to result in any disruption to their learning, support arrangements or access to specialist provision. Existing support programmes, targets and interventions would continue to be implemented and reviewed as part of normal school processes.

Estyn reports that the federation's focus on supporting pupils' wellbeing is a clear strength and helps pupils to develop a thorough understanding of their emotions and relationships. The inspection report also highlights the school's effective arrangements for supporting learners with additional learning needs. Staff work collaboratively to identify pupils' needs at an early stage, provide appropriate support and maintain clear plans that inform teaching and learning. As a result, nearly all pupils make good progress towards their individual targets.

The established federated structure provides access to a wider range of staff expertise and support than would typically be available within a very small standalone school. This strengthens the school's capacity to identify and respond to learners' needs effectively and to provide appropriate support for vulnerable pupils.

Overall, the proposal is unlikely to have an adverse impact on vulnerable learners. The continuity of provision already established through the federation, the fact that Ysgol Carwe pupils are already being educated at the Ysgol Gwynfryn site, and the effective wellbeing and ALN support identified by Estyn provide a strong basis for ensuring that pupils continue to receive appropriate support and achieve positive outcomes.

Ysgol Carwe pupils have been attending the Ysgol Gwynfryn site for the past year and existing transport arrangements are already established. As a result, the proposal is not anticipated to create additional barriers to attendance or access to education for vulnerable learners.

According to the January 2026 PLASC data, 20.7% (12) of pupils attending Ysgol Carwe were eligible for Free School Meals (eFSM), while 6.9% (4) of pupils had an identified Additional Learning Need (ALN). As pupils from Ysgol Carwe have been attending Ysgol Gwynfryn since September 2025 following the discovery of severe structural issues at the school building, the transition to the alternative provision has already taken place.

Learners have had the opportunity to settle into their new educational environment and establish positive relationships with their peers and staff. Where required, appropriate pastoral, wellbeing and additional learning support arrangements have been put in place to support individual learners, ensuring continuity of provision and minimising any adverse impact arising from the relocation.

The Local Authority and the school will continue to monitor and support the needs of all learners, particularly those who may be more vulnerable to change, to ensure they continue to thrive and make progress in their education.

There were 7 (11.7%) pupils attending Ysgol Gwynfryn eligible for Free School Meals (eFSM). In addition, 4 (6.7%) pupils on roll at PLASC 2026 had Additional Learning Needs (ALN).

(The introduction of Universal Primary Free School Meals (UPFSM) has reduced the perceived need for some eligible families to apply for benefit-related Free School Meals (eFSM). As all primary-aged pupils are now entitled to receive a free school meal regardless of household income, some parents and carers may not recognise the additional benefits associated with eFSM registration, such as eligibility for the School Essentials Grant and the allocation of deprivation-related funding to schools. Consequently, eFSM registration figures may not fully reflect the number of pupils who meet the underlying eligibility criteria.)

7.5 Impact of the proposal on educational attainment among children from economically deprived backgrounds

The Local Authority has carefully considered the potential impact of the proposal on pupils from economically deprived backgrounds. PLASC data for September 2026 indicates that approximately 20.7% (12 pupils) attending Ysgol Carwe are eligible for Free School Meals (eFSM), which is commonly used as an indicator of socio-economic disadvantage.

The proposal is not expected to have a negative impact on the educational attainment of these learners. Since September 2025, all pupils from Ysgol Carwe have been educated at Ysgol Gwynfryn following the closure of the Ysgol Carwe building due to significant structural defects. During this period, learners have continued to access Welsh-medium education, wellbeing support, Additional Learning Needs provision, Free School Meals, and wider educational opportunities without interruption. Evidence gathered since the relocation has not identified any barriers to learning or participation for pupils from disadvantaged backgrounds.

Should the proposal proceed, eligible learners will continue to receive free home-to-school transport in accordance with the Council's Home to School Transport Policy, helping to mitigate any potential barriers associated with travel and rural accessibility. Pupils will also retain access to Free School Meals, School Essentials Grant support, wellbeing services and Additional Learning Needs provision.

The Local Authority considers that the proposal may have a positive impact on educational outcomes by enabling pupils to continue learning within a larger school environment, benefiting from a broader peer group, wider curricular and extracurricular opportunities, and access to a greater range of educational resources and support services. The funding formula for schools also includes a deprivation factor based on Free School Meal eligibility, ensuring resources continue to be directed towards supporting disadvantaged learners.

Having considered pupil-level deprivation indicators, the socio-economic profile of the communities concerned, and the successful operation of the existing arrangements since September 2025, the Local Authority does not consider that the proposal is likely to adversely affect the educational attainment of children from economically deprived backgrounds. Ongoing monitoring of attendance, wellbeing and attainment outcomes, including those of eFSM learners, will be undertaken to ensure that no group of pupils experiences a disproportionate disadvantage as a result of the proposal.

Further detail on the assessment and its findings is contained within the Integrated Impact Assessment published alongside this consultation document which can be found in Appendix C. This assessment will be reviewed and updated at key points should the proposal proceed.

7.6 Equality issues arising from the proposals, including those identified through equality impact assessments

Equality issues arising from the proposal have been assessed through the Integrated Impact Assessment, which includes consideration of impacts on individuals and groups who share protected characteristics under the Equality Act 2010.

The assessment found no evidence that the proposal would result in adverse impacts on any protected characteristic group. Since September 2025, pupils from Ysgol Carwe have been educated at Ysgol Gwynfryn following the closure of the school building due to structural issues. During this period, pupils have continued to access educational provision, pastoral support and wider school activities, providing evidence of the receiving school's ability to meet the needs of learners from a range of backgrounds and circumstances.

Particular consideration has been given to learners with Additional Learning Needs (ALN) and disabilities. Should the proposal proceed, pupils would continue to access support in accordance with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Equality Act 2010. The Local Authority would ensure that existing support arrangements, specialist interventions, reasonable adjustments and accessibility requirements continue to be met. The larger school environment may also provide opportunities for learners to benefit from a wider range of resources, facilities, learning experiences and specialist support services.

The assessment also considered the potential impact on learners who may be vulnerable due to a combination of factors, including socio-economic disadvantage, disability, rurality, language needs or other personal circumstances. No specific adverse impacts were identified. Learners would continue to receive access to wellbeing support, safeguarding arrangements, educational support services and, where eligible, free home-to-school transport and Free School Meals.

The proposal would maintain Welsh-medium educational provision within the area. Learners would continue to receive their education through the medium of Welsh and would have opportunities to participate in a broad range of curricular and extracurricular activities within a Welsh-speaking educational environment. The Welsh Language Impact Assessment concluded that no adverse impacts on the Welsh language were identified, subject to the implementation of the mitigation measures outlined within that assessment.

Consideration has also been given to the potential impact on staff. The proposal may result in staffing changes, including the potential for redeployment or redundancy, depending on future staffing requirements. Any such implications would be managed in accordance with the Council's employment policies and procedures, ensuring that affected staff are consulted and supported appropriately throughout the process.

Mitigation measures identified through the assessment include maintaining existing ALN support arrangements, continued access to wellbeing and pastoral support services, provision of home-to-school transport in accordance with the Council's policy, ongoing engagement with learners and families throughout the transition process, and

continued monitoring of learner outcomes to identify and address any emerging issues.

Overall, the assessment concluded that the proposal is not expected to have a adverse impact on any protected characteristic group and that appropriate mitigation measures are available to address potential concerns. Further detail on the assessment and its findings is contained within the Integrated Impact Assessment published alongside this consultation document which can be found in Appendix C. This assessment will be reviewed and updated at key points should the proposal proceed.

7.7 The ability of the headteacher / governing body of school to meet their legal requirements under the 2021 Act for the Curriculum for Wales for learners across the 3-16 continuum of education.

The proposal is not expected to have a negative impact on the ability of the headteacher and governing body to fulfil their statutory responsibilities under the Curriculum for Wales. Ysgol Carwe and Ysgol Gwynfryn already operate within an established federation and share a common approach to curriculum design, planning, delivery and assessment. As a result, pupils currently experience a consistent curriculum offer across both schools.

The proposal would therefore formalise arrangements that are already well established. As pupils from Ysgol Carwe have been educated at the Ysgol Gwynfryn site for the past year, there is clear evidence that continuity in curriculum delivery, teaching and learning can be maintained.

Both schools benefit from a sustainable staffing structure and established collaborative practices across the federation. These arrangements provide valuable opportunities for professional dialogue, curriculum development and the sharing of expertise, strengthening the school's capacity to deliver the aspirations of the Curriculum for Wales effectively.

The larger pupil cohorts at Ysgol Gwynfryn are also likely to increase opportunities for collaborative learning, discussion, peer support and pupil participation, supporting the development of communication, critical-thinking and teamwork skills.

Estyn reports that teachers at Ysgol Gwynfryn provide stimulating learning experiences that capture pupils' imaginations and help nearly all pupils develop positive attitudes towards learning. Inspectors also note that the wide range of experiences provided for younger pupils promotes independent learning skills highly effectively and that teachers provide beneficial opportunities for pupils to influence their learning.

The curriculum is enriched through educational visits, visitors and experiences that promote Welsh culture, heritage and identity, helping to provide learners with a broad and engaging range of learning opportunities.

Overall, the proposal is likely to have a positive impact on the school's capacity to deliver the Curriculum for Wales. The established federated arrangements,

sustainable staffing structure, continuity of curriculum provision and increased opportunities for collaboration are expected to support the continued delivery and development of high-quality learning experiences for all pupils.

8. Welsh in education Strategic Plan (WESP)

The School Organisation Code (2026) requires an analysis of the likely impact of the proposals on the WESP. As the schools involved or affected in this proposal provides teaching through the medium of Welsh, a Welsh Language Impact Assessment has been carried out and is contained within Appendix B. This assessment will be updated throughout the process to reflect any specific feedback received.

8.1 How the proposal forms part of the WESP and the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP)

Ysgol Carwe and Ysgol Gwynfryn are both Welsh medium schools. The proposal is not directly linked to the targets in the Local Authority's WESP although it does align with Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP), which sets out a ten-year vision (2022-2032) to increase and improve Welsh medium education provision and contribute to the Welsh Government's target of one million Welsh speakers by 2050 – Cymraeg 2050. The proposal would maintain the availability of Welsh language provision.

The proposal involves the transfer of learners from one Welsh medium school to another which would preserve Welsh-medium educational opportunities and, if managed effectively, could strengthen the sustainability of Welsh-medium provision. By consolidating pupils within a larger Welsh medium school it supports the long-term sustainability of Welsh medium schools by increasing pupil numbers and resilience.

Further consideration of the impact of the proposal on the Welsh language is contained within the Welsh Language Impact Assessment accompanying this consultation document which can be found in Appendix B. This assessment will be reviewed and updated at key points should the proposal proceed.

8.2 How the proposal would expand or reduce Welsh language provision and in the case of the latter, set out why provision will be reduced

The proposal would maintain the availability of Welsh language provision. Ysgol Carwe and Ysgol Gwynfryn are both Category 3 Welsh-medium community primary schools. This would ensure that access to Welsh-medium education would be retained. An initial Welsh Language Impact Assessment has been undertaken and is attached to this document in Appendix B. This assessment will be reviewed and updated at key points should the proposal proceed.

Pupils currently attending Ysgol Carwe will continue to have the opportunity to access Welsh medium provision through transfer to Ysgol Gwynfryn, which is also a Category 3 Welsh medium school. This ensures that continuity of Welsh-medium education can be maintained, and that learners can continue to develop their Welsh language skills

in line with the expectations of the Curriculum for Wales and the Local Authority's Welsh in Education Strategic Plan (WESP).

The proposal will consolidate Welsh medium provision within schools that have greater capacity, staffing and resources. This is likely to strengthen the quality and sustainability of Welsh medium education, providing pupils with increased opportunities to use the Welsh language across a wider range of contexts, both within the classroom and through extracurricular activities.

In summary, while Welsh medium provision at Ysgol Carwe would cease, the proposal maintains and supports Welsh medium education within the wider area. It ensures continued access, promotes progression in Welsh language learning, and contributes to the long term sustainability and growth of Welsh-medium provision in line with the aims of the WESP.

9 Finance

The School Organisation Code (2026) requires an analysis of the likely financial impact of the proposals if implemented.

9.1 The recurrent/revenue costs of proposals over a period of at least 3 years and whether the necessary recurrent/revenue funding is available (inclusive of staffing, building maintenance and additional transport costs)

The recurrent revenue costs that should normally be considered over a minimum three-year period are the ongoing annual costs that continue after implementation of the proposal, rather than one-off consultation, legal or capital costs.

For a proposal to discontinue a primary school and transfer pupils to a nearby receiving school, the principal recurrent revenue costs would typically include:

1. Home-to-School Transport

This would usually be the most significant ongoing cost.

- Daily contracted transport services.
- Escort costs where required.
- Additional transport for ALN learners where eligible.
- Fuel, vehicle replacement and contract inflation assumptions.

Should the proposal proceed, the transport costs associated with the implementation of the proposal would be based on current prices and pupils' current location and assuming the pupils transfer to Ysgol Gwynfryn.

2. Additional Staffing Costs at the Receiving School

Where pupil numbers increase sufficiently to require:

- Additional teaching staff.

- Teaching assistants.

These costs would only be included where pupil growth directly triggers additional staffing requirements. However, these costs would be balanced by additional per-pupil funding received by the school for the transferring pupils.

3. Additional ALN Support

Where transferred pupils require:

- Specialist learning support.
- Behaviour support.
- Specialist transport or therapies funded by the authority.

These costs could only be calculated once it is known which school(s) individual pupils are likely to transfer to. These may also result in savings, if additional support is already available in the receiving school and does not need to be increased.

4. Increased Premises Running Costs at the Receiving School

These as additional costs are difficult to quantify and tend to be relatively modest compared with the savings from closing a school because the receiving school already incurs these fixed costs, such as:

- Utilities (electricity, gas, water).
- Cleaning costs.
- Catering costs.
- ICT licences and support.

5. Ongoing Building Maintenance of the Closed Site (if retained)

If the former school building is not immediately disposed of, ongoing revenue costs may include:

- Security.
- Insurance.
- Basic maintenance.
- Utilities required to maintain the building.
- Grounds maintenance.

These costs continue until disposal, transfer to the community, or alternative use.

6. Community Asset or Shared Facility Support

If the Council retains part of the site for community use:

- Building management.

- Utility contributions.
- Service level agreements.
- Community lease support arrangements.

7. Inflationary Uplifts

The School Organisation Code expects proposals to consider future costs rather than simply present-year values. Therefore, forecasts should normally allow for:

- Transport inflation.
- Pay awards.
- Energy inflation.
- Contract uplifts.

For this proposal, ongoing recurrent and revenue costs can be estimated as follows:

Recurrent Revenue Cost	**Year 1**	**Year 2**	**Year 3**	**Total**
Home to School Transport	£93,100	£95,893	£98,770	£287,763
Additional Staffing* – two additional teachers estimated @ £67567 each	£135,134	£139,188	£143,363	£417,685
Closed site holding costs	£4,000	£4,120	£4,244	£12,364
Total recurrent costs	£232,234	£239,201	£246,377	£717,812

** Dependent on individual school context and potential pupil movements / parental preference.*

For a small primary school closure, transport is often the only new recurring cost, with the overall proposal still generating a net annual revenue saving.

9.2 Do the proposals form part of the local authority's 21st Century Schools Investment Programme and contribute to the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate

The proposal to discontinue Ysgol Carwe and transfer pupils to Ysgol Gwynfryn does not form part of the Local Authority's 21st Century strategic investment programme. The proposal, if implemented, will lead to a reduction in the school estate and improve its strategic management. Reviewing the size and viability of the school estate has been identified as a corporate priority for the Local Authority as part of the MEP Strategy as approved by Cabinet in November 2024.

9.3 The capital costs of proposals and whether the necessary capital funding is available

Should the proposal proceed, it is not envisaged that there will be capital costs at this stage.

9.4 The scale of any projected net savings if the proposals were implemented (taking into account school revenue, transport and capital costs) and will any savings in recurrent costs be retained in the local authority's local schools' budget?

It should be noted that when a school is closed, it is highly unlikely that there will be no additional transport costs. This is because, by definition, the closure of a school is likely to mean that children will reside further away from their catchment school and thus qualify for transport under the Council's School Transport Policy. Furthermore, it should be noted that the Council's budget for school transport is separate and distinct from the budget delegated to schools.

Revenue savings which accrue from the school closure will normally be redistributed back into the overall schools' budget but can also be direct savings to the overall Council budget.

School budgets are significantly predicated on pupil numbers. In schools where pupil numbers are low, the **per-pupil funding** is generally insufficient for the school to remain operationally viable. Where pupil numbers are low, fixed costs, and costs (such as staffing) which do not scale perfectly with the number of pupils, form a much higher proportion of the costs of running the school. The funding formula therefore includes supplements such as small school supplements, surplus places supplements. The formula therefore recognises what a small school requires to function with the minimum appropriate staffing and to meet operational costs. The supplements inflate the average cost per pupil of running a smaller school disproportionally to the larger schools.

The revenue savings derived from the closure of the school relate only to the supplements included in the school's budget. This is because the per-pupil funding is transferred with pupils to their new school. This helps the receiving school to become more financially stable and sustainable.

However, the revenue savings are normally returned to the overall schools' budget and redistributed across the network in funding to all schools. The schools' delegated budget is made up from per pupil funding and supplements to support where per pupil funding would not be sufficient to meet the basic needs of the school. Supplements therefore reduce the per-pupil funding available to all other schools which means that all schools in the Authority are impacted by the additional funding required for smaller schools.

Based on the original funding allocations for the financial year 2026-27, the full year revenue savings from the closure of Ysgol Carwe is as follows:

Supplement	Amount
Small School Supplement	£0
Surplus Places Supplement	£1,127
Federation Supplement	£12,000
Non-Domestic Rates	£4,819
Total	**£17,946**

Funding based on pupil numbers will transfer with pupils to their receiving school.

Where a school does not close on 31 March, the first year allocation will be on a pro rate basis.

An example based on the full year for Ysgol Carwe based on pupils number for 26/27 financial year is as follows:

Funding	
Per Pupil Funding for Ysgol Carwe for 58 pupils	£287,141
Additional Learning Needs Funding (Deprivation, Children Looked After and Individual Development Plans)	£41,656
Total	**£328,797**

If this proposal progresses, updated financial information will be provided when available.

This funding ensures that any extra revenue costs accrued by the receiving school, such as for additional staffing, which might relate to pupil numbers can be met. It also supports the stability and sustainability of the receiving school's budget should additional costs not be incurred.

If Ysgol Carwe is closed, the closing balance whether surplus or deficit transfers back to the Education Department.

There are other savings which accrue from the closure of a school which are separate from the schools' budget and include corporate savings from a reduction in central support services to schools which relate to a smaller school footprint. Whilst some of these, such as HR Support, Education and ALN Support Services, Music Service, Cleaning and Grounds Maintenance are difficult to quantify, others can be calculated.

The 2025 Building Condition Survey for Ysgol Carwe forecasted a required capitalised maintenance expenditure of £2,058,271.00 over a five year period. This would lead to a saving to the Council if the school closes.

The Catering Service provides pupils with a breakfast club (£12,654) and lunch service (£33,074) at a total annual cost to the Local Authority of £45,728. Whilst this is offset by the grant from Welsh Government of £18,641 to provide meals, there is a net saving to the service, and thus the Council of £27,087. The Welsh Government grant of £18,641 for meals will move with the pupils to their new school. It is unlikely that there will be additional costs to providing the meals in those schools, therefore the net cost

of providing the service will reduce in the receiving school. Again, this budget is separate from the overall schools' delegated budget.

9.5 Whether, without the proposals, the schools affected would face budget deficits

All schools are funded in accordance with the County Council's funding formula. Under the School Funding (Wales) Regulations 2010, the Individual Schools Budget must be allocated amongst schools maintained by the authority in the form of budget shares, using a locally determined funding formula. The regulations require that 70% of the funding is to be distributed on the basis of pupil numbers.

The tables below demonstrate the historical, present and predicted financial position of the school.

Year end Balance	**(surplus / deficit) £**
2021/22	£40,829 (Surplus)
2022/23	£24,996 (Surplus)
2023/24	£35,868 (Surplus)
2024/25	£15,680 (Surplus)
2025/26	£4,706 (Surplus)

2026/27

School funding amount	£346,743
Pupil numbers (funding based on 2026 January PLASC)	58
Funding per pupil	£5,978
Primary school average mainstream funding per pupil	£5,969
Forecast **surplus** / deficit March 2027 as at June 2026	£23,143 deficit

The information above demonstrates that the school has maintained a surplus budget since 2020/21. However, the level of surplus has decreased year on year, with the closing balance reducing to £4,706 at the end of the 2025/26 financial year. The school is currently projecting a deficit budget of £23,143 at the end of the 2026/2027 financial year. This projected deficit indicates that the school's financial position has become increasingly challenging. There is a risk that the deficit could increase further over time, placing additional pressure on the school's ability to maintain a sustainable financial position without further intervention.

Ysgol Gwynfryn had a surplus budget of £48,525 at year end 2024/25 and currently has a surplus budget of £15,825 for year end 2025/26. This would be enhanced with additional pupil number funding from pupils transferring.

It should be recognised that supplements reduce the per pupil funding which has a detrimental impact on all larger schools, therefore impacting more pupils. Increased supplements to small schools enable them to set a balanced budget which would have a positive impact on their balance. There is an obvious trade off between the school's balance i.e. surplus/deficit and the level of supplement given.

9.6 Whether the proceeds of sales (capital receipts) of redundant sites are to be made available to meet the costs of the proposal or contribute to the costs of future proposals which will promote effective management of school places

As a general rule where, as a result of the Council's Modernising Education Programme and following a Welsh Government required statutory process (including all appropriate impact assessments: Community, transport, Welsh language etc.), school premises identified as being no longer required for education purposes will generally be sold on the open market unless the redundant building / site is required and retained for internal corporate use or alternatively transferred to the community.

If a decision is made to discontinue Ysgol Carwe, an assessment will be made to identify any potential corporate need for the premises. If such a need is identified, the school will be transferred to the relevant department through an appropriation process. If it is not required to be retained corporately, it may be appropriate, in certain circumstances to consider ongoing community use to include voluntary, charitable groups and social enterprises.

Such a use could be approved if there is a clear, identified need for the proposed use in the area and where an appropriate business plan is prepared which demonstrates the viability of the alternative use and which could support the rural economic recovery of the locality.

Any capital receipts from the sale of a redundant site will normally be ringfenced for future use within the Modernising Education Programme in order to improve educational provision within the county.

10 Land and Buildings

10.1 Details of any potential transfer or disposal of land or buildings that may need to occur as a result of the proposals

Ysgol Carwe and Ysgol Gwynfryn are owned by Carmarthenshire County Council. Should the proposals proceed, Ysgol Carwe would become redundant. Schools identified as no longer being required for educational purposes will generally be sold on the open market unless the redundant building / site is required and retained for internal corporate use or alternatively transferred to the community if appropriate. There is potentially an option for the Cylch Meithrin to return and occupy the building.

10.2 Are the school or schools involved are subject to any trust or charitable interests which might be affected by the proposals

The Local Authority's Legal Department has reviewed the Land Registry documents and official deeds and, from the documents that have been reviewed at present, do not believe that any trusts or charitable interests will be impacted by the proposal to discontinue Ysgol Carwe.

10.3 Quality of accommodation at the school from which pupils would be transferred

The quality of accommodation and facilities at Ysgol Gwynfryn are currently of the same standard to those at Ysgol Carwe in terms of condition, suitability and the facilities available. Even though Ysgol Gwynfryn is assessed as Condition Grade C and Suitability Grade B, building maintenance works that have been undertaken at the school recently will provide a more sustainable long-term environment for educational provision. Details of the condition and suitability ratings for all school buildings are shown in the following table.

	Ysgol Carwe	**Ysgol Gwynfryn**
Building Condition	Grade C – Operational but major repair or replacement needed in short to medium-term	Grade C – Operational but major repair or replacement needed in short to medium-term
Building Suitability	Grade C – Poor, teaching methods inhibited/adverse impact on school organisation	Grade B – Satisfactory, performing as intended, but does not effectively support the delivery of the curriculum in some areas.

10.4 Information on any building works necessary to ensure that transferred children can be accommodated at the alternative provision

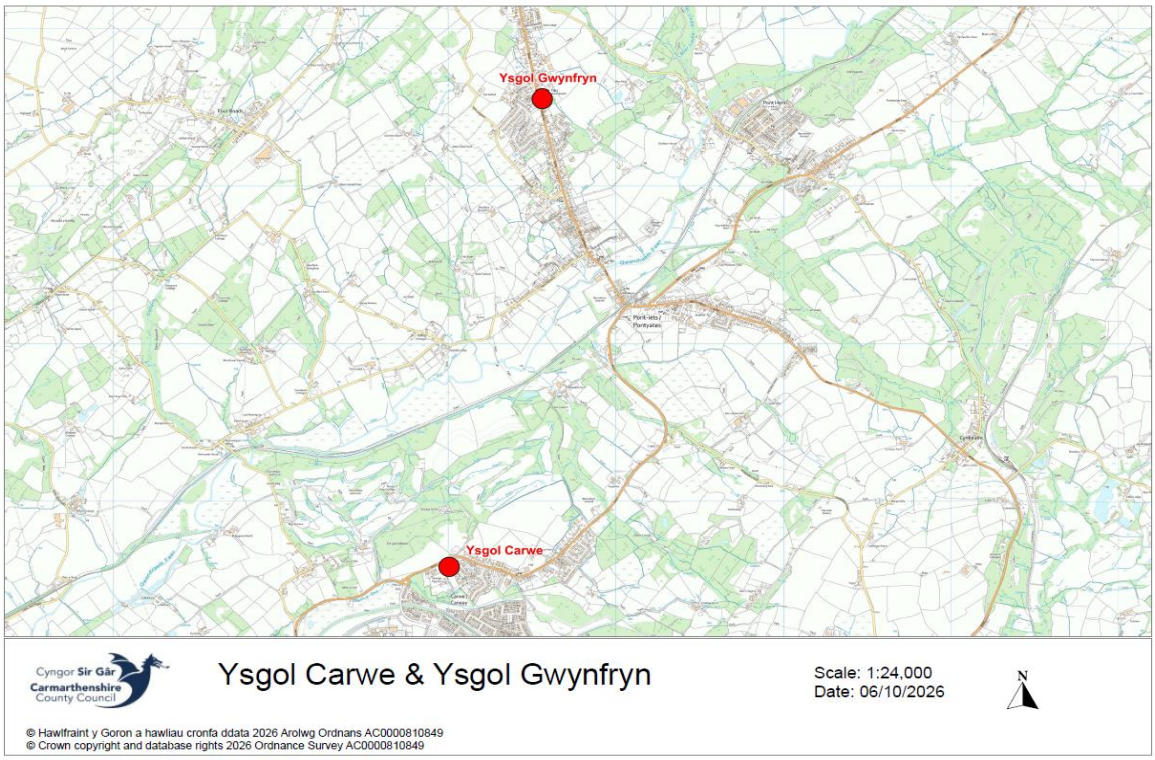
Should the proposal proceed, the Local Authority would work closely with the receiving school and its Governing Body to ensure that it is able to accommodate all pupils who wish to transfer. It is acknowledged that, should all current pupils or some opt to transfer, the receiving school would be slightly over its current capacity and admissions number in some year groups. Should the proposal proceed, it is not envisaged that there will be any capital costs at this stage.

11 Travel and Transport

PLASC 2026 data shows that Ysgol Carwe has 58 pupils on roll.

The proposal is to discontinue Ysgol Carwe and transfer pupils to Ysgol Gwynfryn. Ysgol Carwe is located on the B4317 in Carway, whilst Ysgol Gwynfryn is situated on Heol Y Meinciau (B4309) in Pontyates. The two schools are approximately 2.8 miles (4.5 kilometres) apart by road. The journey between the schools typically takes around 6 to 10 minutes by vehicle, depending on traffic levels, road conditions and the time of day. The relatively short distance between the two schools has enabled pupils from Ysgol Carwe to attend Ysgol Gwynfryn since September 2025 with limited impact on overall journey times, and the Local Authority considers that access to educational provision can continue to be maintained should the proposal proceed.

The following map shows the location of both schools.



11.1 Changes to Learner Travel Arrangements and Accessibility of Provision

Should the proposal proceed, pupils currently attending Ysgol Carwe would continue to access their education at Ysgol Gwynfryn, which is located approximately 2.8 miles from the former Ysgol Carwe site. The journey between the two schools typically takes around 6 minutes by vehicle, although journey times may vary depending on traffic levels, weather conditions and the time of day. Importantly, pupils have already been attending Ysgol Gwynfryn since September 2025 following the closure of the Ysgol Carwe building due to significant structural and health and safety concerns. As a result, the travel arrangements associated with this proposal are already established and learners and families have had an opportunity to adapt to them.

The Local Authority is satisfied that the proposal would maintain accessibility to Welsh-medium education, as Ysgol Gwynfryn is also a Category 3 Welsh-medium primary school. Learners would continue to access the Curriculum for Wales, pastoral support, additional learning provision, extracurricular activities and specialist support services through the existing federated arrangements. The proposal would therefore formalise an arrangement that has already operated successfully for a significant period.

In accordance with the Council's Home to School Transport Policy, free transport is provided for learners living more than the statutory walking distance (currently two miles) from their **designated catchment** primary school. Consequently, free transport would be made available to any eligible learners transferring to their new catchment school meeting the criteria for free transport.

Whilst some learners who previously walked to Ysgol Carwe may now be dependent upon school transport or parental transport arrangements, the relatively short distance between Carway and Pontyates means that overall accessibility to education remains

good. The Local Authority does not consider that the proposal would create a barrier to educational access for current or future learners.

The Authority will continue to monitor attendance, punctuality and learner wellbeing to ensure that travel arrangements remain effective and do not adversely affect participation in education. Particular consideration will continue to be given to vulnerable learners and those with Additional Learning Needs where individual transport arrangements may be required.

Overall, the proposal is not expected to have a adverse impact on learner travel arrangements or accessibility to educational provision, particularly as pupils have already successfully adapted to the arrangements currently in place.

11.2 Walking, Wheeling and Cycling Routes

The Local Authority recognises the importance of encouraging active travel and supporting opportunities for learners to walk, wheel or cycle to school where this is safe and practical. Consideration has therefore been given to the availability and suitability of active travel routes between Carway and Ysgol Gwynfryn.

Ysgol Carwe is located within Carway on the B4317, whilst Ysgol Gwynfryn is located on Heol Y Meinciau (B4309) in Pontyates. The route between the two locations is approximately 2.8 miles in length and follows sections of the local highway network. Although walking and cycling provide recognised health, wellbeing and environmental benefits, the distance involved and the nature of the route mean that active travel is unlikely to be a practical daily option for many primary-aged pupils.

The Local Authority has requested detailed route assessments from the Transport Unit and consideration will be given to factors including pavement provision, crossing facilities, traffic volumes, road widths, lighting, visibility and overall route safety. This assessment will inform the Authority's understanding of the suitability of active travel opportunities associated with the proposal.

It is recognised that some pupils who previously lived within walking distance of Ysgol Carwe may no longer be able to reasonably walk to school on a daily basis. Consequently, there may be a reduction in active travel opportunities for some learners. However, this change has effectively already occurred since pupils began attending Ysgol Gwynfryn in September 2025 and families have adapted accordingly.

The Local Authority will continue to explore opportunities to support active travel where appropriate, including the possible use of designated transport pick-up points that may allow some pupils to continue walking part of their journey where this can be achieved safely.

Whilst active travel opportunities may be reduced compared with the previous arrangements at Ysgol Carwe, the Local Authority considers that overall learner safety must remain the primary consideration and suitable transport arrangements will continue to be provided where necessary.

11.3 Impact on Journeys and Journey Times

Should the proposal proceed, pupils would continue travelling between the Carway area and Ysgol Gwynfryn in Pontyates. The two schools are approximately 2.8 miles apart by road, with a typical journey time of around 6 minutes under normal traffic conditions. Journey durations may vary depending on local traffic conditions, weather and the timing of travel.

The proposal would result in longer daily journeys for some learners when compared to travelling to Ysgol Carwe when it operated from its original site. However, these journey patterns have already been experienced by pupils since September 2025 and therefore represent an established rather than a new arrangement.

Evidence gathered during the period that pupils have attended Ysgol Gwynfryn has not identified concerns in relation to attendance, punctuality, learner wellbeing or access to education arising from the revised travel arrangements. The successful operation of these arrangements provides an indication that the proposed long-term arrangements are likely to be manageable for learners and families.

The impact on individual families will vary according to home location and preferred transport method. Whilst some journey times may increase slightly, the relatively short distance involved means that the overall impact is not considered excessive when compared with many home-to-school journeys undertaken elsewhere within the county.

The Local Authority also acknowledges that travel arrangements can impact participation in extracurricular activities and wider school events. However, the experience gained since September 2025 has demonstrated that pupils have continued to engage successfully in school life at Ysgol Gwynfryn.

Overall, whilst there is an increase in travel distance compared to accessing education within Carway, the Local Authority considers that journey times remain reasonable and that the proposal would not significantly affect learners' ability to access educational provision.

11.4 Changes in Travel Arrangements for Learners with Additional Learning Needs (ALN)

The Local Authority recognises the importance of ensuring that transport arrangements for learners with Additional Learning Needs are safe, appropriate and responsive to individual circumstances. Particular consideration has therefore been given to the potential impact of the proposal on these learners.

According to PLASC 2026 data, approximately 6.9% of pupils attending Ysgol Carwe have identified Additional Learning Needs. These learners have already been attending Ysgol Gwynfryn since September 2025 and have therefore experienced the travel arrangements associated with the proposal for a considerable period.

Appropriate support arrangements that are already in place would continue following implementation of the proposal. Transport requirements will continue to be assessed

on an individual basis and, where necessary, specialist transport arrangements, passenger assistance or other reasonable adjustments will continue to be provided in accordance with learners' identified needs.

The Local Authority will continue to work closely with families, school staff and relevant professionals to ensure that transport provision remains suitable and that any changing needs are addressed appropriately. Existing Individual Development Plans will continue to inform decisions regarding support arrangements.

As pupils with ALN have already successfully transitioned to Ysgol Gwynfryn, the proposal is not anticipated to create additional transport-related challenges beyond those already experienced and managed through the current arrangements.

Furthermore, learners will continue to benefit from access to established support systems, specialist expertise and wider educational resources available within the receiving school and federation.

Overall, the Local Authority considers that the proposal can be implemented without adverse impact on learners with Additional Learning Needs, provided that appropriate individual transport and support arrangements continue to be maintained.

11.5 Equality and Accessibility Considerations

The Local Authority has considered the implications of the proposal in accordance with its responsibilities under the Equality Act 2010 and has assessed the potential impact on learners with protected characteristics.

Should the proposal proceed, pupils would continue to access Welsh-medium education through Ysgol Gwynfryn and would retain access to the curriculum, specialist support services, pastoral care and wider educational opportunities available within the school. The proposal therefore maintains educational accessibility whilst continuing established arrangements already operating successfully since September 2025.

Particular consideration has been given to learners with disabilities and Additional Learning Needs. The Local Authority will continue to ensure that reasonable adjustments are made where required and that transport arrangements are tailored to individual circumstances to support equitable access to education.

The proposal is not expected to create barriers for learners on the grounds of disability, race, religion, sex, age or any other protected characteristic. Existing inclusion arrangements within the federation provide a strong foundation for supporting learners from a wide range of backgrounds and circumstances.

Whilst some families may experience increased travel requirements, eligible transport assistance will continue to be provided in accordance with the Council's transport policy. This support will help minimise any disproportionate impact on those who may be adversely affected by changes in travel arrangements.

The proposal is therefore considered compatible with the Local Authority's equality duties and is not expected to reduce accessibility to education or support services.

Overall, the Local Authority believes that learners will continue to have fair and equitable access to high-quality Welsh-medium educational provision should the proposal be implemented.

11.6 Transport Costs and Wider Travel Implications

Implementation of the proposal is expected to increase home-to-school transport costs. There are currently no learners receiving school transport to Carwe under the Authority's school transport policy, although a bespoke shuttle bus transports learners from a single pick up point at Carwe to and from Gwynfryn school as a result of the current temporary closure of Carwe school building. This arrangement will continue for those currently enrolled at Carwe school as well as or siblings that are known to have applied for a place at Carwe school by the closure date The cost of this arrangement is currently £36,100 per annum.

In addition, a number of pupils currently attending Trimsaran school but residing in the Carwe catchment area would become entitled to transport to Trimsaran school.
Current estimates indicate that the cost of providing this transport would be approximately £57,000 per annum, although actual costs will depend on parental preference, final pupil numbers and transport procurement arrangements. Additional transport costs may be incurred where learners currently attending Pontiets school from outside the catchment area transfer to schools to which they would be entitled to transport.

Although transport expenditure represents an ongoing revenue commitment, it must be considered alongside the substantial capital investment, estimated at approximately £1.2 million, that would otherwise be required to address the significant structural defects affecting the Ysgol Carwe building.

The proposal may also result in wider travel implications for families, including travel to attend school events, consultation meetings, extracurricular activities and parental engagement opportunities. However, these travel patterns have already been established during the period pupils have attended Ysgol Gwynfryn and do not represent a new requirement arising solely from the proposal.

The Authority acknowledges that increased vehicle movements can contribute to environmental impacts through additional carbon emissions. Nevertheless, the relatively short distance between Carway and Pontyates means that any increase in travel-related emissions is expected to be limited.

Where possible, the Local Authority will continue to work with transport providers and schools to identify efficient transport arrangements and encourage sustainable travel opportunities where practical and safe to do so.

Overall, whilst the proposal will result in continuing transport costs and some wider travel implications for families, the Local Authority considers these impacts to be proportionate and manageable when balanced against the educational, financial and

strategic benefits associated with securing long-term, sustainable educational provision.

12 Admission Arrangements

Should the proposal be approved, admission to Ysgol Gwynfryn or any alternative Carmarthenshire maintained school would be administered by Carmarthenshire County Council in accordance with the Local Authority's School Admissions Policy and the Welsh Government School Admissions Code.

The School Admissions Unit,
Department for Education and Leisure,
Carmarthenshire County Council,
Building 3,
Spilman Street,
Carmarthen,
SA31 1LE

E-mail: admissions@carmarthenshire.gov.uk

Should the proposal be implemented, parents, carers and guardians would be required to submit an application for a school place at Ysgol Gwynfryn, or another maintained school of their choice within Carmarthenshire, in accordance with the Council's existing school admissions arrangements. The implementation of the proposal would not remove the requirement to apply through the normal admissions process.

12.1 Secondary School Transfers

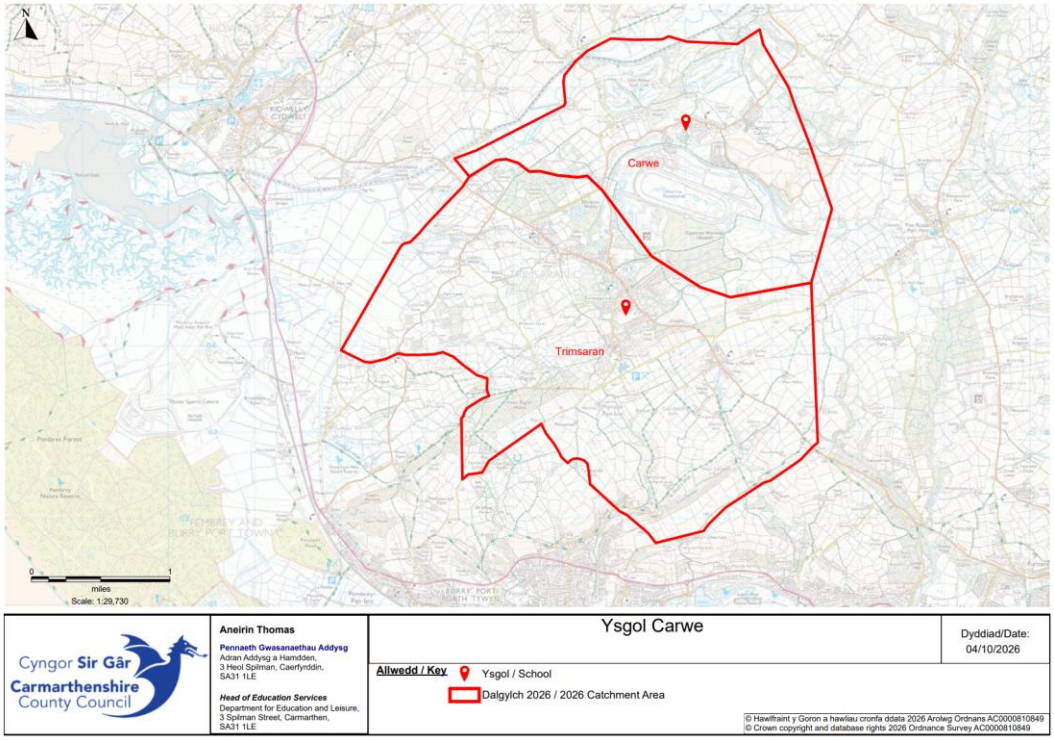
At the age of 11, children transition to secondary school. An application must be submitted for the preferred secondary school, as there is no automatic transfer from primary to secondary school. During the autumn term of the final year of primary school, families will receive notification containing information on all secondary schools in the county and details on how to apply.

There is no link between primary and secondary schools. Applications may be submitted for any secondary school within the county. The application is based on the child's home and not the primary school attended.

12.2 Catchment Area

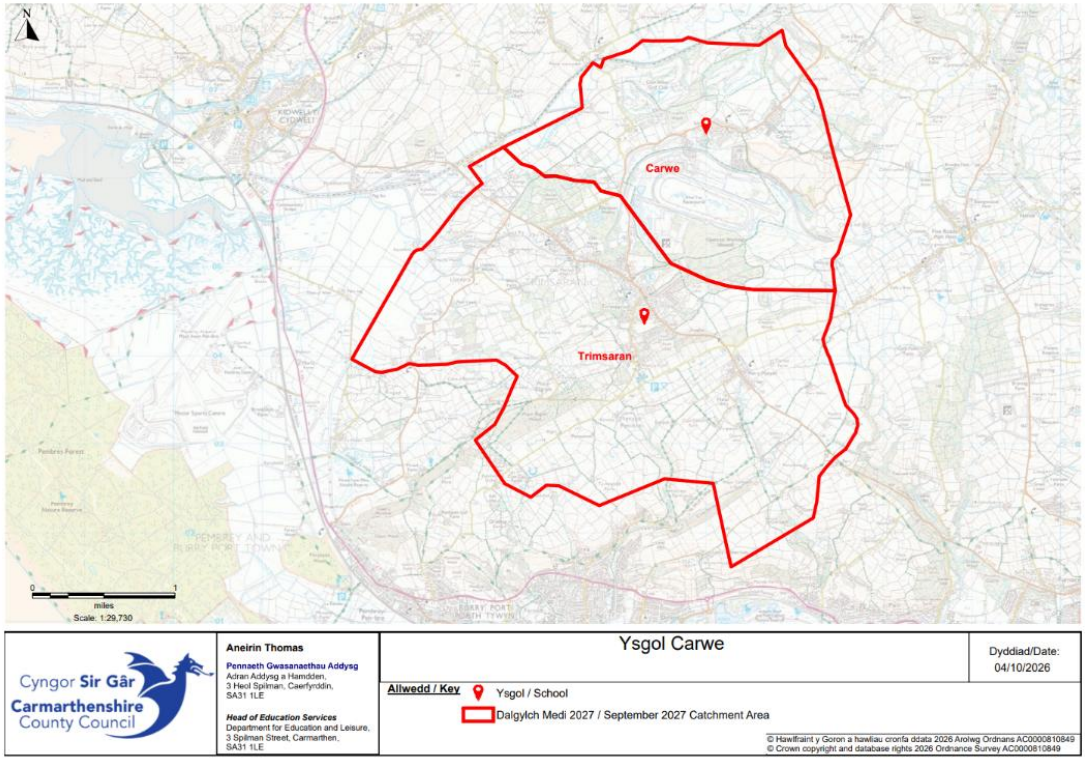
Current Catchment Area

The map below shows the current catchment area of Ysgol Carwe.



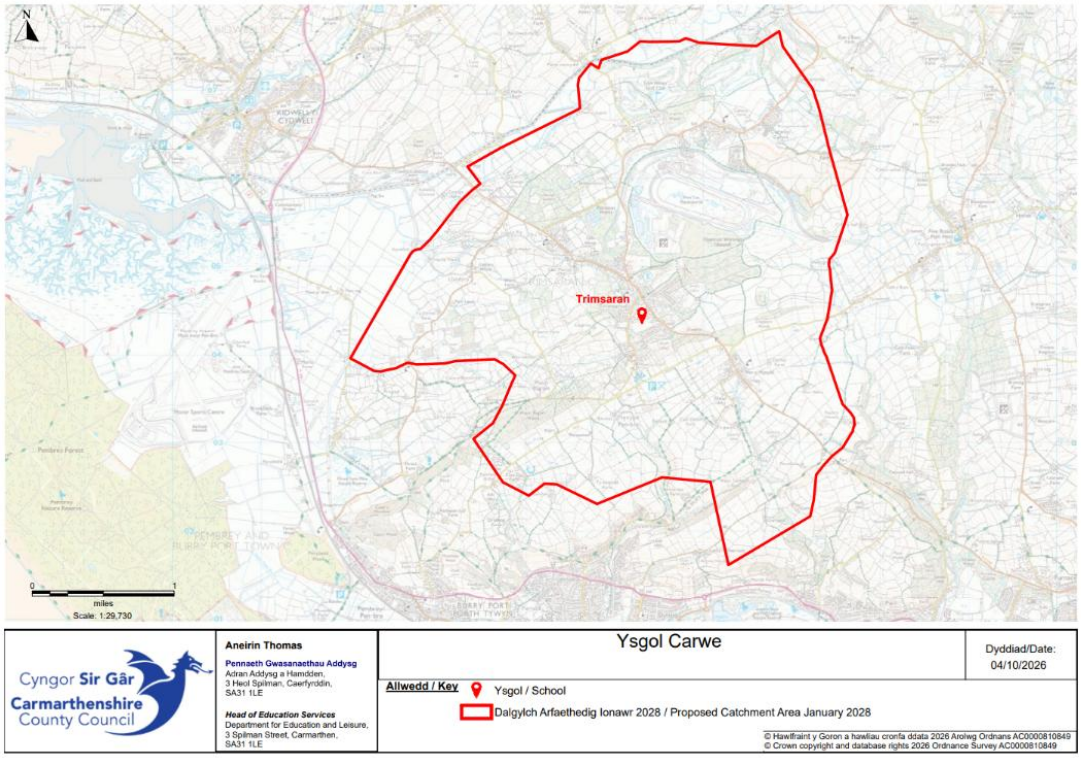
Catchment Area (following 2027 changes)

The following map shows how the catchment area will be amended in September 2027 based on the recent Local Authority wide catchment area review.



Proposed Catchment Area

If the proposal is approved, the Ysgol Carwe catchment area will be re-designated in the catchment area of Ysgol Gymunedol Trimsaran as illustrated below.



12.3 Transition Arrangements

Should the proposal be implemented, the Local Authority will continue to work closely with Ysgol Gwynfryn to ensure that all pupils are appropriately supported. Pupils currently attending Ysgol Carwe have already been educated at Ysgol Gwynfryn since September 2025 following the closure of the Ysgol Carwe building and, by the proposed implementation date, will have completed a full academic year at the school. During this period, learners have become familiar with the school environment, routines, staff, support services and their peer groups, and have continued to access Welsh-medium education without interruption. As a result, many of the transition arrangements typically associated with a school transfer have already been successfully achieved.

For new pupils joining in future years, a comprehensive transition programme will continue to be provided. This will include school visits, familiarisation sessions and opportunities for pupils to meet staff and their peer groups before admission. Parents and carers will be invited to attend information and engagement sessions to discuss arrangements and raise any questions or concerns.

Particular attention will continue to be given to supporting pupils with Additional Learning Needs (ALN) and other vulnerable learners through the development of individual transition plans, where required, and the continuation of appropriate support

arrangements. Wellbeing and pastoral support will remain available to ensure that all learners are able to settle quickly and participate fully in school life.

The school will continue to maintain effective arrangements for the sharing and management of educational, wellbeing and support information to ensure continuity of learning and that all pupils' needs are identified and met from the point of admission. This will help ensure a positive transition experience for future learners joining Ysgol Gwynfryn whilst maintaining the support already established for former Ysgol Carwe pupils.

13 The Consultation Process

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

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, carers, and guardians of:

- Pupils attending the schools affected by the proposals
- Prospective pupils, where possible
- Pupils attending other schools likely to be affected by the proposals
- In the case of proposals affecting secondary provision, parents, carers and guardians of learners attending primary schools from which learners normally transfer to the affected secondary school.

School staff and leadership:

- Staff members of schools directly involved in the proposals
- Staff members of any other school likely to be affected by the proposals
- Governing bodies of schools directly involved in the proposals
- Governing bodies of any other school likely to be affected by the proposals

Local Authorities and Government:

- The maintaining authority for affected schools, including relevant transport and highways teams
- Neighbouring local authorities and any other local authority likely to be affected by the proposals
- In the case of proposals affecting specialist ALP provision, any local authority placing or likely to place learners with ALN in the provision
- Welsh Ministers
- Constituency and Regional Members of the Senedd (MSs) and Members of Parliament (MPs) for the area served by the schools
- Estyn
- Relevant school improvement services
- The Police and Crime Commissioner for the area

- The local authority Family Information Service
- Medr (for proposals affecting school sixth forms)

Community and representative groups:

- Teaching and staff trade unions representing staff at affected schools
- Community or town councils for the area served by the schools
- The Church in Wales and Roman Catholic Diocesan Authority for the area in which any affected school is located
- Any other appropriate religious body for any school likely to be affected by the proposals
- Further education institutions serving the area (for proposals affecting secondary provision)

Early years and ALN provision:

- Independent or voluntary nursery providers potentially affected, including Mudiad Meithrin
- National umbrella organisations supporting childcare and early years provision, including:
    - NDNA Cymru
    - Clybiau Plant Cymru
    - Early Years Wales
    - PACEY Cymru
    - Play Wales
    - The Children and Young People's Partnership and/or Early Years Development and Childcare Partnerships
    - Relevant health bodies or third sector organisations (for proposals affecting ALP/ALN provision)

Welsh language provision:

- The Welsh Language Commissioner (for proposals affecting Welsh language provision)
- Relevant Mentrau Iaith

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) of the schools subject to the proposals to participate in the consultation process during a session which will be undertaken by a Local Authority Officer or via a dedicated online survey.

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.

What Happens Next?

Stage 1. Consultation Period

The consultation period for the proposals commences on 10 November 2026 and concludes on 22 December 2026.

You can submit your views in favour of or against a proposal or to provide alternative suggestions.

Responses received during the consultation period will not be treated as statutory objections. If you wish to object, you will need to do so in writing during the statutory objection period. Any responses received after the closing date will not be considered as part of the consultation process.

Considering your views

During the consultation period you can ask questions, express your views or provide alternative options for consideration by no later than 22 December 2026 through one of the following methods:

- Completing an online survey using the following link: SNAP SURVEY
- Sending an email to: MEPConsultations@carmarthenshire.gov.uk
- Writing a letter to the following address: Mr Owain Lloyd, Director of Education and Leisure, County Hall, Carmarthen, SA31 1JP
- Or completing a paper copy response form (Appendix D) and returning to Mr Owain Lloyd, Director of Education and Leisure, County Hall, Carmarthen, SA31 1JP or sending a scanned copy via e-mail to MEPConsultations@carmarthenshire.gov.uk

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

Comments submitted during the consultation period will be recorded and summarised in a Consultation Report.

Following the consultation period, a Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a Statutory Notice. Consultees can register their wish to be notified of publication of the consultation report by filling out and submitting the response form in Appendix D.

The Cabinet of Carmarthenshire County Council will consider the Consultation Report and decide whether or not to proceed with the proposal.

Stage 2. Statutory Notice Objection Period

If the County Council's Cabinet decides to continue with the proposal a "Statutory Notice" must be published.

The Statutory Notice will be published on Carmarthenshire County Council's website and posted at the schools subject to proposals. Copies of the notice will also be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

The Statutory Notice will set out the details of the proposal and invite anyone who wishes to object or support to do so in writing within a period of 28 days.

If objections are received an Objection Report will be published on Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues or supportive comments raised and provide Carmarthenshire County Council's response. Consultees can register their wish to be notified of publication of the consultation report by sending an email to MEPConsultations@carmarthenshire.gov.uk.

If no objections are received, the proposal moves straight to determination.

Stage 3. Determination

Carmarthenshire County Council will determine the proposal. This means that it will make a final decision on whether the change proposed goes ahead. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

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

All stakeholders will be notified of the County Council decision and publication of the Objection Report within 7 days of the determination.

Projected Timetable for Statutory Procedures

Should Carmarthenshire County Council's Cabinet decide to proceed with the proposal to discontinue Ysgol Carwe and transfer pupils to Ysgol Gwynfryn, the projected timetable is as follows:

Description	Duration
Consultation Issue of this consultation document to identified and other interested parties.	At least 42 days (including at least 20 school days) **10 November 2026 to 22 December 2026**
Consultation Report A Consultation Report will be taken to the Cabinet for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.	**June 2027** The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice
Should the Cabinet decide to proceed:	
Statutory Notice If the decision is made to proceed then a statutory notice will be published.	**June 2027 to July 2027** Minimum 28 days (including at least 15 school days & not including the day of publication)
Objection Report If objections are received an Objection Report will be published on the Carmarthenshire County Council's website.	**October 2027** Before the end of 7 days beginning with the day of its determination
Determination County Council will determine the proposal.	**October 2027** Decision made within 16 weeks of the end of the objection period
If County Council approves the proposal, Ysgol Carwe closes.	**31 December 2027**

Proposal to discontinue Ysgol Carwe

Appendices

Must be read in conjunction with the consultation document



sirgar.llyw.cymru
carmarthenshire.gov.wales

Cyngor Sir Gâr
Carmarthenshire
County Council

Impact Assessments

A Community Impact Assessment has been undertaken to assess the impacts of the proposals on the community of Carwe. This assessment can be found in Appendix A. This assessment will be updated to reflect any relevant feedback received during the consultation process.

A Welsh Language Impact Assessment has been undertaken to assess the impacts of the proposals on the Welsh Language. This assessment can be found in Appendix B. This assessment will be updated to reflect any relevant feedback received during the consultation process.

An initial Integrated Impact Assessment (IIA) has been undertaken to help us to ensure we have considered how different groups and services could be affected by our proposals, enabling us to strengthen positive aspects and mitigate any potentially negative impacts. This can be found in Appendix C.

All impact assessments included within the appendices must be read in conjunction with the consultation document.

Should the proposal proceed, all assessments will be reviewed and updated at key points as necessary.

Appendix A – Community Impact Assessment

Subject: The proposed closure of Ysgol Carwe and transfer pupils to Ysgol Gwynfryn.

The School Organisation Code (2026) requires local authorities to undertake a Community Impact Assessment when considering proposals to discontinue a school. The purpose of the assessment is to identify the potential effects of the proposal on the local community and consider any measures that may mitigate adverse impacts.

Ysgol Carwe has been closed since September 2025 following the identification of significant structural issues which rendered the school building unsuitable for continued educational use. Since that time, pupils previously attending Ysgol Carwe have attended Ysgol Gwynfryn whilst remaining on the Ysgol Carwe roll.

This Community Impact Assessment considers the likely effects of the proposal to discontinue Ysgol Carwe on learners, families, community organisations, local services and the wider Carway community. The assessment has been informed by consultation document evidence, demographic information, school data and consideration of community facilities and services available within the area.

1. **Information on the proportion of pupils from the catchment area that attend the school and pupils that attend other schools outside the catchment area:**

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

Year	Pupil numbers	In Catchment	Out of Catchment	In Catchment at Other schools*
PLASC 2026	58	37	21	120*
Other Schools *Bancffosfelen, Burry Port, Cross Hands, Dewi Sant, Ffwrnes, Gwenllian, Gwynfryn, Johnstown, Llangunnor, Llechyfedach, Model, Mynyddygarreg, Myrddin, Nantgaredig, old Road, Parc Y Tywyn, Pembrey, Ponthenri, Pontiets, Pontyberem, Pum Heol, Richmond Park, Stebonheath, Swiss Valley, Trimsaran, Y Bedol, Y Castell				

Ysgol Carwe serves the village of Carway and the surrounding rural area. As of September 2026, there were 58 pupils on roll at the school. Of these pupils, 37 resided within the school's catchment area and 21 attended the school from outside the catchment area through parental preference.

In addition, 120 pupils residing within the Ysgol Carwe catchment area attended alternative schools. This indicates that approximately 76.4% of primary-aged pupils living within the catchment area were already attending schools other than Ysgol Carwe through parental preference.

These figures demonstrate that whilst Ysgol Carwe has continued to play an important educational role within the community, educational links between families and neighbouring schools are already well established. The data suggests that the school's role as the main provider of education for children residing within the catchment area has reduced over time.

Furthermore, all pupils currently on roll have been attending Ysgol Gwynfryn since September 2025. Consequently, the educational transition associated with the proposal has already occurred and pupils have become established within the receiving school.

Whilst catchment data does not fully reflect the wider social and cultural significance of a school within its community, it does demonstrate that the proposal is unlikely to significantly affect educational access for the majority of children living within the catchment area.

2. **Information on the proportion of learners currently within thresholds for school transport provision (2 miles for primary school and 3 miles for secondary school) that attend the school and how they will be impacted by the proposal;**

No pupils are currently receiving free home-to-school transport to Ysgol Carwe.

Following the closure of the school building in September 2025, transport arrangements were established to facilitate the transfer of pupils to Ysgol Gwynfryn.

As existing arrangements are established and operating effectively, the Local Authority does not anticipate any significant adverse transport impacts arising from the proposal.

3. **Information about the distance and travelling time (for all modes of transport) involved in attending an alternative school of the same language category;**

Ysgol Gwynfryn is located approximately 2.8 miles from Ysgol Carwe and provides Welsh-medium primary education.

The journey between Carway and Ysgol Gwynfryn can generally be completed within approximately five to ten minutes by road. Whilst learners no longer attend a school situated within the village itself, the distance involved remains relatively short and is comparable to journeys undertaken by many learners attending rural schools throughout Carmarthenshire.

Since September 2025, pupils have travelled to Ysgol Gwynfryn daily and there is no evidence that travel arrangements have negatively affected attendance, punctuality or access to education.

Whilst the Local Authority acknowledges that some families may prefer the convenience of having a school located within the village, the relatively short distance to Ysgol Gwynfryn significantly mitigates any adverse impact associated with travel.

Where possible, the Local Authority will continue to promote sustainable travel options, including walking, cycling and shared transport.

4. Impact on health and wellbeing e.g., if learners would be less able to walk or cycle to school;

The Local Authority recognises that schools contribute significantly to the health and wellbeing of children and young people through educational opportunities, social interaction, physical activity and emotional support.

The proposal may reduce opportunities for some learners to walk or cycle independently to school because of the increased distance involved in travelling to Ysgol Gwynfryn. Active travel can support physical health and emotional wellbeing and is therefore an important consideration.

However, pupils have attended Ysgol Gwynfryn since September 2025 and have successfully adapted to the change in arrangements. There is no evidence to suggest that pupil wellbeing has been adversely affected by the transfer.

Learners continue to have access to a broad curriculum, wellbeing support arrangements, sports activities and extracurricular opportunities. The receiving school also provides opportunities for pupils to engage with a wider peer group and participate in a broader range of educational and social experiences.

Whilst the loss of a school within the village may carry emotional significance for some individuals, the successful transfer arrangements already in place and the continuity of educational provision substantially reduce the likelihood of any significant adverse effect on learner wellbeing.

5. Information about any wider implications the changes would have on public transport provisions;

The proposal is not expected to have any significant impact upon public transport services within the area.

The transfer of pupils to Ysgol Gwynfryn has already taken place and associated transport arrangements are established. No additional public transport infrastructure or services are anticipated to be required as a result of the proposal.

The Local Authority therefore considers that the impact of the proposal on public transport provision would be negligible.

6. Information on wider community safety issues;

The discontinuance of Ysgol Carwe may present some community safety considerations, particularly in relation to the future use of the school site.

Should the proposal proceed, the school premises may remain vacant for a period pending decisions regarding future use. The Local Authority recognises that vacant

buildings can sometimes become vulnerable to vandalism, antisocial behaviour, trespass or fly-tipping.

However, appropriate management and security arrangements would be implemented where necessary and the future use of the site would be considered through the Council's asset management processes.

The Authority also notes that the building has not functioned as a school since September 2025. As a result, many of the practical implications associated with the absence of an operational school building have already been experienced and managed successfully.

Consequently, the Local Authority considers that any community safety implications can be appropriately managed and are unlikely to present a significant long-term concern.

7. Information about any other facilities or services the school accommodates or provides;

Historically, Ysgol Carwe provided a range of services and facilities in addition to its primary educational function.

These included breakfast club provision, extracurricular activities and opportunities for parental involvement and community engagement. The school also accommodated the local Cylch Meithrin, providing an important connection between early years and statutory education.

Following the closure of the school building, the Cylch Meithrin successfully relocated to Carway Hall and continues to operate within the village. This demonstrates that alternative facilities are available to support community-based services.

Whilst the proposal would result in the permanent discontinuance of the school, many of the services previously associated with the school have already adapted successfully to alternative arrangements. The impact on community services is therefore considered to be relatively limited.

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

Ysgol Gwynfryn currently provides a range of facilities and services for pupils and families, including a daily breakfast club, extracurricular activities through the Urdd and potential future after-school provision through an external provider. The school also maintains strong links with local community organisations, including community groups, sporting organisations, places of worship and youth organisations, which provide pupils with additional opportunities to participate in community activities and events.

The school regularly utilises community facilities such as the village hall, rugby club and local chapels and churches for performances, services and social events. These

links help to support community engagement and provide opportunities for pupils to participate in a broad range of experiences beyond the classroom.

In addition to the facilities available within the school itself, Ysgol Gwynfryn maintains strong partnerships with local community organisations including chapels and churches, the local rugby club, village hall, library and Scouts groups. These partnerships provide learners with opportunities to participate in performances, sporting activities, services and social events within the wider community and help support community engagement beyond the classroom.

9. How parents' and learners' engagement with the alternative schools or other education institutions and any facilities they may offer could be supported:

The proposal is to discontinue Ysgol Carwe and transfer pupils to Ysgol Gwynfryn. Should the Council proceed with the statutory process and eventual implementation of the preferred option, support would continue to be provided to pupils and their parents throughout the process. However, it is important to note that pupils from Ysgol Carwe have already been attending Ysgol Gwynfryn since September 2025 following the closure of the Ysgol Carwe building. By the proposed implementation date, learners will have completed a full academic year at Ysgol Gwynfryn and will have become familiar with the school environment, routines, staff, support services and their peer groups.

As a result, many of the transition activities normally associated with a school transfer have already taken place. Pupils have had the opportunity to develop friendships, participate in school activities and become fully integrated into the day-to-day life of the school. Parents and carers have similarly had opportunities to engage with the school, attend school events, communicate with staff and become familiar with school procedures and expectations.

The Local Authority and Ysgol Gwynfryn will continue to support pupils and families throughout the consultation process and beyond. This will include ongoing communication, opportunities for parents to raise questions or concerns, and continued wellbeing and pastoral support for learners where required. Particular attention will continue to be given to vulnerable learners and pupils with Additional Learning Needs (ALN) to ensure that appropriate support arrangements remain in place.

For any new pupils joining Ysgol Gwynfryn in future years, the school will continue to operate its established transition arrangements, including school visits, familiarisation activities, engagement with parents and tailored support where required, to ensure that all learners are able to integrate successfully into the school community.

If parents choose to send their children to an alternative school other than Ysgol Gwynfryn, they will need to follow the School Admissions policy and process which can be found on the Carmarthenshire Council website.

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

Schools often fulfil a role within rural communities that extends far beyond the delivery of education. They frequently act as focal points for social interaction, community identity and local activity. The presence of a school can contribute significantly to a community's sense of place, cohesion and sustainability.

Ysgol Carwe has historically played an important role within the life of the Carway community. Over many generations, the school has served local families and has become closely associated with the history and identity of the village. For many residents, the school represents a valued community institution and an important part of village life.

Whilst the school was not extensively used for a large number of formal community lettings, its contribution to community life should not be measured solely by the number of external bookings. The school provided daily opportunities for interaction between learners, parents, carers, staff and members of the wider community. These regular interactions contributed positively to social cohesion and helped maintain strong community relationships.

School events, performances, fundraising activities, sporting occasions and celebrations provided opportunities for members of the wider community to come together and participate in village life. The school also supported links between generations and acted as a visible symbol of community continuity and investment in future generations.

The Local Authority recognises that the loss of Ysgol Carwe will therefore be regarded by some residents as a significant change. The closure of a village school can have an emotional impact and may lead to concerns regarding the long-term sustainability and identity of the community.

However, it is also important to recognise that the practical impacts associated with the loss of the school as a functioning educational establishment have already occurred following the closure of the building in September 2025. Since that time, the daily activity that previously existed around the school has ceased and the community has adapted to this change.

Furthermore, Carway continues to benefit from a range of community assets and facilities. Carway Hall continues to play an important role within the community and now accommodates the local Cylch Meithrin. The village also benefits from recreational facilities, sports provision and community organisations which continue to provide opportunities for social interaction and community participation.

Whilst these facilities cannot fully replace the symbolic significance of a village school, they do continue to support community life and help maintain opportunities for residents to engage with one another. Consequently, although the proposal would

result in the loss of a significant community asset, the presence of alternative community facilities reduces the overall impact.

On balance, the Authority considers that the proposal would have a moderate adverse impact on community identity and cohesion, primarily due to the historical and symbolic importance of the school. However, this impact is mitigated by the continued availability of other community facilities and the fact that the school has not operated from the village since September 2025.

11. Whether or not the loss of the school, and potentially families, will have a detrimental effect on the wider economy of the community;

The School Organisation Code 2026 requires proposers to consider whether the discontinuance of a school could have a detrimental impact upon the local economy and wider sustainability of the community.

Demographic information indicates that Carway has a relatively young population profile, with approximately 24% of residents aged under 18. This suggests that services for children and families continue to form an important part of the community's infrastructure and identity.

Schools can contribute to local economies in several ways. They provide local employment opportunities, generate expenditure on goods and services and contribute to the attractiveness of an area for families considering relocation. They can also support the viability of community services and contribute to wider perceptions of community sustainability.

The Authority acknowledges that the permanent loss of a school may reduce the attractiveness of the village for some prospective families with school-age children. In rural communities, the presence of a village school is often regarded as a positive factor when considering where to live.

However, there is currently no evidence to indicate that the closure of the Ysgol Carwe building in September 2025 has resulted in significant population movement or economic decline within the community. Families continue to live within the catchment area and Welsh-medium educational provision remains available at Ysgol Gwynfryn. The continued availability of educational provision within close proximity to Carway significantly mitigates the potential economic effects associated with the proposal. In addition, many of the wider factors influencing local economic activity and population change, including housing availability, employment opportunities, transport links and access to services, remain unchanged.

The Local Authority therefore considers that whilst the proposal may have a modest indirect impact upon perceptions of community sustainability, it is unlikely to have a significant detrimental effect on the wider local economy.

12. The overall effect of closure on the local community:

The proposed discontinuance of Ysgol Carwe would represent the formal closure of a longstanding educational institution and the loss of a valued community asset. The

Local Authority fully recognises the significance of this proposal and the strength of feeling that may exist within sections of the community regarding the future of the school.

Historically, Ysgol Carwe has made an important contribution to village life through its educational provision, support for local families and contribution to community identity. The school has served generations of children and has formed an important part of the social and cultural fabric of the community.

The proposal would inevitably result in the loss of the school as a visible community institution and may be perceived by some residents as contributing to a reduction in local services and community infrastructure. Such perceptions are understandable given the important role that schools frequently play within rural communities.

Nevertheless, it is important to consider the proposal within the context of the current circumstances. The school building has been closed since September 2025 and pupils have attended Ysgol Gwynfryn throughout this period. Many of the practical effects associated with the absence of a school within the village have therefore already occurred and the community has already adapted to these changes.

Pupils have successfully integrated into the receiving school and continue to access Welsh-medium education, wellbeing support and extracurricular opportunities. Existing transport arrangements have operated successfully and key community services, including the local Cylch Meithrin, continue to operate within the village through alternative provision.

The village continues to benefit from a range of community assets including Carway Hall, recreational facilities, sports clubs and community organisations. These facilities continue to provide opportunities for residents to meet, participate in activities and maintain community connections.

The Authority therefore acknowledges that the proposal will have some adverse impact on community identity and perceptions of local sustainability. However, taking all factors into account, including the successful transfer of learners, the continued availability of educational provision and the retention of other community facilities, the proposal is not considered likely to have a significant adverse effect on the long-term sustainability of the community.

13. What impact closure might have on other services provided locally:

The proposal is not expected to have a significant impact upon the provision of other services within the community.

Whilst schools can support a range of community activities and services through the provision of accommodation and facilities, the experience following the closure of the school building demonstrates that alternative arrangements can be successfully implemented where required.

A notable example is the relocation of the local Cylch Meithrin to Carway Hall. This transition has enabled early years provision to continue within the community and

demonstrates that alternative accommodation is available for important community services.

The continued availability of community facilities within the village helps ensure that local groups and organisations are able to continue their activities even in the absence of the school building. As a result, the Authority does not anticipate that the proposal will lead to the loss of important local services.

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

The presence of a local school is often considered an important factor in decisions regarding where families choose to live. Schools contribute to perceptions of community sustainability and can influence the attractiveness of an area to current and prospective residents.

Carway's relatively young demographic profile suggests that services for children and young people continue to be important to the community. It is therefore recognised that some residents may be concerned that the permanent discontinuance of Ysgol Carwe could reduce the village's attractiveness for families.

However, there is no evidence that the temporary closure of the school building since September 2025 has led to an identifiable loss of population or significant changes in residency patterns. Furthermore, Welsh-medium educational provision remains available locally through Ysgol Gwynfryn.

Whilst some prospective families may place value on living within a village that contains its own school, many factors influence decisions regarding housing and relocation. The availability of nearby educational provision, access to services, employment opportunities, housing availability and transport connections all contribute to such decisions.

The Local Authority therefore considers that whilst there may be some perceptional impact associated with the proposal, it is unlikely to result in significant numbers of families leaving the community or discourage new families from moving into the area.

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

Historically, Ysgol Carwe provided accommodation for educational, community and support activities. In considering the proposal, the Authority has assessed the availability of alternative accommodation within the community.

Carway Hall provides an established and well-used community facility capable of accommodating a range of activities, meetings and events. The relocation of the local Cylch Meithrin demonstrates its suitability as an alternative venue for community-focused services.

Other recreational and community facilities located within the village also provide opportunities for activities previously associated with the school to continue where appropriate.

Whilst alternative venues may not possess the same historical significance or familiarity as the school building itself, their continued availability significantly reduces the potential impact arising from the loss of the school as a venue.

16. Whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure:

The community of Carway benefits from a number of existing community assets and facilities within the village and surrounding area. At present, no specific proposals have been identified to enhance these facilities as a direct consequence of the proposal. However, the Local Authority will continue to engage with local stakeholders regarding the future of the Ysgol Carwe site and any opportunities that may arise to support community provision in the area. Any future decisions regarding the use or disposal of the site would be considered separately in accordance with the Council's asset management procedures. In addition, Ysgol Gwynfryn has established links with a range of local community facilities, including the village hall, rugby club, library, chapels and churches, which continue to provide opportunities for educational, recreational and social activities.

The proposal may provide opportunities for greater utilisation of existing community facilities within Carway.

The increasing use of Carway Hall following the closure of the school building illustrates how community facilities can adapt to changing circumstances and continue to provide important services and opportunities for residents.

Whilst it cannot be assumed that closure of the school will directly result in improvements to other facilities, there may be opportunities to strengthen the role of existing community assets through increased usage and community participation.

The Authority will continue to engage with the local community regarding any future opportunities associated with the school site and wider community infrastructure. This engagement may help identify ways in which community facilities can continue to support local needs in the future.

Conclusion

The Local Authority recognises the important role that Ysgol Carwe has played within the community over many years and acknowledges that the proposal would result in the loss of a valued and historic community asset.

The assessment has identified that the proposal may have adverse impacts in relation to community identity, perceptions of sustainability and the loss of a school within the village. These impacts are most evident in relation to the school's historical role as a focal point for local families and its contribution to community cohesion.

However, the assessment has also found that many of the practical impacts normally associated with a school closure have already occurred following the closure of the school building in September 2025. Learners have successfully transferred to Ysgol Gwynfryn, transport arrangements are established, educational provision continues locally and key community services have adapted successfully.

Carway retains a range of important community facilities, including Carway Hall, recreational facilities and community organisations, which continue to support social interaction and community participation.

Having considered all relevant factors, the Local Authority concludes that whilst the proposal would have some adverse impact on the community, these impacts are mitigated by the arrangements already in place and are not considered likely to significantly affect the long-term sustainability, viability or resilience of the Carway community.

Appendix B – Welsh Language Impact Assessment

1. Introduction and Purpose

This Welsh Language Impact Assessment considers the likely impacts of the following proposal from the Local Authority:

To change primary education provision in the Carwe area, Llangyndeyrn ward, including the closure of Ysgol Carwe from 31 December 2027, with pupils expected to transfer to Ysgol Gwynfryn, Heol Y Meinciau, Pontiets, Llanelli, SA15 5SN from 1 January 2028.

The Assessment is being prepared to look at opportunities to use the Welsh language and on the principle of treating the Welsh language no less favourably than English. The assessment has been prepared in accordance with the Welsh Government's School Organisation (Wales) Code 2026 (001/2026), the Welsh Language Standards (No.1) Regulations 2015, Carmarthenshire County Council's Welsh Language Standards Compliance Framework, and guidance published by the Welsh Language Commissioner.

2. Methodology and Evidence Base

The Assessment is being prepared to look at opportunities to use the Welsh language and on the principle of treating the Welsh language no less favourably than English. The assessment has been prepared in accordance with the Welsh Government's School Organisation (Wales) Code 2026 (001/2026), the Welsh Language Standards (No.1) Regulations 2015, Carmarthenshire County Council's Welsh Language Standards Compliance Framework, and guidance published by the Welsh Language Commissioner.

The main purpose of the assessment is to identify, test and manage the impacts on:

- opportunities for learners, families, staff and the community to use Welsh;
- the continuity, quality and accessibility of Welsh-medium education;
- social and informal use of the Welsh language;
- the sustainability of local Welsh-language community and cultural networks;
- the principle that Welsh should not be treated less favourably than English;
- the targets of Carmarthenshire's Welsh in Education Strategic Plan 2022–2032.

The assessment distinguishes between maintaining a place in a school that offers Welsh-medium education and maintaining the full language ecosystem. That ecosystem includes patterns of use between peers, the school's relationship with parents, Urdd activities, community relations, family opportunities, and learners' confidence to use Welsh outside of lessons.

3. Context:

This assessment considers the likely impacts of the proposal to close Ysgol Carwe, transfer the pupils to Ysgol Gwynfryn, and implement the associated changes to the catchment area, as set out in the statutory consultation document.

Both schools are Welsh-medium schools and are part of a federation that includes Ysgol Ponthenri. The Estyn 2024 reports state that staff consistently use standard spoken Welsh, provide regular opportunities for pupils to use Welsh in a wide range of contexts, and promote pride in Welsh culture and bilingualism. Both schools provide Welsh-medium activities such as Clwb yr Urdd, Urdd sports, eisteddfodau and educational visits that support social use of Welsh.

Since September 2025 pupils from Ysgol Carwe have been attending the Ysgol Gwynfryn site. As a result, some of the effects of the proposal are already being tested in practice and that applies when assessing the impact on the Welsh language.

4. Welsh Language Impact Assessment (Table 1)

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

It should be noted that the Welsh Language Impact Assessment will be updated regularly, during the preparation of the proposal and the consultation period, and in line with the Democratic timetable for decision making.

We will include data, evidence, insight and feedback from internal research and consultations and the public consultation following that process.

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
Informal use of Welsh at school (greeting, signs, customs, general communication)	Both schools promote the daily use of Welsh and Estyn notes that staff model standard language and that pupils use appropriate vocabulary and show pride in their bilingualism. The proposal can increase opportunities for pupils to use Welsh with a wider group of peers. However, there is a risk that a less direct connection with the Carwe community may reduce some informal opportunities to use Welsh locally.	Positive with small negative risk	• To promote the daily use of Welsh in all aspects of school life. • To develop mentrau llais dysgwyr through Welsh. • Increase opportunities for peer interaction through Welsh-medium activities.	• To work with community partners in order to carry out Welsh language activities in the Carwe area where practicable. To build on working relationships with organisations such as the Mentrau Iaith and the Urdd. • Mapping out other community partners who could offer further support in promoting the Welsh language. • Monitoring of social use of the Welsh language by Carwe pupils following the	Positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
				implementation of the proposal.	
Current Welsh Language Standards and Provision	Estyn reports show that strong Welsh language provision exists in both schools. Staff model high quality spoken Welsh and provide regular opportunities to develop speaking, listening, reading and writing skills. The curriculum effectively promotes Welsh heritage and identity.	Positive	To support staff through continuous professional learning to strengthen confidence in the use of Welsh and to provide Welsh and bilingual provision in line with current standards. Monitoring and reviewing Welsh provision through self-evaluation and school improvement planning, ensuring alignment with statutory expectations. To ensure that Welsh language provision continues to be inclusive and accessible to all	• Monitoring pupils' linguistic progress. • Ensure additional support for pupils who require language support.	Positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
			learners, with appropriate differentiation and support where necessary.		
Opportunities after school and enrichment (Welsh medium/ bilingual)	Both schools provide activities such as Clwb yr Urdd, Urdd sports and Welsh-medium enrichment activities. Gwynfryn also takes part in local eisteddfodau and provides access to immersion support where required.	Positive with a small negative risk.	Use after school activities and enrichment activities to provide authentic, enjoyable contexts for the use of Welsh, supporting informal language use beyond the classroom. To increase the availability of Welsh-medium and bilingual clubs, activities and events, in order to expand opportunities for learners. Working in partnership with organisations such as the Urdd, Menter Iaith and local providers to enrich extra-curricular	• Review transport arrangements. • Ensure that Carwe pupils are not excluded from after school activities.	Positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
			provision through the medium of Welsh. To promote Welsh-medium and bilingual enrichment activities for pupils and families to encourage continued participation and engagement. Ensure that after-school and enrichment opportunities are inclusive and accessible to all learners, including those with additional learning needs, through appropriate planning and support.		
Community opportunities (support for parents/guardian	Ysgol Gwynfryn works with a number of local community organisations, including chapels, churches, the rugby club, library and village hall.	Negative risk	To provide bilingual information, guidance and engagement opportunities for parents and	• Developing a community engagement plan for Carwe.	Positive with a small negative risk

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
s and the wider community)	The Welsh language is part of these activities. However, the closure of Ysgol Carwe may reduce the institutional visibility of the Welsh language in that community. The wider assessment also highlights the need to consider additional travel distances and how this could increase journey time for pupils.		guardians, supporting confidence in understanding and supporting Welsh education. Offer opportunities for family and community engagement through the medium of Welsh, including information sessions, workshops or informal events where appropriate. Strengthening partnerships with local community organisations e.g. Menter Iaith, the Urdd and support services to extend Welsh language opportunities beyond the school setting. To promote the use of Welsh in community-facing activities and	• Use alternative local facilities as venues for Welsh language activities. • Further investigate the travel and travel time factors in order to identify specific mitigation actions.	

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
			communication, reinforcing its visibility as a living language within the community. To ensure that community engagement opportunities are inclusive and accessible, enabling families from all backgrounds to participate and engage positively with the Welsh language.		
Support for Wales' cultural participation (Urdd, Mentrau Iaith, eisteddfodau, heritage)	Both schools promote participation in Urdd activities, eisteddfodau and Welsh-language educational visits. Estyn also notes that the curriculum effectively reflects the heritage and culture of Wales.	Positive	Strengthen and formalise partnerships with the Urdd, local Menter Iaith and Welsh-language cultural organisations to increase opportunities to participate in Welsh-medium cultural activities.	To use school events and performances as authentic opportunities for learners to use the Welsh language socially and gain confidence beyond the classroom.	Positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
			Consistently embedding Welsh culture, heritage and identity across the curriculum and wider school life, including through Eisteddfodau, celebrations and local heritage projects. Ensure that Welsh cultural activities are inclusive and accessible to all learners, including those with additional learning needs, through adaptation and appropriate support.		
Alignment with WESP and the Welsh Government's School Organisation Code	The proposal supports the continuation of Welsh-medium education and is in line with the objectives of Carmarthenshire WESP and Cymraeg 2050 by maintaining Welsh language	Positive	Develop and implement a structured Welsh immersion framework for Foundation Learning, including speaking practices, language patterns	Review the assessment regularly as new evidence becomes available. Offer Welsh language engagement sessions to the family to	Positive

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
	provision and promoting social use of Welsh.		and consistent vocabulary progression. To provide targeted professional learning to staff on immersion pedagogy and language acquisition. Use play, visual and experience-based approaches to reinforce the use of Welsh across daily practices. Ensure that bilingual immersion and provision is delivered through inclusive, accessible means, including visual aid, modelling and repetition. To provide targeted support and monitoring to learners	increase confidence and use of the Welsh language beyond the classroom.	

Impact Criteria	Description	Impact status	Measures to increase the positive impact	Measures to mitigate potential negative impact	Final effect (after mitigation)
			with ALN to ensure that the development of the Welsh language is appropriately supported.		
The principle of not treating the Welsh language less favourably than English This requirement aligns directly with the Service Delivery Standards (Standards 1–83), which require that all services and communications facing the the public is available in Welsh and English to an equal standard.	All consultations, communication and service delivery activities will continue to be offered in Welsh and English in accordance with Welsh Language Standards.	Positive	Ensure that the child-friendly version is available in Welsh and English, treating both languages equally and supporting pupils' language choices. Incorporating feedback gathered from children and young people into the consultation process, ensuring that their views are appropriately considered.	Use simple language, images and familiar contexts to encourage engagement and enable learners to express their views confidently. To facilitate opportunities for pupils to discuss the proposal in Welsh, supporting the use of Welsh in participatory and democratic processes.	Positive

5. Welsh Language Standards (Table 2)

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

Requirement	Does the proposal affect these Standards?	What evidence has been used to support this view?	Positive/negative effects
Opportunities for persons to use the Welsh language	**Yes – a positive impact.**	**Carmarthenshire Welsh in Education Strategic Plan (WESP) 2022–2032**, The evidence used to support this view includes relevant national and local strategic policy documents, in particular the Carmarthenshire Welsh in Education Strategic Plan (WESP) 2022–2032, particularly outcomes relating to early immersion, progression, and increased use of the Welsh language in different contexts.	**Positives:** The proposal increases opportunities for learners to acquire and use Welsh through early immersion and clear progression pathways, supporting more consistent use of Welsh across learning, social and community contexts. **Negative:** No significant adverse effects were identified, subject to mitigation. Any potential short-term challenges associated with transfer are mitigated through step-by-step action, clear communication with families and ongoing support for learners and staff.

The principle of not treating the Welsh language less favourably than English	**Yes – a positive impact.** The proposal engages directly with the Service Delivery Standards by ensuring that Welsh and English are treated equally in all services, communication and engagement facing the public involved in the proposal, thereby reinforcing linguistic equality and compliance with statutory requirements.	the Welsh Language Standards (No.1) Regulations 2015; bilingual consultation documentation; and the establishment of local authority Welsh Standards compliance arrangements. *(Policy Making Standards 88–93)*	**Positives:** The proposal reinforces the principle of linguistic equality by ensuring that Welsh and English are treated equally in all services, communication and public engagement, in accordance with Welsh Language Standards. **Negative:** No significant adverse effects were identified, subject to mitigation. The proposal maintains and strengthens the existing arrangements for the provision of bilingual services, mitigating any risk of unequal treatment between Welsh and English.
Policy Making Standards – conscientious consideration for the Welsh language	**Yes – a positive impact.** The proposal has a direct impact on the Policy Making Standards by specifically considering the impact on the Welsh language, assessing opportunities to increase the use of Welsh, and identifying mitigation measures to improve positive outcomes. This Welsh Language Impact Assessment shows that conscientious consideration has been given to the Welsh language in accordance with	The Impact Assessment on this Welsh language, which has been completed in the development of the proposal in order to identify impacts, mitigation measures and opportunities to improve the use of Welsh. The impact assessment will be updated as additional evidence is submitted as part of the consultation process.	**Positives:** The proposal has been developed with specific attention to the Welsh language, with the support of a Welsh Language Impact Assessment which identifies impacts, mitigation measures and opportunities to improve the use of Welsh, in accordance with statutory requirements. **Negative:** No significant adverse effects were identified, subject to mitigation. Considering the effects of the Welsh language at an early stage mitigates the risk of unintended adverse effects.

	Policy Making Standards 88–93, including specific consideration of how the proposal affects opportunities to use the Welsh language and the principle of treating the Welsh language no less favourably than English.	The **statutory consultation document** which considers the impact of the proposal on the Welsh language and includes bilingual engagement arrangements. Alignment with **the School Organisation (Wales) Code 2026**, which requires specific consideration of the Welsh language in the development of education proposals. **Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032**, which provides the strategic framework that informs the proposal. **Welsh Government policy**, including *Cymraeg 2050* and the Welsh Language and	

		Education (Wales) Act 2025, underpins the expectations for increasing the use of Welsh.	
Service Delivery Standards – public facing services in Welsh	**Yes – a positive impact.** The proposal relates directly to the Service Delivery Standards by ensuring that all public-facing services, communications and engagement associated with the proposal are provided in English and Welsh to an equal standard, reinforcing compliance and maintaining linguistic equality. All consultation and communication arrangements will continue to comply with the **Service Delivery Standards (Standards 1–83),** ensuring that Welsh language services are provided to an equal standard and are not reduced as a result of the proposal.	The **Welsh Language Standards (No.1) Regulations 2015**, in particular the **Service Delivery Standards (Standards 1–83),** which set statutory requirements for the provision of public-facing services in English and Welsh to an equal standard. **A statutory consultation document** confirming that all consultation materials, communication and engagement activities are provided bilingually. **Carmarthenshire County Council's established Welsh Language Standards compliance**	**Positives:** The proposal maintains and reinforces compliance with the Service Delivery Standards by ensuring that all services, communication and engagement activities facing the public are provided in Welsh and English to an equal standard, supporting equality and linguistic accessibility. **Negative:** No significant adverse effects were identified, subject to mitigation. Arrangements for the provision of bilingual services are being improved, and no reduction in Welsh provision is foreseen.

		arrangements, including bilingual correspondence, publications and public engagement practices.	
Operational Standards – internal use of Welsh by staff	**Yes – a positive impact.** The proposal supports the Operational Standards by strengthening opportunities for staff to use the Welsh language in their professional roles, particularly through increased Welsh-medium provision, targeted professional learning and the gradual development of workforce capacity.	Carmarthenshire County Council's workforce development arrangements, including access to Welsh language training and professional learning in accordance with the Executive Standards (Standards 127–135). Alignment with Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032, particularly outcomes relating to strengthening the Welsh-medium workforce and internal use of Welsh.	**Positives:** The proposal supports increased internal use of the Welsh language by staff by expanding Welsh and bilingual provision, with step-by-step implementation and targeted professional learning support, thereby strengthening compliance with the Operational Standards. **Negative:** No significant adverse effects were identified, subject to mitigation. Any potential pressures associated with increased use of the Welsh language are alleviated through gradual action, workforce planning and access to professional development.

6. Community Linguistic Context
Language Profile

The 2021 Census shows that Carmarthenshire continues to be one of the main strongholds of the Welsh language in Wales. There were 72,838 people aged 3 and over able to speak Welsh in 2021, which equates to 39.9% of the county's population. While this represents the fourth highest percentage in Wales, it also represents a decrease of 5,210 Welsh speakers since the 2011 Census, which is the largest percentage point drop among all Welsh local authorities.

Census 2021 data shows a decline in the use of Welsh across Carmarthenshire, with notable pressures in urban and post-industrial towns. While Carmarthenshire retains a relatively high proportion of Welsh speakers overall, the proportion among younger age groups has decreased, highlighting the importance of early immersion and strengthening Welsh language pathways in schools serving these communities.

Census 2021 data also shows a decline in the number of children and young people able to speak Welsh, emphasising the importance of Welsh-medium schools in maintaining and developing Welsh language skills among the next generation.

The areas of Carwe, Pontiets and the surrounding communities are part of an area where the Welsh language continues to play a prominent role in community and cultural life. Welsh-medium schools, cylchoedd meithrin, Urdd activities, chapels, sports clubs and local community organisations contribute to the maintenance and promotion of the Welsh language as a living language within the community.

Ysgol Gwynfryn's Estyn Report (November 2024) states that 37.8% of pupils of Ysgol Gwynfryn statutory school age speak Welsh at home. The report also states that staff consistently use standard spoken language and that pupils use the local dialect and show pride in their bilingualism.

Although specific data for the Carwe catchment area is not available in the Estyn report due to small numbers, the inspection shows the same positive pattern, with staff promoting daily use of Welsh and pupils successfully developing their Welsh skills.

The evidence suggests that Welsh-medium schools are the main mechanism for maintaining and developing the use of Welsh among children and young people in the area. As a result, the continuation of Welsh-medium education is a key factor in supporting the objectives of Cymraeg 2050 and Carmarthenshire's Welsh in Education Strategic Plan.

7. Risks and Mitigation

Risk	Mitigation
Reduced visibility of the Welsh language in Carwe	Developing a community Welsh language activity plan. Strengthening links with community organisations (Menter Iaith, Yr Urdd); promoting the enrichment of the Welsh language and opportunities for family engagement; creating regular, authentic opportunities for pupils and families to use the Welsh language socially.
Weakening a sense of belonging among Carwe families	Hosting events and activities in the community.
Transport barriers to after-school activities	Review transport arrangements and monitor participation.
Impact on transition from Cylch Meithrin	Developing formal transitional arrangements.
Unequal participation in Welsh language activities	Monitoring participation and taking action where necessary.
Lack of evidence about long-term social impacts	Gathering evidence through the consultation and monitoring of post-implementation.

8. Monitoring and Evaluation

Mitigation actions set out in the assessment are monitored through Local Authority and established school improvement processes and consultation feedback, with adjustments being made where necessary to maximise the positive impact on the Welsh language.

Ongoing monitoring will ensure continued compliance with the Welsh Language Standards, including the Policy Making Standards (88–93), the Service Delivery Standards (1–83) and the Operational Delivery Standards (127–135), with corrective action taken where necessary.

9. Continuous improvement mechanisms:

This proposal shows clear due regard to the Welsh Government's Code of School Organisation and Welsh Language Standards, and the local authority will monitor the outcomes of the Welsh language throughout design, construction and implementation, reviewing evidence annually and refining actions.

10. Conclusion and Summary

On the basis of the evidence currently available, it is assessed that the proposal will maintain the continuation of education through the medium of Welsh for Ysgol Carwe pupils. The evidence from Estyn shows that Welsh language provision, language modelling and opportunities to develop speaking, reading and writing skills are firmly established across the federation.

The proposal can create positive opportunities by combining the experiences, expertise of staff, Urdd activities and social opportunities through the medium of Welsh. However, potential negative impacts were identified in relation to the loss of a Welsh institutional presence in the Carwe community, weakening of local links, access to after school activities, transport and transition from the Cylch Meithrin.

A final conclusion cannot be reached on the extent of these community impacts until the views of pupils, parents, staff and the communities have been analysed. Subject to the implementation of the mitigation measures, the maintenance of Welsh-medium provision and the monitoring of the results, it is currently assessed that the educational impact on the Welsh language is likely to be neutral to positive, but that there is a residual negative risk to the visibility and community use of the Welsh language in the Carwe area.

The assessment will be reviewed after the consultation and again before a final decision is made.

Therefore, the proposal is deemed to comply with the Welsh Language Standards, including the requirements **of Policy Making Standards 88–93** and **Service Delivery Standards 1–83**, subject to the mitigation measures and monitoring arrangements outlined above.

This assessment will be reviewed at key stages of the statutory process, including after consultation and prior to decision-making, to ensure that any issues or feedback that emerge are fully considered.

Appendix C – Integrated Impact Assessment

Draft Integrated Impact Assessment Report – Proposed discontinuation of Ysgol Carwe.

Carmarthenshire County Council Integrated Impact Assessment

<table>
<tr><td colspan="4">PROPOSAL DETAILS</td></tr>
<tr><td>Service & Department:</td><td>Completed by</td><td>Date of initial assessment:</td><td>July 2026</td></tr>
<tr><td rowspan="2">Education & Children Services</td><td rowspan="2">MEP</td><td>Version number:</td><td>1</td></tr>
<tr><td>Revision Date:</td><td>Following the consultation period</td></tr>
<tr><td>What is the proposal to be assessed?</td><td colspan="3">Proposal to discontinue Ysgol Carwe from 31 December 2027 and formally transfer current pupils to Ysgol Gwynfryn from 1 January 2028. The proposal also includes the redesignation of the existing Ysgol Carwe catchment area into the Ysgol Gymunedol Trimsaran catchment area.

The proposal follows the closure of the Ysgol Carwe building in September 2025 after significant structural defects were identified within Block 3 of the school. Subsequent investigations concluded that Block 3 could not safely continue to be occupied and would require demolition.</td></tr>
<tr><td>Who will be directly affected by this proposal?</td><td colspan="3">Pupils currently attending Ysgol Carwe
Parents and carers of these pupils
School staff at Ysgol Carwe
Governing Body of the Federation
Staff and pupils at Ysgol Gwynfryn
Future pupils residing within the current Ysgol Carwe catchment area
Community of Carway
Cylch Meithrin and associated early year provision
Other schools within the local area</td></tr>
</table>

As you complete the assessment, you will be required to identify all sources of evidence. This includes referencing to other documents, data etc and be completed through hyperlinks		
WELL-BEING OF FUTURE GENERATIONS (WALES) ACT FIVE WAYS OF WORKING ***(also known as the sustainable development principle. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)***		
The sustainable development principle is: '… the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.'		
Ways of Working	**How does the proposal demonstrate that it has taken this into account?**	**What evidence has been used to support this view?**
Long-term **Balancing short term need with the long term and planning for the future**	The proposal provides a long-term solution to a significant accommodation issue that arose following the identification of structural defects within Block 3 of Ysgol Carwe. Investigations determined that the building could not safely continue to be occupied and that demolition would be required. The cost of replacing the accommodation is estimated at approximately £1.2 million in addition to demolition costs. Given that pupils have successfully attended Ysgol Gwynfryn since September 2025 through existing federation arrangements, the Local Authority considers that rebuilding accommodation at Ysgol Carwe would not represent the most effective use of limited capital resources. The proposal ensures continued access to Welsh-medium education in a safe environment and supports the Modernising Education Programme objective of maintaining a sustainable school estate for future generations.	**Structural Survey** **Demolition recommendation** **Capital cost estimates** **Modernising Education Programme (MEP) Strategy**: Sets out objectives for sustainable school networks and improved educational standards.

	In addition to addressing the structural failure of the school building, the proposal addresses wider long-term sustainability considerations. Ysgol Carwe currently operates with approximately 50.8% surplus capacity and projections indicate that significant surplus places are likely to remain for the foreseeable future. Furthermore, only 37 pupils residing within the catchment area currently attend the school, whilst 120 pupils living within the catchment area attend alternative schools. This demonstrates that the proposal not only addresses immediate accommodation issues but also supports the efficient and sustainable use of educational resources across the county. The proposal therefore contributes towards the Modernising Education Programme objective of reducing surplus capacity and maintaining a sustainable school estate for future generations.	
Prevention **Preventing problems occurring or getting worse**	The proposal seeks to prevent future risks relating to health and safety, accommodation uncertainty and future capital liabilities. Without intervention, investment would be required to replace demolished accommodation and return provision to the Ysgol Carwe site. The proposal reduces further uncertainty for pupils, parents and staff by formalising educational arrangements that have already been successfully operating at Ysgol Gwynfryn since September 2025. The proposal therefore prevents identified accommodation issues from escalating while ensuring continuity of education for current and future learners.	**Health and Safety assessment** **Structural reports** **Risk assessments**

Integration **Recognising relationships and interdependencies with other well-being goals and objectives of other service areas and partners.**	The proposal demonstrates integration by recognising the relationship between educational provision, asset management, public finance, Welsh-medium education and community wellbeing. The proposal supports the Council's Modernising Education Programme, Welsh in Education Strategic Plan, Curriculum for Wales and Wellbeing Objectives. Welsh-medium provision would be maintained through Ysgol Gwynfryn and the proposal would allow limited capital funding to be prioritised towards sustainable educational provision across Carmarthenshire. The proposal also links with transport planning, community planning and asset management processes regarding the future use of the Ysgol Carwe site. The proposal also supports the aspirations of the Curriculum for Wales by enabling learners to benefit from larger peer groups, greater opportunities for collaborative learning, pupil voice, leadership opportunities and wider participation experiences. In addition, reducing the number of operational sites within the federation from three to two would strengthen leadership capacity and support the delivery of school improvement priorities, including those identified through Estyn inspection activity.	**Modernising Education Programme (MEP) Strategy**: Sets out objectives for sustainable school networks and improved educational standards. **School Organisation Code (2026**): Requires consideration of surplus places and community impact. **Welsh in Education Strategic Plan (WESP):** Ensures continued Welsh-medium provision and supports Cymraeg 2050. **Transport Policy:** Free school transport for eligible pupils to maintain accessibility. **Community Impact Assessment**: Highlights links with local organisations and services. **Welsh Language Impact Assessment** **Curriculum for Wales** The proposal supports the aspirations of the Curriculum for Wales
Collaboration **Delivered by working with other internal and external partners (public, private or**	The proposal has been developed through collaborative working between Property Services, Education Services, School Organisation, Finance, Human Resources, Transport Services, the governing body, federation leadership and elected members.	Initial shaping discussions with Ysgol Carwe's Headteacher, respresntatives from the Governing Body and Local Members.

voluntary sector) to find shared sustainable solutions	The successful relocation of pupils from Ysgol Carwe to Ysgol Gwynfryn since September 2025 demonstrates effective partnership working between all parties. The statutory consultation process will allow further collaboration with parents, pupils, staff, trade unions, Estyn and community stakeholders.	**School Organisation Code (2026**): Sets statutory requirements for consultation and stakeholder engagement. **Consultation Document**: Will outline how stakeholders can respond to the proposal and submit objections. **Modernising Education Programme (MEP) Strategy:** Developed collaboratively across service areas to ensure sustainable school networks. **Community Impact Assessment:** Incorporates feedback from the school. **Structural Reports**
Involvement **Involving those with an interest and seeking their views in decisions that affect them**	The proposal has been informed through discussions with school leaders, governors and elected members. A formal consultation process has been established in accordance with the School Organisation Code and provides opportunities for all stakeholders to express their views through surveys, correspondence and consultation meetings. Pupil voice will be captured through age-appropriate consultation materials and engagement sessions, ensuring that children affected by the proposal have an opportunity to participate in the decision-making process.	**School Organisation Code (2026**): Sets statutory requirements for stakeholder involvement. **Consultation Document**: Will outline how stakeholders can respond to the proposal and submit objections. **Pupil Consultation Document** **Planned Consultation Engagement**: Online survey, email responses, paper forms, and pupil engagement sessions. **Commitment to publish Consultation Report:** Ensures feedback is considered before

		determination. **Community Impact Assessment**

What action can be taken to mitigate any negative impacts or support any positive impacts?

1. Long Term	The Local Authority will support the continued delivery of Welsh-medium education at Ysgol Gwynfryn and monitor pupil wellbeing, attendance and educational outcomes. Opportunities for the future use of the Ysgol Carwe site will be explored in line with Council policy, and any necessary investment at Ysgol Gwynfryn will be considered to support future educational needs.
2. Prevention	The proposal removes the risks associated with the structurally defective school building and prevents further uncertainty regarding future educational provision. Ongoing communication and support will be provided to pupils, staff and families throughout the process, with additional support available for vulnerable learners where required.
3. Integration	The proposal supports the objectives of the Modernising Education Programme, the Welsh in Education Strategic Plan and the Council's Wellbeing Objectives. The Local Authority will continue to work across services to ensure that educational, transport, community and wellbeing considerations are addressed throughout implementation.
4. Collaboration	The Local Authority will continue working closely with school leaders, governors, staff, trade unions, community organisations and other stakeholders to support the implementation of the proposal. Collaborative working arrangements already established through the federation will help maintain continuity for pupils and staff.
5. Involvement	Stakeholders will be provided with opportunities to participate throughout the consultation process through meetings, surveys and written responses. Pupil voice activities will ensure that learners' views are considered, and consultation feedback will be published and taken into account before any final decision is made.

EQUALITIES ***(the Public Sector Equality Duty requires the Council to have "due regard" to the need to: eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups)***		
Protected Characteristics	**Does the proposal impact on any of the protected characteristics?**	**What evidence has been used to support this view?**
Age	The proposal directly affects pupils currently attending Ysgol Carwe, their parents/carers and school staff. The impact on pupils is considered limited because pupils have already been attending Ysgol Gwynfryn since September 2025. Existing friendships, educational routines and support arrangements have already been established. Staff may experience uncertainty regarding future employment arrangements should the proposal proceed. The proposal may also have positive impacts for children through increased opportunities for social interaction, larger friendship groups, enhanced participation in extracurricular activities, wider pupil leadership opportunities and greater opportunities for collaborative learning. These experiences may contribute positively towards pupils' confidence, wellbeing and personal development.	PLASC data (2026) showing 58 pupils on roll. Staffing profile Attendance Data
Disability	No disproportionate adverse impact is anticipated. Ysgol Gwynfryn has an established Accessibility Plan and pupils requiring ALN support have already successfully accessed provision there since September 2025.	Ysgol Gwynfryn has an accessibility plan. Information provided by the school. Individual Development Plan

	Any required reasonable adjustments will continue to be made in accordance with the Equality Act 2010 and ALNET legislation. The proposal may have a positive impact by providing access to a wider range of facilities, resources and support services. Evidence from the period since September 2025 demonstrates that learners with Additional Learning Needs have already successfully accessed provision at Ysgol Gwynfryn. Existing support arrangements, specialist interventions, accessibility measures and wellbeing support systems are already established and operating successfully. This provides a strong evidence base that the proposal is unlikely to have a detrimental impact on learners with disabilities or additional learning needs.	
Gender reassignment	No disproportionate adverse impact identified. The proposal does not relate to gender identity or involve changes that would affect individuals undergoing or having undergone gender reassignment. However, there may be some negative impacts associated with the proposal on this protected characteristic in relation to potential stress related to adapting to new social environments where inclusion practices may be different.	Nature of the proposal (school closure and transfer) is unrelated to this characteristic. Check with school does this affect any pupils / staff?
Marriage and Civil Partnership	This protected characteristic is not directly relevant to pupils. No specific impact identified for staff. The proposal may result in changes to employment arrangements for staff,	Proposal scope limited to school provision.

	including the potential for redeployment or redundancy processes. However, these impacts would apply irrespective of an individual's marital or civil partnership status and no evidence has been identified to suggest that married persons or persons in a civil partnership would be disproportionately affected by the proposal. Any staffing implications arising from the proposal would be managed in accordance with the Council's employment policies and procedures.	
Race	The proposal could affect pupils and families from minority ethnic backgrounds as their cultural or language needs may be less familiar to the alternative school. This impact will be mitigated by ensuring that the receiving school is fully prepared to support all pupils and their individual needs. The ethnicity profile of Ysgol Carwe is broadly similar to that of Ysgol Gwynfryn, with both schools having predominantly White British pupil populations. At Ysgol Carwe, 56 of the school's 58 pupils (96.6%) are recorded as White British. The remaining pupils comprise one pupil of African ethnicity (1.7%) and one pupil of British Gypsy ethnicity (1.7%). In comparison, Ysgol Gwynfryn has 57 of its 60 pupils (95.0%) recorded as White British, with the remaining pupils including two pupils of Chinese or Chinese British ethnicity (3.3%) and one pupil recorded as White and Any Other Ethnic Group (1.7%). Although the specific ethnic groups represented differ slightly between the two schools, both settings are characterised by a predominantly White British pupil population, with a small proportion of pupils from minority ethnic backgrounds. The overall ethnic composition of the	The Estyn report for Ysgol Gwynfryn confirm that teachers and staff treat pupils equally. Equality policies School inclusion statements

	two schools is therefore broadly comparable. The data suggests that pupils transferring from Ysgol Carwe to Ysgol Gwynfryn would continue to access education within a school community that reflects a similar demographic profile to that experienced currently. The proposal is not expected to result in any direct adverse impact on pupils on the grounds of race or ethnicity. Pupils from minority ethnic backgrounds currently attending Ysgol Carwe would join a school community that already includes pupils from a range of ethnic backgrounds and where policies, procedures and curriculum arrangements designed to promote equality, diversity and inclusion would continue to apply. The proposal would not alter pupils' entitlement to support, participation, or access to educational opportunities on the basis of their race or ethnicity. It is also recognised that schools play an important role in promoting understanding and respect between people from different backgrounds. Whilst both schools have relatively small numbers of pupils from minority ethnic groups, Ysgol Gwynfryn demonstrates a degree of ethnic diversity within its pupil population. This may provide opportunities for pupils to interact with and learn alongside children from a wider variety of backgrounds, supporting the development of cultural awareness and understanding in accordance with the aims of the Curriculum for Wales. As with all pupils affected by the proposal, the individual experiences and views of pupils and families from minority ethnic backgrounds will be considered as part of the consultation process. Feedback received during consultation will be used to identify whether any additional	

	measures are required to ensure that the proposal does not disadvantage any pupil or group of pupils on the basis of race or ethnicity. On the basis of the available evidence, however, no significant negative impact on individuals sharing this protected characteristic has been identified. The most recent Estyn inspection reports for Ysgol Carwe and Ysgol Gwynfryn indicate that both schools promote inclusive, caring and supportive learning environments. Estyn notes that the headteacher and management team have a positive influence on both schools through the creation of a "caring community", where nearly all pupils behave well and demonstrate enjoyment in their learning. The reports highlight that, through close collaboration across the federation and the care provided for pupils, staff successfully embody the federation's motto, "success goes hand in hand". Estyn also reports that teachers provide stimulating learning experiences that foster positive attitudes towards learning, whilst beneficial opportunities are provided for pupils to influence their own learning. The reports further note that nearly all pupils develop positive relationships with staff and their peers and that the schools place a strong emphasis on pupil wellbeing and support. These findings suggest that both schools foster environments where pupils are valued, respected and supported, and where equality, inclusion and positive relationships are integral to the school ethos. As a result, pupils affected by the proposal would be expected to continue learning within a caring and inclusive environment that promotes respect for others and supports the wellbeing of all learners, regardless of their racial or ethnic background.	

	The successful integration of Ysgol Carwe pupils into Ysgol Gwynfryn since September 2025 provides further evidence that learners continue to access an inclusive and supportive learning environment. Estyn inspection findings highlight the caring and respectful culture across the federation and demonstrate that both schools actively promote equality, diversity and inclusion. Both schools provide Welsh-medium education and promote equality and diversity.	
Religion/Belief	No disproportionate adverse impact identified. The proposal does not alter access to education on the basis of religion or belief and does not affect the delivery of Religion, Values and Ethics (RVE) within the Curriculum for Wales. Pupils transferring to the receiving school would continue to have access to the same statutory curriculum and educational opportunities. The proposal does not restrict the ability of pupils, parents, carers or staff to practice or express their religion or beliefs. No evidence has been identified to suggest that individuals from any particular faith group, belief group or those with no religion or belief would be disproportionately affected by the proposal. The proposal could affect pupils and families who have particular religious beliefs as their religious belief and practices may be less familiar to the alternative school. This impact will be mitigated by ensuring that the receiving school is fully prepared to support all pupils and their individual needs.	Both schools are community schools without a designated religious character.

Pregnancy and maternity	Potential minor impact on parents who are pregnant or on maternity leave due to changes in travel arrangements. Mitigation includes clear communication and transport support. Pregnant staff, those on maternity leave, or those returning to work will have access to ongoing HR advice and guidance throughout the implementation process. A named HR contact will be identified for pregnancy and-maternity related queries.	Consultation Document outlines transport policy and support measures. Staffing Policy
Sexual Orientation	No disproportionate adverse impact identified. The proposal does not affect access to education, support services or opportunities on the basis of sexual orientation. Pupils transferring from Ysgol Carwe would continue to receive education within an inclusive learning environment and would retain access to the same curriculum and statutory support arrangements. The receiving school is expected to continue to promote equality, diversity and inclusion in accordance with relevant legislation and school policies. No evidence has been identified to suggest that pupils, parents, carers or staff of any sexual orientation would be disproportionately affected by the proposal.	Proposal relates solely to school organisation and pupil transfer.
Sex	No disproportionate adverse impact identified**.** The proposal does not alter access to education, school places, support services or educational opportunities on	Proposal relates solely to school organisation and pupil transfer.

	the basis of sex. All pupils transferring from Ysgol Carwe would continue to have access to the same curriculum, wellbeing support and educational provision regardless of sex. The proposal may result in changes to employment arrangements for staff at Ysgol Carwe, including the potential for redeployment, reduction in working hours or redundancy. The current staffing profile indicates that, apart from the Headteacher, all staff employed at the school are female. Consequently, any employment impacts arising from the proposal would fall disproportionately on women. However, no evidence has been identified to suggest that staff of one sex would be disproportionately affected by the proposal. The proposal has not been developed because of the sex of affected employees and the Local Authority does not consider that the proposal would result in unlawful discrimination. Any staffing implications would be managed in accordance with the Council's employment policies and procedures, including consideration of redeployment opportunities, support measures and consultation requirements.	Staffing profile

What action can be taken to mitigate any negative impacts or support any positive impacts?

1. Age	Provide clear communication and transition support for pupils and parents, including familiarisation visits to the receiving school. Offer additional pastoral care for younger

	pupils to ease anxiety during the change.
2. Disability	Ensure that the receiving school can meet the needs of pupils with disabilities and additional learning needs through appropriate reasonable adjustments, accessibility arrangements and transport provision where required. Individual transition plans should be developed for pupils with identified needs to support continuity of learning, wellbeing and access to support services. The suitability of the receiving school's facilities, resources and specialist provision should be considered to ensure pupils can continue to access education on an equitable basis.
3. Gender reassignment	Maintain confidentiality and ensure inclusive policies are upheld. Provide staff training on equality and diversity to prevent discrimination and foster an inclusive environment.
4. Marriage and Civil Partnership	Maintain flexible communication channels for parents and staff to accommodate family circumstances.
5. Race	Continue to promote equality and diversity at the receiving school. Monitor for any potential issues and provide cultural awareness activities to maintain positive relations.
6. Religion/Belief	Ensure that any religious observances or dietary requirements continue to be respected at the receiving school. Communicate with parents to confirm arrangements.
7. Pregnancy and maternity	Offer flexible engagement options for parents/staff who are pregnant or on maternity leave, such as virtual meetings and extended deadlines for consultation responses. Ensure staff policies support maternity leave and return to work flexibility.
8. Sexual Orientation	Provide equality and diversity training for staff to maintain an inclusive environment and prevent discrimination. Ensure anti-bullying policies are enforced.
9. Sex	Provide equality and diversity training for staff to maintain an inclusive environment and prevent discrimination. Ensure anti-bullying policies are enforced. Provide HR support to all staff impacted by the proposal. All efforts will be made to seek alternative employment. Ensure equal access to all facilities regardless of sex. Monitor for gender based disparities in attainment and participation.

WELSH LANGUAGE ***(the Welsh Language Measure 2011 and Welsh Language Standards require the Council to have "due regard" for the positive or negative impact a proposal may have on opportunities for persons to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language)***			
Requirement	**Does the proposal impact on the following Standards?**	**What evidence has been used to support this view?**	**Does the proposal have any positive or negative impacts?**
Opportunities for persons to use the Welsh language	An individual Welsh Language Impact Assessment has been undertaken and can be read fully in Appendix B. Yes. Pupils will continue to receive education through the medium of Welsh at Ysgol Gwynfryn, which is also a Category 3 Welsh-medium school.	Proposal paper confirms that both schools are Welsh-medium. Welsh Language Impact Assessment (Appendix B) states that the proposal maintains Welsh-medium provision.	Positive impact: Pupils will have increased opportunities to use Welsh in a larger peer group. Pupils may have increased opportunities to use Welsh socially through interaction with a larger number of Welsh-speaking peers and through participation in a broader range of educational, sporting, cultural and extracurricular activities delivered through the medium of Welsh.
Treating the Welsh language, no less favourably than the English language	An individual Welsh Language Impact Assessment has been undertaken and can be read fully in Appendix B. This proposal does not treat the Welsh language less favourably than the English language. If the proposal is implemented, pupils would continue to access Welsh-medium provision.	Both schools operate under Welsh Language Standards.	Neutral impact: Maintains Welsh-medium provision, ensuring pupils continue to learn and communicate primarily in Welsh.

	Carmarthenshire County Council also recognise the importance of the use of Welsh beyond the classroom. We will, through the council's Welsh Language Promotion Strategy and by working with our partners, continue to maximise opportunities for all Carmarthenshire pupils and our communities to use Welsh in all aspects of everyday life. The proposal supports the objectives of the Welsh in Education Strategic Plan by maintaining Category 3 Welsh-medium provision and ensuring continuity of Welsh-medium education. The proposal therefore supports the Council's wider commitment towards Cymraeg 2050 and increasing opportunities for pupils and communities to use Welsh in everyday life.		

SOCIO-ECONOMIC DUTY ***(The Socio-Economic Duty requires us, when making strategic decisions, to consider how our decisions might help reduce the inequalities associated with socio-economic disadvantage. Inequality of outcome relates to any measurable differences in outcome between those who have experienced socio-economic disadvantage and the rest of the population. It also requires us to understand the views and needs of those impacted by the decision, particularly those who face economic disadvantage)***	
Requirement	
What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this decision?	PLASC 2026 data shows that approximately 20.7% (12 pupils) attending Ysgol Carwe are eligible for Free School Meals (eFSM), indicating that a proportion of learners attending the school may experience socio-economic disadvantage. The Local Authority has therefore considered the potential impact of the proposal on learners and families who may be more vulnerable to changes in educational provision, travel arrangements or access to support services. The proposal is not being brought forward as a result of socio-economic factors, deprivation levels, educational standards or school budget deficits. Rather, it arises from the significant structural defects identified within Block 3 of the Ysgol Carwe building, which resulted in the school being unable to reopen in September 2025. Subsequent investigations concluded that demolition of the affected block would be required and that substantial capital investment would be necessary to provide replacement accommodation. The condition of the building and the long-term sustainability of educational provision have therefore been the primary drivers of the proposal. The Local Authority has considered the socio-economic profile of the communities served by both Ysgol Carwe and Ysgol Gwynfryn using Welsh Index of Multiple Deprivation (WIMD) 2025 data. The catchment area of Ysgol Carwe includes Llangyndeyrn 1, Glyn and Trimsaran 2. These areas are ranked between 614 and 1,095 nationally and fall within either the 30-50% most deprived or 50% least deprived categories. The Ysgol Gwynfryn catchment includes Llangyndeyrn 1 and Llangyndeyrn 2, which are ranked 942 and 862 nationally and both fall within the 30-50% most deprived category. Overall, this evidence suggests that while the communities served by both schools experience some socio-economic disadvantage, they are not amongst the most deprived communities in Wales.

	The WIMD data highlights that deprivation within these communities is not concentrated in a single domain. In particular, children living in the relevant Lower Super Output Areas experience varying levels of income deprivation, ranging from 31.9% in Llangyndeyrn 1 to 41.5% in Trimsaran 2. Employment deprivation indicators are also comparatively high within some parts of the catchment area. This demonstrates that a proportion of families may experience financial pressures and may be more vulnerable to additional costs or barriers associated with accessing services. The most significant deprivation factor identified relates to access to services. The relevant WIMD access-to-services rankings indicate significant rural accessibility challenges across both school communities. This reflects the rural nature of the area and highlights the importance of transport arrangements, access to local facilities and connectivity when assessing the impact of any proposal affecting educational provision. The Local Authority has paid particular attention to this issue when considering the proposal. Since September 2025, all pupils formerly attending Ysgol Carwe have been educated at Ysgol Gwynfryn under temporary arrangements following the closure of the Ysgol Carwe building. Learners have continued to access Welsh-medium education, wellbeing support, additional learning provision and extracurricular opportunities without interruption. The transition has therefore already taken place in practice and families have adapted to the transport arrangements currently in operation. Evidence gathered since September 2025 does not indicate that learners have experienced significant barriers to accessing education as a result of the temporary relocation. The Local Authority considers that this provides important evidence when assessing the likely socio-economic impact of the proposal, as the proposal would effectively formalise arrangements that have already been operating successfully. Whilst housing developments within the wider area may generate additional pupils in the future, existing parental preference data demonstrates that a significant proportion of pupils living within the current catchment area already attend alternative schools. Consequently, future housing growth alone is unlikely to address the underlying sustainability challenges associated with educational provision at Ysgol Carwe. The Local Authority has taken projected housing growth into account but does not consider that it materially alters the conclusions reached regarding the long-term delivery of

	educational provision within the area. The Local Authority has also considered the potential impact on families living within the Ysgol Carwe catchment area who may experience socio-economic disadvantage combined with rurality, disability, additional learning needs or limited access to services. Particular regard has been given to the potential for transport arrangements to create barriers to participation in education, school activities or parental engagement. Should the proposal proceed, eligible learners will continue to receive free home-to-school transport in accordance with the Council's Home to School Transport Policy. Pupils will continue to have access to Free School Meals, School Essentials Grant support, Additional Learning Needs provision, wellbeing support and all other services for which they are currently eligible. No reduction in educational entitlement or support provision is anticipated as a consequence of the proposal. Having considered pupil-level indicators of disadvantage, including eFSM entitlement, together with area-based evidence from WIMD 2025, evidence from the successful temporary relocation of pupils since September 2025, and the mitigation measures available, the Local Authority does not consider that the proposal is likely to result in a disproportionate adverse impact on learners from socio-economically disadvantaged backgrounds. The principal socio-economic issue identified relates to rural access to services and transport rather than access to education itself. These matters have informed both the proposal and the accompanying mitigation measures.
Have you engaged with those effected by the decision?	Yes. Prior to the development of the proposal, initial shaping discussions were undertaken with the Headteacher, representatives from the Governing Body and the Local Members to consider the significant structural defects identified within the Ysgol Carwe building, the implications for the future of the school, and potential options available to the Local Authority. These discussions informed the development of the proposal and ensured that local circumstances and concerns were understood at an early stage. The proposal has also been informed by the experience of pupils, staff and families since the temporary relocation of learners to Ysgol Gwynfryn in September 2025. Throughout this period, the Local Authority, federation leadership team and school staff have worked collaboratively to ensure continuity of education, wellbeing provision and learner support.

	Should the proposal proceed to formal consultation, a statutory consultation exercise will be undertaken in accordance with the School Organisation Code (2026). This will provide opportunities for parents, carers, pupils, staff, governors, trade unions, Estyn, the Welsh Language Commissioner, community organisations and other prescribed consultees to express their views. Consultation responses will be accepted through a range of methods including online surveys, email submissions, written correspondence and stakeholder engagement activities. Learners will be consulted through age-appropriate materials and engagement sessions to ensure that their views are considered as part of the decision-making process. A Consultation Report summarising the views received and the Local Authority's response will be published before any decision is taken regarding the next stage of the proposal.
Have you considered communities and places of interest?	Yes. The Community Impact Assessment (Appendix A of the proposal) considers the effect on the village of Carway. Community use of school is currently limited but is available for use. The school maintains positive links with the community and welcomes visitors from local organisations. Of the 58 pupils living within the catchment area, 120 attend other schools with only 37 pupils living inside the catchment area attend the school. The Local Authority recognises that Ysgol Carwe has historically served as an important educational and community asset within Carway and has therefore considered the potential impact of the proposal on the local community, local organisations and future educational provision within the area. The Community Impact Assessment identifies that schools can play an important role in supporting community identity, community cohesion, social interaction and the use of the Welsh language within rural communities. Consideration has therefore been given to the impact of removing educational provision from the Ysgol Carwe site and the potential implications for the wider community. The Local Authority has also considered socio-economic characteristics within the local area using WIMD 2025 data. The evidence indicates that the communities served by both Ysgol Carwe and Ysgol Gwynfryn experience moderate levels of deprivation overall but are particularly affected by

	challenges relating to access to services. These findings reflect the rural nature of the communities and highlight the importance of transport and accessibility when considering potential impacts on families and learners. Particular consideration has been given to: • The impact on families residing within the existing Ysgol Carwe catchment area. • Access to Welsh-medium education. • Transport and accessibility arrangements. • Rural access-to-services challenges identified through WIMD data. • Community use of the school site. • The future use of the Ysgol Carwe site. • Community cohesion and Welsh language opportunities. • The redesignation of the catchment area to Ysgol Gymunedol Trimsaran. Whilst the closure of the school would result in the loss of a longstanding community asset, pupils have already transferred successfully to Ysgol Gwynfryn and continue to access Welsh-medium education without interruption. Consequently, the educational impact on learners is considered significantly reduced.
What are the main impacts of the proposal?	The proposal's primary impact is the formal discontinuation of Ysgol Carwe and the permanent transfer of learners to Ysgol Gwynfryn, where pupils have already been attending since September 2025 following the closure of the school building. The main socio-economic impacts identified are: • Travel and accessibility implications for families living within the current Ysgol Carwe catchment area. • Potential impacts on rural communities where access to services is already identified as a challenge through WIMD evidence. • The loss of an important community asset within Carway. • Possible impacts on community activities previously supported through use of the school site.

	• Staffing implications associated with the proposal. • Potential impacts on families already experiencing socio-economic disadvantage. However, a number of factors reduce the significance of these impacts. Pupils have already attended Ysgol Gwynfryn successfully since September 2025 and learning has continued without interruption. Existing transport arrangements are already established, and eligible learners continue to receive free home-to-school transport. Learners continue to access Free School Meals, Additional Learning Needs provision, wellbeing support and other educational services. The proposal is therefore not expected to create significant new socio-economic impacts but instead formalises arrangements that are already operating successfully.
How could the proposal be improved so it reduces inequalities of outcome as a result of socio-economic disadvantage?	The proposal could be improved by providing additional support for families facing economic hardship, such as: • Continuing to provide free home-to-school transport for eligible learners. • Monitoring attendance, attainment and wellbeing outcomes for former Ysgol Carwe pupils. • Monitoring outcomes for pupils eligible for Free School Meals and other vulnerable learners. • Ensuring continued access to Free School Meals and School Essentials Grant support. • Maintaining Additional Learning Needs provision and transition arrangements. • Monitoring the impact of transport arrangements on families living in areas identified through WIMD as experiencing higher levels of access-to-services deprivation. • Supporting families who may experience barriers to engagement because of rurality, accessibility or socio-economic disadvantage. • Maintaining ongoing consultation and communication opportunities for all stakeholders. • Undertaking post-implementation monitoring to identify any unforeseen impacts and taking corrective action where necessary. As learners have already been attending Ysgol Gwynfryn since September 2025, many potential inequalities associated with school transfer have already been mitigated through existing arrangements. Nevertheless, continued monitoring will help ensure that no group experiences a

	disproportionate disadvantage as a consequence of the proposal. The funding formula for schools includes a deprivation factor, which typically uses: Free School Meal (FSM) eligibility as a proxy for socio-economic disadvantage. Weighting applied per eligible pupil, so schools with higher FSM percentages receive more funding. This ensures resources are targeted to support pupils in areas of greatest need.
What is the likely impact on those sharing protected characteristics and further impacts regarding intersectionality?	The proposal has been assessed against the protected characteristics set out in the Equality Act 2010. The proposal is not considered likely to result in a significant disproportionate adverse impact on any protected characteristic group. The proposal arises from structural issues affecting the school building rather than factors relating to any protected characteristic. The Local Authority recognises that some individuals may experience the combined effects of multiple characteristics and circumstances. Particular consideration has been given to: • Learners with disabilities or Additional Learning Needs who may also experience socio-economic disadvantage. • Learners eligible for Free School Meals who may face additional barriers associated with transport, accessibility and rurality. • Families living within rural communities where WIMD evidence identifies comparatively high levels of access-to-services deprivation. • Vulnerable learners who may require additional support during periods of organisational change. • Learners experiencing both socio-economic disadvantage and wellbeing needs. The available evidence suggests that these potential impacts have been reduced significantly because pupils have already transitioned successfully to Ysgol Gwynfryn and support arrangements are already established.

	The continuation of free home-to-school transport, Additional Learning Needs provision, wellbeing support, Free School Meals and other forms of assistance will help ensure that no group experiences a disproportionate disadvantage. Overall, whilst some individuals may experience overlapping vulnerabilities associated with disability, socio-economic disadvantage and rurality, the Local Authority does not consider that the proposal is likely to result in significant inequalities of outcome for those sharing protected characteristics, provided that existing support arrangements continue and their effectiveness is monitored.

THE RIGHTS OF THE CHILD ***(In this section, we need to consider whether the proposal has any direct or indirect impact on children and young people).***			
Requirement		**What evidence has been used to support this view?**	**What action can be taken to mitigate any negative impacts or support any positive impacts?**
Will the proposal have any impact (direct or indirect) on children and young people?	Yes, the proposal will have a direct impact on children currently attending Ysgol Carwe, as it would formalise the permanent transfer of learners to Ysgol Gwynfryn. Whilst changing school can affect children's sense of security, friendships and daily routines, the potential impact is significantly reduced because pupils have been attending Ysgol Gwynfryn since September 2025 under temporary arrangements following the closure of Ysgol Carwe's school building. Learners are therefore already familiar with the school environment, staff, routines and their peer groups,	PLASC data (2025) showing 58 pupils on roll. Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. Article 28 (right to education) Every child has the right to an	Develop a comprehensive transition plan, including familiarisation visits to Ysgol Gwynfryn for any new pupils. The schools are already part of a federation and therefore it is hoped that this will support / ease transition. Provide additional pastoral support for pupils during the transition period. Ensure clear communication with parents and pupils about timelines and arrangements. Offer opportunities for pupils to maintain peer relationships through joint activities before the move. All pupils will be provided with the Children and Young People's

	and have continued to access Welsh-medium education, wellbeing support and wider learning opportunities without interruption. The proposal is therefore not expected to give rise to the same level of disruption that would normally be associated with a school transfer. Indirect impacts may include travel arrangements and effects on family life; however, these arrangements have been successfully established and operating since September 2025. The Local Authority recognises that the proposal may have implications for the Cylch Meithrin, which was previously accommodated within the school before the school building closed in September 2025. Since that time, the Cylch Meithrin has operated from the Village Hall. Should the proposal proceed, the Cylch Meithrin would need to secure alternative accommodation to enable it to continue its provision. The Local Authority acknowledges the importance of early years	education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.	consultation document, where there will be an opportunity for pupils (school council as a minimum) to participate in the process. Develop indivudaul transition plans for pupils identified as vulnerable or anxious in particular those with ALN.

	childcare provision within the community and would seek to work with relevant stakeholders to support the identification of alternative arrangements where possible. The Local Authority recognises the importance of Welsh-medium early years provision within the community and acknowledges the role of the Cylch Meithrin in supporting children's development and transition into statutory education. Consideration has therefore been given to the potential impact on childcare provision and Welsh-language opportunities for younger children within the locality. **Article 28 (Right to Education)** has been considered as the proposal directly affects where children will receive their education. The Local Authority has assessed whether access to education will be maintained and notes that learners would continue to have access to Welsh-medium primary education		

	at Ysgol Gwynfryn or another school chosen by parents through the admissions process. **Article 29 (Goals of Education)** has been considered as the proposal seeks to provide learners with access to a broader range of educational opportunities, larger peer groups, enhanced facilities and wider curricular and extracurricular experiences, supporting the development of each child's abilities and potential. **Article 12 (Respect for the Views of the Child)** is engaged because pupils affected by the proposal will be given opportunities to express their views during the consultation process. **Article 30 (Children from Minority Groups)** has been considered because the proposal relates to Welsh-medium education. The proposal would maintain access to Welsh-medium education and opportunities to use the Welsh		

	language through provision at Ysgol Gwynfryn.		
Is the initiative designed / planned in the best interests of children and young people?	Yes, the initiative is designed to improve educational outcomes by transferring pupils to a school with more pupils, where pupils can interact with more pupils within their year groups and share experiences. It also ensures continued Welsh medium provision. Tailor to the key challenges of individual schools **Article 3 (Best Interests of the Child)** has been considered throughout the development of the proposal. The Local Authority has assessed the educational, wellbeing, accessibility and community implications of the proposal and considers that, on balance, the proposal is intended to support the long-term best interests of learners by providing access to sustainable Welsh-medium education, broader educational opportunities,	Modernising Education Programme (MEP) Strategy prioritising sustainable, high-quality education. Welsh Language Impact Assessment confirming continuity of Welsh-medium provision. Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children. Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families. Article 31 (leisure, play and culture) Every child has the	Engage pupils in the consultation process using age-appropriate materials. Provide emotional and wellbeing support during and after the transition. Monitor progress and wellbeing of transferred pupils to ensure positive outcomes. Maintain communication with parents to address concerns promptly.

	improved facilities and enhanced support services. **Article 23 (Children with Disabilities)** has been considered because the proposal may affect learners with disabilities and additional learning needs. The Local Authority has considered the accessibility of the receiving school, the continuation of additional learning provision, access to specialist services and the need for individual transition arrangements. Where the proposal is implemented, appropriate support and reasonable adjustments will be provided to ensure that learners with disabilities continue to access education and participate fully in school life. **Article 31 (Leisure, Play and Participation in Cultural Life)** has been considered as the proposal may affect pupils' participation in recreational, sporting and cultural activities. The Local Authority considers that pupils transferring to Ysgol Gwynfryn would have access to a	right to relax, play and take part in a wide range of cultural and artistic activities.	

	broader range of extracurricular, sporting and cultural opportunities, including opportunities to participate in Welsh-language activities and events, supporting their rights under Article 31. Learners would also benefit from increased access to sporting, cultural, educational and extracurricular opportunities available through a larger school community, supporting opportunities for participation, recreation and personal development.		

ENVIRONMENT (WALES) ACT & NET ZERO CARBON Section 6 of the duty requires that public authorities "*must seek to maintain and enhance biodiversity so far as consistent with the proper exercise of their functions and in doing promote the resilience of ecosystems". To comply with the S6 duty public authorities should embed the consideration of biodiversity and ecosystems into their early thinking and business planning, including policies, plans, programmes, and projects, as well as their day to day activities."*

Carmarthenshire County Council is committed to tackling climate change and acknowledge that we have a significant role to play in both further reducing our own greenhouse gas emissions and providing the leadership to encourage residents, businesses and other organisations to take action to cut their own carbon footprint.

Requirement	
Does the proposal impact on the county's Biodiversity and ecosystem resilience?	The proposal is unlikely to have a significant direct impact on biodiversity or ecosystem resilience. The discontinuation of Ysgol Carwe would involve the

	future repurposing, disposal or alternative use of an existing school building rather than new development and, therefore, no significant habitat loss, land use change or disruption to ecosystems is anticipated. Any future use of the site would be subject to relevant planning, environmental and biodiversity requirements and would need to comply with the Council's duties under Section 6 of the Environment (Wales) Act 2016. Since September 2025, pupils from Ysgol Carwe have been attending Ysgol Gwynfryn under temporary arrangements following the closure of the Ysgol Carwe building. As a result, the majority of transport movements associated with the transfer of learners are already taking place. The proposal would therefore largely formalise existing arrangements rather than generate substantial additional transport activity. Whilst school transport and private vehicle journeys may contribute to emissions and result in some disturbance to nearby habitats, these impacts are considered to be minimal and are already embedded within existing travel patterns. The proposal is not expected to require any significant infrastructure expansion, development works or loss of green space at Ysgol Gwynfryn. Although the permanent transfer of pupils may result in a modest increase in resource consumption and waste generation at the receiving school, this is expected to be offset by the cessation of educational activities at the Ysgol Carwe site. Furthermore, Ysgol Gwynfryn already has established waste management and recycling arrangements in place to effectively manage any increase in waste arising from the proposal. Overall, the proposal is considered likely to have a neutral impact on biodiversity and ecosystem resilience. Learners would continue to receive education within the local area, and the proposal would primarily formalise arrangements that have successfully been operating since September 2025, rather than introducing new activities or development that would significantly affect the natural environment.

	Whilst the impact on biodiversity is considered neutral, the proposal also has implications in relation to climate change and carbon emissions. The operation of school buildings and associated transport arrangements contributes to the Council's overall carbon footprint and therefore forms an important consideration in assessing the wider environmental effects of the proposal. Ysgol Carwe, constructed in 1927 and heated using an oil-fired heating system, produced 29.12 tonnes CO_2e during 2024/25. The school occupies 1,045.07m² of floorspace and currently has 58 pupils on roll. During 2024/25, the school consumed 116,852.6 kWh of energy, equivalent to 111.8 kWh per square metre. As an older school building with a relatively low pupil population, the ongoing operation of the site can result in less efficient use of energy and a higher carbon footprint relative to the number of pupils being educated at the school. Under the proposal, pupils would transfer to Ysgol Gwynfryn, which was constructed in 1968 and is also heated by an oil-fired system. Ysgol Gwynfryn produced 21.58 tonnes CO_2e during 2024/25 and occupies 576.87m² of floorspace. The school consumed 87,385 kWh of energy during the same period, equivalent to 151.5 kWh per square metre. Although the receiving school records higher energy consumption per square metre, its overall carbon footprint remains substantially lower than that of Ysgol Carwe due to its smaller building footprint and more consolidated use of accommodation. The proposal would necessitate continued home-to-school transport arrangements for pupils attending Ysgol Gwynfryn. Based on a 53-seat coach operating over a typical 2.6-mile one-way journey, annual transport emissions are estimated at approximately 2.56 tonnes CO_2e. However, as these transport arrangements have largely been in place since September 2025, the proposal would formalise existing travel patterns rather than create wholly new transport-related emissions.

	When transport emissions are taken into account, the proposal is still expected to deliver an overall reduction in carbon emissions of approximately 26.56 tonnes CO_2e per annum. This suggests that the environmental benefits associated with discontinuing Ysgol Carwe and educating pupils within the existing accommodation at Ysgol Gwynfryn would significantly outweigh the emissions generated through transport arrangements. The proposal therefore has the potential to make a positive contribution towards the Council's decarbonisation objectives through the removal of emissions associated with operating a separate school site. Furthermore, additional carbon savings may be achievable in the future through investment in heat pump technology, improvements to building fabric and other energy-efficiency measures supported through Welsh Government Development and Low Carbon Heat Grant funding at Ysgol Gwynfryn. Overall, whilst the proposal is considered likely to have a neutral impact on biodiversity and ecosystem resilience, it is anticipated to have a positive impact in relation to climate change through a significant reduction in annual carbon emissions. Consequently, no significant adverse environmental effects have been identified and the proposal may contribute positively to the Council's longer-term sustainability and decarbonisation commitments.
Does the proposal have a positive or negative impact on the CCC commitment to be a net zero carbon local authority by 2030?	The proposal may have a minor negative impact on the Council's commitment to achieve net zero carbon due to travel associated with pupils attending Ysgol Gwynfryn. However, this impact is likely to be limited as pupils from Ysgol Carwe have already been attending Ysgol Gwynfryn since September 2025 following the closure of the Ysgol Carwe building. The transport arrangements associated with the transfer are therefore already established, and the proposal would largely formalise existing travel patterns rather than generate significant additional transport emissions.

	The proposal may also result in environmental benefits through the discontinuation of educational activities at the Ysgol Carwe site, removing the need to operate, maintain and heat a separate school building. This has the potential to reduce energy consumption, maintenance requirements and associated carbon emissions over the longer term. Any future use of the Ysgol Carwe site would be considered separately and would be subject to relevant environmental and sustainability considerations. Overall, whilst there may be some continued transport-related emissions associated with pupils travelling to Ysgol Gwynfryn, these arrangements have been operating successfully since September 2025. As a result, the proposal is considered likely to have a neutral to slightly positive impact on the Council's net zero carbon ambitions when the reduced operational requirements of the Ysgol Carwe site are taken into account.
Does the proposal have a positive or negative impact on the County's resilience to the existing and future impacts of climate change?	The proposal is likely to have a neutral impact on the County's resilience to the existing and future impacts of climate change. Since September 2025, pupils from Ysgol Carwe have been attending Ysgol Gwynfryn following the closure of the Ysgol Carwe building, meaning that the consolidation of educational provision within the federation has already taken place in practice. The proposal would therefore formalise an existing arrangement rather than introduce a new pattern of service delivery. The concentration of educational provision on fewer operational sites may contribute to a reduction in overall energy consumption, maintenance requirements and associated carbon emissions when compared with maintaining multiple school buildings. This could support the more efficient use of resources and improve the long-term sustainability of educational provision. Whilst there remains a reliance on school transport and private vehicle journeys for some learners, these travel arrangements have been established since September 2025 and are not expected to increase significantly as a result of the proposal. Consequently, any transport-related emissions are likely to reflect

	existing travel patterns rather than arise directly from the implementation of the proposal. Overall, the proposal is considered likely to have a neutral impact on climate resilience. The proposal formalises arrangements that are already operating successfully whilst potentially reducing the environmental impact associated with maintaining a separate school site.

DATA PROTECTION ***(Data Protection legislation includes a legal requirement to undertake Data Protection Impact Assessments in order to identify and reduce the privacy risks of a project at an early stage. In this section, we need to establish whether the proposal requires this assessment needs to be completed. There are also specific requirements around using third parties to process personal data on the Council's behalf, which must be covered by a legally binding Data Processing Agreement).***		
Does the proposal involve the collection/use of personal data (information relating to an identified or identifiable person)?	Yes	**If yes, please provide information on the type of data** Email or postal addresses are requested should consultees wish to be informed of the publication of the consultation report. Consultation responses will remain anonymous.
Does the proposal require the use of new technologies and be likely to result in a high risk to the rights and freedoms of the individuals?	No.	**If yes, please provide information on the type of new technologies** Consultation papers will be available online and in paper form at the school, if required. Response forms will be available online and in paper form at the school, if required.
Does the proposal involve a third party collecting, being provided with, or otherwise having access to personal data controlled by the Council?	No	**If yes, please provide information on what this will entail**

If you have answered yes to any of these considerations, please consult the Data Protection Officer to initiate a Data Protection Impact Assessment and/or discuss whether a Data Processing Agreement is required.

IMPLICATIONS ***(Please consider any additional implications and ensure that any arising implications have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below)***	
	Are there any direct implications that need to be considered as part of this proposal?
1.Legal and Risk Management	If approved, consultation will need to be initiated in accordance with the relevant statutory procedures in line with the School Organisation Code 2026. The School Organisation Code 2026 notes that "the prime purpose of schools is the provision of education and any case for closure should be robust and in the best interests of educational provision in the area."
2. Finance, Procurement, ICT and Physical Assets	**<u>Finance Revenue</u>** The school's current financial position as well as forecasted budgets have been considered as part of the proposal papers. Should the proposals proceed, and implementation agreed, the anticipated annual revenue savings for Ysgol Carwe would be £17,946. In addition, there are other savings to the Council from the reduction in central support services provided to schools such as Human Resources, Education and ALN Support, IT, Music Service, cleaning, property maintenance, grounds maintenance and catering. The 2025 Building Condition Survey for Ysgol Carwe forecasted a required capitalised maintenance expenditure of £2,058,271.00 over a five year period. This would lead to a saving to the Council if the school closes.

	The Catering Service provides pupils with a breakfast club (£12,654) and lunch service (£33,074) at a total annual cost to the Local Authority of £45,728. Whilst this is offset by the grant from Welsh Government of £18,641 to provide meals, there is a net saving to the service, and thus the Council of £27,087. The Welsh Government grant of £18,641 for meals will move with the pupils to their new school. It is unlikely that there will be additional costs to providing the meals in those schools, therefore the net cost of providing the service will reduce in the receiving school. Again, this budget is separate from the overall schools' delegated budget. If approved, as a result, a total of £328,797 would be transferred to the receiving school as per pupil funding. **Finance Capital** Should the proposal 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 building would be placed on the open market and could generate a capital receipt of approximately £150,000. **Physical Assets** Should the proposal proceed and implementation agreed, the Local Authority would gain one redundant school building within its estate. The property would be transferred to the Corporate Property Division for the procedures outlined in the 'Future Use/Disposal of Redundant Land and Buildings arising from the Modernising Education Programme policy to be actioned**.** This policy has been developed to allow the community to be offered the asset in the first instance before placing the site on the open market.

3. Staffing	The decision to propose the closure of a school is never taken lightly, and we fully recognise the significant impact such proposals can have on the staff who work there. Our priority is always to minimise disruption and to support our staff through any period of change. In line with our Model Redundancy / Surplus Staffing Policy for Schools, we are committed to doing everything we can to reduce compulsory redundancies. This includes exploring all possible redeployment opportunities within the wider schools network and the local authority, offering voluntary redundancy or early retirement where appropriate, and working closely with trade unions throughout the process. However, while we will make every effort to redeploy affected staff, we cannot completely rule out the possibility of redundancies. Where redeployment is not feasible, we will follow a fair and transparent process and will support those affected. We understand the uncertainty this creates for staff and their families, and we are committed to providing clear communication, timely updates, and access to support services throughout the process. Our HR team will work closely with Headteachers and Governing Bodies to ensure that all staff are treated with dignity and respect throughout the process. The proposal may also provide organisational benefits through increased leadership capacity. Reducing the federation from three operational school sites to two would allow leaders to focus more effectively on teaching and learning, self-evaluation, curriculum development, professional learning and school improvement priorities. This is expected to strengthen organisational resilience and support the continued delivery of educational improvement.
4. Marketing & Media	If approved, the consultation will need to be marketed through the county council website and social media accounts. All required stakeholders will be notified accordingly.
5. Crime and Disorder	No implications are anticipated.

Appendix D – Response Form

Carmarthenshire County Council is consulting on the proposal:

- to discontinue Ysgol Carwe effective from 31 December 2027 with pupils to transfer to Ysgol Gwynfryn.

The following response form allows you to comment on the proposal, the alternative options and to suggest other alternative options. Consultees are welcome to make representations regarding the alternatives to closure that have been identified by the proposer as well as the main proposal and suggest other alternatives to closure which would address the reasons for closure (i.e. the key challenges the school faces which the proposer is seeking to address).

Consultees can submit their views in favour of or against a 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 in writing during the statutory objection period.

1. Are you responding as a:

☐ Parent, carer or guardian ☐ Prospective parent, carer or guardian

☐ Governor ☐ Staff

☐ Member of the community ☐ Community Council

☐ Other: Please specify _____

2. Do you support the proposal?

☐ Yes ☐ No

3. Please feel free to share any comments or responses for your answer including any impacts that you think the proposal may have (optional)?

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

☐ Yes ☐ No

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

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:

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

or e-mailed to MEPConsultations@carmarthenshire.gov.uk

Alternatively, you can complete this form online: SNAP SURVEY

Please return your response by 22 December 2026. Responses received after this date will not be considered.