

Proposal to discontinue Ysgol Y Fro

Objection Report



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1. EXECUTIVE SUMMARY

A statutory consultation was conducted regarding the proposal to discontinue Ysgol Y Fro under section 2.1 of the School Organisation Code from the 16 January to the 2 March 2026. Following consideration and publication of the consultation report in line with Section 3 of the Code on 1 June 2026, the County Council's Cabinet members decided to progress the proposal and approve the publication of a statutory notice under Chapter 4 of the Code.

Overall, the balance of responses was opposed to the proposal. Core concerns related to community impact, Welsh language vitality in the village, educational standards/wellbeing, travel, impacts on the Cylch Meithrin, access to wrap around care, capacity at the proposed receiving school, the financial case, and procedural sufficiency.

2. BACKGROUND

This report presents the feedback gathered during the objection period, held from the 16 June 2026 to the 14 July 2026 and undertaken in response to proposals to discontinue Ysgol Y Fro and the transfer of pupils to Ysgol Y Dderwen.

The report sets out the publication of the Statutory Notice and objection period process, summarises the objections received and provides an analysis of the key issues and comments raised by stakeholders.

3. THE OBJECTION PERIOD

The objection period process followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and in line with the School Organisation Code 2018 (Section 5). The objection period gave anyone wishing to make objections to the proposal the opportunity to do so.

The Statutory Notice was published lawfully in Welsh and English on the 16 June 2026 for a period of 29 days (including 15 school days). The document contained all required information and was distributed electronically to prescribed consultees and published on Carmarthenshire County Council's website. Hard copies of the document were available upon request and secured on the perimeter fence and

gates of the school. The notice outlined the proposal being considered and the details of how objections could be made. The objection period closed on the 14 July 2026.

Consultees were advised of the availability of Welsh and English versions of the online form to complete and where to send written letters or email responses.

4. ANALYSIS OF RESPONSES

The responses received between the 16 June and the 14 July 2026 are outlined below:

Online Survey	E-mail	Letter	Total
19	3	0	22

A representation was received via email on 15 July 2026, after the statutory objection period had closed on 14 July 2026. Accordingly, it has not been counted as a formal objection for the purposes of the School Organisation Code. However, for completeness and transparency, the points raised in the submission have been noted and are summarised in Appendix D for members' information.

Of the final verified survey responses received within the formal objection period, nineteen expressed objections to the proposal. Three email submissions were received, all of which raised objections to the proposal.

5. OBJECTIONS RECEIVED

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

Thematic Analysis of Feedback

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

- Educational standards and learner outcomes
- Wellbeing, Equality and Additional Learning needs
- Welsh language impact

- Community impact and Community sustainability
- Rural School Status and Presumption Against Closure
- Alternatives to closure
- Travel and accessibility
- Receiving school suitability, admissions and parental preference
- Impacts on the Cylch Meithrin
- Financial Sustainability
- Consultation Process
- Proposed implementation date
- Strategic Planning for Education

The most frequently raised theme related to Community Impact and Community Sustainability, which was identified in 19 of the 22 objections received (86.4%). Other commonly raised themes included Wellbeing, Equality and Additional Learning Needs (50.0%), Welsh Language Impact (45.5%), and Educational Standards and Learner Outcomes (36.4%). Consultation Process concerns and impacts on the Cylch Meithrin were each raised in 27.3% of responses, while Travel and Accessibility and Strategic Planning for Education were each raised in 22.7% of responses.

Note: Because individual responses could be coded against multiple themes, the percentages will total more than 100%. This is expected and reflects the fact that respondents often raised concerns across several thematic areas.

6. SUMMARY OF OBJECTIONS RECEIVED AND LOCAL AUTHORITY RESPONSES

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

Thematic Heading: Educational standards and learner outcomes	Count of Responses Percentage	8 36.4%
Summary of Responses: Objectors challenged the Authority's conclusion that the proposal would maintain or improve educational outcomes. Respondents argued that Ysgol Y Fro provides a nurturing learning environment, strong pupil-teacher relationships and highly personalised support which may not be replicated within a larger school. Some objectors expressed concern that pupils may be disadvantaged educationally by transferring to a larger setting and argued that greater support should be provided to enable the school to improve rather than close. Some respondents also argued that the school's current challenges were capable of improvement through targeted support, leadership arrangements and school improvement measures and that closure should not be viewed as the only solution.		
Local Authority Response The Local Authority notes that a number of the concerns raised during the objection period are similar to issues previously raised during the statutory consultation process, particularly in relation to the benefits of small school environments, the potential impact of transfer to a larger school, and the view that additional support and leadership intervention should be pursued in preference to closure. These matters were considered in detail within the Consultation Report and have been reviewed again in light of the objections received. The Local Authority acknowledges the views expressed by objectors regarding the nurturing environment, strong relationships and personalised support available at Ysgol Y Fro. The Authority recognises that smaller schools can provide a close-knit learning environment and that some pupils benefit from the familiarity, consistency and individual attention often associated with very small school settings. However, in considering educational standards and learner outcomes, the Authority must balance these benefits against its responsibilities under the School Organisation Code (2018) to secure sustainable, high-quality educational provision. Whilst small schools can offer particular advantages, very low pupil numbers can also result in		

challenges relating to curriculum breadth, staffing capacity, leadership resilience, specialist support and opportunities for peer interaction.

The Authority has carefully considered concerns that pupils may be educationally disadvantaged by transferring to a larger school. It notes that larger schools can provide access to broader curricular and extracurricular opportunities, wider peer groups, specialist expertise, dedicated ALN leadership and more resilient support structures. The Authority also notes Estyn's view that the proposal is likely to maintain educational standards.

The Authority acknowledges the view expressed by some objectors that schools identified as requiring significant improvement or special measures should be supported through school improvement activity, leadership intervention and targeted support rather than face closure. The Authority agrees that school improvement support is important and has continued to support Ysgol Y Fro through post-inspection arrangements, recognising the efforts of staff and governors. However, in determining whether to proceed with the proposal, the Authority must consider not only the school's capacity for improvement but also its long-term viability and sustainability. The proposal is therefore not based solely on inspection outcomes but reflects a wider assessment of the school's long-term position, including pupil numbers, surplus capacity, financial sustainability, leadership resilience and ability to sustain improvement over time.

Whilst school improvement measures are important and continue to be implemented, the Authority is not satisfied that school improvement measures alone would address the underlying structural, demographic and financial challenges facing the school.

Having considered the objections received, the Authority remains of the view that the proposal is capable of maintaining educational standards and securing more sustainable educational provision for learners in the longer term.

Thematic Heading: Wellbeing, Equality and Additional Learning Needs	Count of Responses	11
	Percentage	50.0%

Summary of Responses:

Objectors expressed concern regarding the potential impact of the proposal on pupil wellbeing, including anxiety arising from uncertainty about the future of the school,

disruption to friendship groups and difficulties associated with transferring to a larger school environment. Some respondents stated that certain pupils benefit significantly from the current small-school environment and may experience difficulties with transition or adapting to a larger school. Some parents stated that, if the proposal were implemented, they would feel they had no option but to consider elective home education and others raised concerns over staff wellbeing during the period of uncertainty and transition.

Local Authority Response

The concerns raised during the objection period are broadly consistent with those raised during the consultation process, particularly in relation to pupil wellbeing, transition arrangements, the benefits of a small-school environment and the impact on vulnerable learners.

The Local Authority recognises and acknowledges the strength of concerns raised regarding the potential impact of the proposal on pupil wellbeing, including concerns relating to children who may be vulnerable to change, transition or larger educational environments. This includes learners with identified or emerging additional learning needs (ALN). The importance of stability, familiarity, trusted relationships and consistent routines for children with ALN including those with ADHD, Autism Spectrum Disorder (ASD), and other identified or emerging needs is fully recognised.

The needs of vulnerable learners are a key consideration within the School Organisation Code (2018), and the Authority has had due regard to its statutory duties under the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales. These frameworks require local authorities and schools to identify, plan for and meet learners' needs, and to ensure that appropriate provision is in place to support learners' wellbeing, progress and inclusion. In particular, the ALN Code for Wales sets out clear principles (Chapter 3) that all learners are entitled to equitable access to appropriate support, high quality teaching and inclusive provision, regardless of the size or type of school they attend. Chapter 15 further reinforces that effective arrangements for identifying needs, planning provision and supporting learners must be consistently applied across all maintained schools.

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

The Local Authority also acknowledges that ALN may be temporary, emerging or undiagnosed, and that parental insight and professional judgement are important considerations alongside formal data. Should the proposals be implemented and where families wish to explore how a supported transition to an alternative school could be managed, the Authority would be able to facilitate discussion and individualised planning through appropriate support mechanisms, including engagement with a Family Liaison Officer. The Authority accepts that some parents consider the smaller school environment itself to be a significant protective factor in supporting their child's wellbeing and sense of belonging. While these benefits are recognised, the Authority considers that wellbeing outcomes are influenced by a range of factors, including the quality of pastoral support, relationships with staff and access to appropriate intervention, all of which can be provided within larger schools.

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

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

Plans (IDPs) and timely access to targeted interventions where required. A decision of the Education Tribunal for Wales dated 1 April 2021 found that inclusive practice and effective provision are not determined solely by class size but by the quality of teaching, differentiation, intervention and support strategies in place. Evidence informed educational practice further demonstrates that positive outcomes for learners with additional needs are most closely linked to the effective deployment of staff, high-quality classroom practice and targeted support, rather than class size alone. All maintained schools are expected to make reasonable adjustments to meet learners' needs, including the use of tailored sensory-supportive environments and flexible learning spaces. Many schools across the authority have already implemented environmental and pastoral measures to support emotional regulation and wellbeing, and these expectations apply irrespective of school size. The Local Authority recognises that transition can be a particularly sensitive period for learners including those with additional needs. As such, if the proposal proceeds, individualised transition planning would be essential. This would include early and ongoing engagement with parents and carers, liaison between staff from both schools, sharing of pastoral and learning information and, where appropriate, phased, supported or extended transition arrangements. Any receiving school would be expected to make reasonable adjustments where required and ensure appropriate support is in place so that pupils feel safe, supported and included throughout the transition and beyond.

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

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

concerns. Decisions regarding elective home education remain a matter of parental choice, however, the Authority continues to promote inclusive education within maintained schools and retains its statutory duty to ensure that suitable provision is available to meet learners identified needs within the school system wherever possible. Having carefully considered the concerns raised through the consultation process, the Local Authority is satisfied that the potential impact of the proposal on the wellbeing of pupils and staff, including those with additional learning needs, has been identified, acknowledged and weighed appropriately. With robust transition planning, ongoing engagement with families, and access to established ALN systems and specialist support services, the Authority considers that the receiving school would be able to support learners in line with statutory requirements and that the proposal accords with the expectations of the School Organisation Code (2018) and the ALN Code for Wales.

Thematic Heading: Welsh Language Impact

Count of Responses

10

Percentage

45.5%

Summary of Responses: Objectors expressed concern that closure of Ysgol Y Fro would adversely affect the Welsh language within Llangydeyrn. Respondents argued that the school plays an important role in supporting the use of Welsh beyond the classroom and contributes significantly to local Welsh-language activity, identity and intergenerational language transmission. It was also argued that closure could weaken Welsh as a community language and negatively affect Welsh-language early years provision. Some respondents further expressed concern that closure could lead some families to choose English-medium education and weaken progression routes into Welsh-medium education, contrary to wider Welsh Government aspirations for increasing the number of Welsh speakers.

Local Authority Response

The concerns raised during the objection period are broadly consistent with those raised during the consultation process, particularly in relation to the importance of Ysgol Y Fro as a Welsh- medium school, concerns over the impact of the potential loss of a Welsh-medium school and the loss of a Welsh language focal point within the Llangydeyrn community. Consultees have clearly articulated the school's role in supporting the daily, natural use of Welsh, including through informal social interaction and its close

relationship with the on site Cylch Meithrin, which together provide a valued Welsh-medium pathway for children and families.

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

The Authority recognises that Welsh-medium schools can play an important role in reinforcing Welsh as a living community language and in normalising its daily use beyond the classroom. This includes the informal linguistic culture created through social interaction, such as in playground and extracurricular settings. These factors have been carefully considered as part of the assessment.

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

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

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

Furthermore, the Authority notes that the Curriculum for Wales Languages, Literacy and Communication Area of Learning and Experience is designed to equip learners to use Welsh confidently as citizens of a bilingual Wales. Given Estyn's findings that pupils at Ysgol Y Dderwen use Welsh naturally in both learning and social contexts, the Authority considers that pupils transferring from Ysgol Y Fro would continue to benefit from an environment that supports both their Welsh language development and their sense of linguistic and cultural identity.

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

While the Authority recognises that Ysgol Y Fro has made a positive contribution to Welsh language use within the Llangyndeyrn community, Welsh is also sustained through a wider range of influences, including families, Cylch Meithrin provision, community organisations and sports and cultural activities where Welsh speaking children and adults interact. The Authority recognises the school is a visible focal point for Welsh-medium activity within the village and that this function would not be replicated in exactly the same form should the proposal proceed.

The Authority considers that opportunities to use Welsh extend beyond a single school site and that the core features supporting everyday Welsh use can continue through coordinated provision and partnership working. Accordingly, consideration has been

given to proportionate mitigation measures, including working with the receiving school and relevant partners to encourage Welsh language social interaction, strengthen links with Welsh language activities and maintain engagement with early years and community provision, supporting the continued natural use of Welsh in daily life.

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

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

Thematic Heading: Community Impact

Count of Responses

19

Percentage

86.4%

Summary of Responses: Objectors argued that Ysgol Y Fro acts as the heart of the local community and serves as an important social, cultural and linguistic hub. Respondents stated that closure would adversely affect community cohesion, local identity, volunteering, community activity and the long-term sustainability of Llangyndeyrn, whilst reducing the village's attractiveness to young families and future generations.

Local Authority Response

The concerns raised during the objection period are broadly consistent with those raised during the consultation process, particularly in relation to the importance of Ysgol Y Fro as a community asset, meeting point and hub for the Welsh Language.

The Local Authority recognises and acknowledges the strength of feeling expressed and the meaningful role that Ysgol Y Fro plays within the local community. In line with the requirements of the School Organisation Code (2018) and the additional considerations

that apply to rural schools, a Community Impact Assessment has been undertaken and has been updated where required to reflect consultation feedback. Schools are permitted and encouraged to support community activity and governing bodies are required under the Control of School Premises (Wales) Regulations 2008 to have regard to the desirability of making school premises available for community use. However, there is no statutory requirement for schools to act as the primary driver of community development or sustainability. While schools can make an important contribution to community life, their principal statutory purpose remains the provision of education and the delivery of the Curriculum for Wales, alongside wider duties relating to safeguarding, inclusion, governance and learner wellbeing. The Local Authority must therefore consider community impacts alongside its wider statutory responsibilities to secure high-quality, sustainable education provision, ensure effective use of public resources and deliver Welsh-medium education in line with national policy and the Welsh in Education Strategic Plan.

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

Should the proposals be implemented and the school building become surplus to the Local Authority's educational requirements, it is the Council's general approach to consider in the first instance whether the site is required for any other internal corporate purpose. Where no such requirement is identified, it may, in certain circumstances, be appropriate to explore the potential for ongoing community use of the building within an agreed timeframe. This could include use by voluntary or charitable organisations or social enterprises, subject to a clear and evidenced local need.

Any such use would be considered separately from the school organisation proposal and would be subject to the Council's established asset management and governance arrangements. Where appropriate, a business plan would be required to demonstrate

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

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

The Authority also acknowledges concerns that the school contributes significantly to the identity, character and sense of belonging within Llangyndeyrn and that its loss may be perceived by some residents as a reduction in the social infrastructure of the village, particularly in light of its long-standing role within the community.

The Authority recognises concerns that the loss of a village school could influence perceptions of the area and potentially affect its attractiveness to some families with young children. These concerns have been considered within the Community Impact Assessment alongside wider evidence relating to population trends, housing development and future educational provision.

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

Thematic Heading: Rural School Status and Presumption Against Closure	Count of Responses Percentage	1 4.5%
Summary of Responses: Objectors argued that insufficient weight had been given to the school's rural status and to the additional protections afforded to rural schools under the School Organisation Code 2018. Respondents stated that closure should only be pursued as a last resort and expressed concern that the Authority had failed to demonstrate that all reasonable alternatives had been exhausted before bringing forward the proposal. Some respondents also argued that projected future increases in pupil numbers had not been given sufficient weight when assessing the school's long-term viability. Objectors further argued that the proposal would have disproportionate consequences for the sustainability of the local community, increase travel requirements for learners and remove an important public service from a rural area. Some respondents stated that the Authority had not adequately recognised the wider value of small rural schools or the long-term implications of closure for the community.		
Local Authority Response The Local Authority acknowledges the concerns raised by objectors regarding the school's rural status and the presumption against closure contained within the School Organisation Code (2018). The Authority recognises that Ysgol Y Fro is designated as a rural school and that proposals affecting rural schools are subject to additional procedural requirements, including a presumption against closure and the need to give particular consideration to reasonable alternatives, community impacts and travel implications. The Authority notes that many of the issues raised during the objection period are similar to matters previously raised during the statutory consultation process and subsequently considered within the Consultation Report. These matters have been reviewed again as part of the objection process. The Authority does not accept that insufficient weight has been given to the school's rural status. In accordance with the School Organisation Code (2018), a specific post consultation reassessment was undertaken in respect of Ysgol Y Fro's rural status and the presumption against closure. This reassessment considered all consultation responses, alternative proposals and additional information provided by stakeholders.		

The Authority revisited the likely impact of the proposal on educational standards, the local community and travel arrangements, together with the reasonable alternatives to closure that had been identified during the development of the proposal.

Objectors stated that closure should only be pursued as a last resort and that insufficient consideration had been given to alternative options. The Authority notes that a range of alternatives were considered and assessed prior to consultation and were subsequently revisited following consultation in accordance with the additional requirements applicable to rural schools. These options included retaining the status quo, federation and collaboration arrangements, changes to the age range of the school, multi-site and outreach models, enhanced community use of the building and other structural alternatives. While these options offered certain potential benefits, the Authority concluded that none would adequately address the underlying challenges facing the school, including very low and declining pupil numbers, significant surplus capacity, financial sustainability concerns, limited staffing capacity and the need to secure long-term educational resilience. The Authority therefore remains satisfied that reasonable alternatives have been thoroughly considered and that none provide a sustainable solution to the issues identified.

The Authority also acknowledges concerns that projected future increases in pupil numbers have not been given sufficient weight. Pupil projections, Local Authority birth data and potential future housing developments were considered as part of both the original proposal and the post consultation reassessment. Whilst the Authority recognises that minor fluctuations in pupil numbers can have a significant effect in very small rural schools, the available evidence does not indicate a level of future growth sufficient to address the school's long-term viability. Furthermore, historical trends demonstrate that births within the catchment area do not consistently translate into enrolment at the school, with a significant proportion of catchment pupils exercising parental preference to attend alternative schools. The Authority therefore remains satisfied that projected increases in pupil numbers do not materially alter the overall assessment of the school's sustainability.

The Local Authority fully recognises the wider role that Ysgol Y Fro plays within the community and acknowledges the strength of feeling expressed regarding its contribution to community cohesion, local identity and the provision of services within the

village. The Authority accepts that the closure of a rural school can have impacts extending beyond education alone and that these impacts require careful consideration. These matters were assessed through the Community Impact Assessment and were weighed as part of the overall decision-making process. However, whilst the Authority acknowledges the significance of these impacts, it must also balance them against its statutory responsibilities to secure sustainable, high quality education provision, ensure effective use of public resources and provide educational arrangements capable of meeting the needs of current and future learners.

Concerns were also raised regarding increased travel requirements should the proposal proceed. The Authority acknowledges that pupils would be required to travel further to attend an alternative school and recognises that travel impacts are a particularly important consideration in relation to rural school proposals. These impacts were assessed as part of the proposal and were revisited during the post consultation reassessment. Should the proposal be implemented, eligible pupils would receive free home to school transport in accordance with the Council's transport policy. Whilst the Authority accepts that changes to travel arrangements would arise, it remains satisfied that these impacts have been appropriately considered and do not outweigh the educational, organisational and financial challenges facing the school.

The Authority also acknowledges the positive educational characteristics often associated with small rural schools, including strong relationships between pupils and staff, a close-knit community ethos and a nurturing learning environment. The Authority recognises the value that these features can provide for learners and accepts that small school settings may be particularly well placed to foster familiarity and a strong sense of belonging. However, the Authority does not consider that these characteristics are exclusive to small rural schools. Strong pastoral support, meaningful relationships between staff and pupils, a nurturing ethos and a strong sense of community can also be developed and sustained within larger schools through effective leadership, high-quality teaching, robust wellbeing arrangements and a positive school culture. The Authority notes that many larger schools successfully provide supportive and inclusive environments whilst also offering the additional benefits associated with a broader curriculum, wider peer groups, greater staffing resilience and access to specialist support. The Authority has therefore sought to consider the quality of educational

provision as a whole rather than assuming that school size alone determines the learner experience.

Having reconsidered the objections received under this theme, the Local Authority remains satisfied that it has complied with the additional requirements of the School Organisation Code (2018) relating to rural schools. The Authority has conscientiously considered the presumption against closure, assessed and reassessed reasonable alternatives, and carefully weighed the impacts on the community and travel arrangements. Whilst recognising the value of Ysgol Y Fro to the local community and the concerns expressed by objectors, the Authority remains of the view that no alternative option would adequately address the school's long-term educational, financial and organisational challenges and that the proposal represents the most sustainable option for securing high quality education provision for learners in the area.

Thematic Heading: Alternatives to Closure

Count of Responses

3

Percentage

13.6%

Summary of Responses:

Objectors proposed a range of alternatives including federation, shared leadership arrangements, collaboration with neighbouring schools, increased promotion of the school, nursery expansion, community-led initiatives and other organisational models intended to secure the future of the school.

Local Authority Response

The Local Authority notes that several of the alternatives proposed during the objection period are substantially similar to options and suggestions raised during the statutory consultation process. These include federation, shared leadership arrangements, collaboration with neighbouring schools, enhanced promotion of the school, expansion of early years provision, community-led initiatives and the development of alternative organisational models intended to secure the future of Ysgol Y Fro. These matters were considered during the development of the proposal, were reflected in consultation responses and were subsequently revisited as part of the post-consultation reassessment undertaken in accordance with the requirements of the School Organisation Code (2018).

The Authority acknowledges the desire expressed by objectors to retain educational provision within the community and recognises that the alternatives proposed were intended to address the challenges facing the school whilst avoiding closure. The School Organisation Code requires local authorities not only to identify and consider reasonable alternatives to closure, but also to assess whether those alternatives are capable of addressing the issues that have led to the proposal. The School Organisation Code does not require alternative options to be implemented. In developing the proposal, the Authority considered a range of alternatives including maintaining the status quo, federation, shared leadership arrangements, changes to the age range of the school, collaborative models, multi-site arrangements and other organisational approaches. These options were subsequently revisited following consultation and as part of the additional reassessment required for rural schools.

In accordance with the additional considerations applying to rural schools under the School Organisation Code (2018), federation and shared leadership arrangements were specifically considered as potential alternatives to closure. A number of objectors suggested that federation, executive headship, shared leadership arrangements or increased collaboration with neighbouring schools could provide a viable alternative to closure. The Authority acknowledges that such arrangements may offer certain benefits, including opportunities to strengthen governance, increase leadership capacity, share expertise and facilitate collaborative working between schools. However, the Authority concluded that they would not adequately address the underlying challenges facing Ysgol Y Fro, including very low and declining pupil numbers, significant surplus capacity, financial sustainability concerns and the long-term resilience of the school. Whilst alternative leadership or governance arrangements may provide support at a strategic level, the Authority was not satisfied that they would materially alter the demographic and organisational factors that have contributed to the proposal.

Objectors also proposed increased promotion of the school and structured recovery planning as alternatives to closure. The Authority recognises the commitment demonstrated by parents, governors and members of the community in seeking to secure the future of the school. The Authority further notes that measures such as enhanced promotion of the school and pupil recruitment initiatives are actions that could have been pursued independently of the current proposal and are not contingent upon the school organisation process. Whilst such activity may contribute positively to raising

the profile of the school, the Authority has not identified evidence to suggest that it would be sufficient to reverse the long-term trends affecting pupil numbers or achieve the level of sustained growth required to secure the school's long-term viability. The Authority notes that historic patterns show a significant proportion of children living within the catchment area already attend alternative schools and remains unconvinced that promotional activity alone would address the wider educational, financial and organisational challenges identified.

One objection suggested that enhanced early years provision could form part of an alternative package of measures intended to support the future sustainability of the school. The Authority recognises that strong early years provision can play an important role in supporting learner progression and engagement with Welsh-medium education. However, the available evidence does not demonstrate that enhanced early years provision would generate sufficient long-term pupil growth to address the school's wider challenges relating to surplus places, financial sustainability, organisational resilience and long-term viability.

The Authority notes that the number of children born within the catchment area has remained low in recent years, ranging from 2 to 9 births per year for cohorts due to enter statutory education between 2024 and 2030. Furthermore, historic patterns indicate that not all children residing within the catchment area subsequently attend Ysgol Y Fro. In light of these demographic trends, the Authority has not identified evidence to suggest that enhanced early years provision alone would be sufficient to secure the long-term sustainability of the school.

The Authority also considered suggestions relating to community-led initiatives and the potential development of the site as a specialist rural learning centre, outreach facility or community hub. The educational and community benefits of such ideas are recognised and were considered during the consultation process. However, the Authority concluded that whilst these models may provide valuable opportunities for community engagement or curriculum enrichment, they would not create a stable school population, address surplus capacity, resolve the school's financial position or overcome the wider challenges identified within the proposal. Consequently, they were not considered to represent a sustainable alternative to closure.

The Authority further notes that several objectors argued that a package of measures, rather than any single intervention, should be pursued before closure is considered. The Authority recognises this view and accepts that individual measures may provide some benefit when considered collectively. However, having assessed the available evidence, the Authority remained of the view that even when considered together, the alternatives proposed would not adequately address the combination of educational, demographic, financial and organisational challenges facing the school.

The Authority also acknowledges the view that alternative arrangements should be afforded additional time to demonstrate their impact before closure is considered. However, having considered historical pupil number trends, financial information, capacity data and the school's overall position, the Authority was not satisfied that a period of further delay would be likely to alter the conclusions reached regarding the long-term sustainability of the school.

Having reconsidered the objections received under this theme, the Local Authority remains satisfied that all reasonable alternatives have been identified, considered and reassessed in accordance with the requirements of the School Organisation Code (2018).

Whilst the Authority acknowledges that some alternatives may offer certain advantages or provide short-term mitigation, it remains of the view that none would sufficiently address the underlying challenges facing Ysgol Y Fro or secure its long-term sustainability. The Authority therefore continues to consider that the proposal represents the most appropriate option for securing sustainable, high-quality educational provision for learners in the area.

Thematic Heading: Travel and Accessibility

Count of Responses

5

Percentage

22.7%

Summary of Responses: Objectors raised concerns regarding increased journey distances, transport arrangements, reduced opportunities for active travel and the impact of longer journeys upon pupils and families. Some respondents questioned whether the travel implications had been fully assessed. Some respondents also raised concerns regarding increased costs for families and the environmental implications of additional travel.

Local Authority Response

The Local Authority acknowledges the concerns raised by objectors regarding increased journey distances, transport arrangements, reduced opportunities for active travel and the potential impact of longer journeys on pupils and families. The Authority also notes the concerns expressed regarding potential financial impacts on families and the environmental implications associated with additional travel. Many of these issues were raised during the statutory consultation process and have been revisited as part of the Authority's consideration of objections.

The Authority does not accept that travel implications have not been fully assessed. Travel impacts formed a key element of the proposal, were considered through the statutory consultation process and were subsequently revisited as part of the post-consultation reassessment undertaken in accordance with the requirements of the School Organisation Code (2018), including the additional considerations applicable to rural schools. The likely effects of the proposal on travel arrangements, learner access, community impacts and pupil wellbeing have therefore been considered throughout the statutory process.

The Authority recognises that pupils transferring from Ysgol Y Fro would experience longer journeys than they currently do and accepts that this may represent a significant change for some families. The practical implications of travel, including impacts on daily routines, childcare arrangements and parental work commitments, have been acknowledged and considered.

The Authority further notes that increased travel distances are often an inherent consequence of school closure proposals, as pupils may need to attend an alternative school located further from their home than their existing school. Whilst recognising the concerns raised, the Authority considers that changes to journey distances and travel patterns are an unavoidable consideration in many school closure proposals and has assessed the likely travel impacts arising from this proposal as part of its decision-making process.

The proposed receiving school is approximately 6.2 miles from Ysgol Y Fro, with an estimated journey time of approximately 15 minutes subject to road and driving conditions. The Authority also recognises concerns that longer journeys may affect some

pupils' daily routines, wellbeing and sense of connection to their local community. These concerns have been considered and whilst a degree of additional travel would result from the proposal, the Authority considers that the journey length involved is not excessive and is comparable to journeys already undertaken by many learners attending Welsh-medium and other language category schools across the county.

Should the proposal be implemented, free home-to-school transport would continue to be provided for eligible pupils in accordance with the Council's School Transport Policy. Whilst some families may need to make alternative arrangements where pupils are not eligible for free transport, these potential impacts have been recognised and weighed as part of the overall assessment of the proposal.

Objectors also raised concerns regarding the loss of opportunities for active travel. The Authority acknowledges that a small number of pupils currently walk, cycle or scoot to Ysgol Y Fro and that these opportunities would be reduced if the proposal proceeds. However, the route between Llangyndeyrn and the proposed receiving school does not currently benefit from designated Active Travel infrastructure and includes sections of road that would not be considered suitable for primary-aged pupils to walk or cycle independently. As a result, active travel is not considered a realistic or safe option for the full school journey to the proposed receiving school or any other nearby school which may be impacted by the proposals. The Authority has previously identified that, where appropriate, designated collection points could be utilised to allow pupils to continue walking short distances as part of their journey.

The Authority further acknowledges concerns regarding potential financial implications for families. It is recognised that changes to school location may result in additional time commitments or associated costs for some parents and carers, particularly where families have children attending different schools or where pupils are not eligible for free transport. These impacts have been considered as part of the wider assessment of the proposal and balanced against the educational, organisational and financial considerations that have informed the Authority's position.

Concerns were also expressed about the environmental impact of increased travel. The Authority accepts that implementation of the proposal would result in additional transport journeys and associated vehicle emissions. However, the Authority is of the opinion that any increase in transport-related emissions would be offset by reductions in emissions

associated with the operation, heating and maintenance of an older, under-occupied school building.

Ysgol Y Fro, constructed in 1858 and heated using an oil-fired system, recorded a carbon footprint of 10.46 tonnes CO₂e in 2024/25. By comparison, Ysgol Y Dderwen comprising multiple relatively modern blocks, dating from 1984 and now heated via low carbon heat pump technology supplemented by solar PV panels, recorded a carbon footprint of 66.89 tonnes CO₂e in 2024/25. However, Ysgol y Dderwen covers a far larger footprint than Ysgol y Fro. Considering energy use on a per m² basis, Ysgol y Fro is responsible for 187.4 kWh/m² during 2024/25 compared with Ysgol y Dderwen's 133.7 kWh/m². These figures highlight the disproportionately high emissions associated with maintaining older, energy-inefficient school buildings at low occupancy levels.

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

The Authority therefore remains of the view that, when considered in the round, the proposal is likely to result in a net reduction in carbon emissions, whilst contributing to the more efficient use of the education estate.

Having reconsidered the objections received under this theme, the Local Authority remains satisfied that the travel and accessibility implications of the proposal have been appropriately identified, assessed and weighed in accordance with the requirements of the School Organisation Code (2018). Whilst it is accepted that some pupils and families would experience changes to their travel arrangements, the Authority considers that suitable transport provision can be made, that the impacts have been fully considered as part of the statutory process, and that these concerns do not outweigh the educational, organisational and financial factors underpinning the proposal.

Thematic Heading: Receiving School Suitability, admissions and parental preference	Count of Responses Percentage	2 9.1%
Summary of Responses: Objectors questioned whether the proposed receiving school would have sufficient capacity, staffing and resources to accommodate additional pupils whilst maintaining educational standards. Concerns were also raised regarding class sizes, wraparound provision and future pupil demand. Objectors also questioned the suitability of the location of the proposed receiving school in comparison with other local schools which are closer to Ysgol Y Fro. Some respondents also questioned the proposed catchment arrangements and sought assurances regarding future access to school places.		
Local Authority Response The Local Authority acknowledges the concerns raised by objectors regarding the suitability of Ysgol Y Dderwen as the proposed receiving school, including matters relating to capacity, staffing, resources, class sizes, wraparound provision, future pupil demand, location and catchment arrangements. The Authority notes that many of these issues were also raised during the statutory consultation process and were considered in detail within the Consultation Report. These concerns have been reviewed again as part of the objection process. The Authority notes that Ysgol Y Dderwen is an established school with experienced leadership, established support structures and a track record of delivering educational provision at a larger scale than Ysgol Y Fro. These factors provide reassurance that the school would be able to accommodate and support additional learners should the proposal proceed. The Authority remains satisfied that Ysgol Y Dderwen is a suitable proposed receiving school when assessed against the requirements of the School Organisation Code (2018). The school was identified on the basis of a range of factors including its Welsh-medium designation, educational provision, staffing structure, leadership arrangements and long-term sustainability. The Authority also notes that analysis of pupil movement data indicates that most pupils who live within Ysgol y Fro's catchment area but receive Welsh-medium education		

outside their designated catchment school attend Ysgol y Dderwen. This demonstrates not only that a significant number of families already choose Ysgol Y Dderwen, but also that the school already has established links with families residing within the Ysgol Y Fro catchment area.

Objectors questioned whether the proposed receiving school would have sufficient capacity, staffing and resources to accommodate additional pupils whilst maintaining educational standards. The Authority acknowledges these concerns and recognises the importance of ensuring that any receiving school is capable of supporting learners effectively. The Authority notes that pupil numbers at Ysgol Y Dderwen fluctuate year on year and that school capacity is subject to ongoing monitoring. The consultation process acknowledged that if all pupils currently attending Ysgol Y Fro were to transfer to Ysgol Y Dderwen, there could be short-term pressures within certain year groups. The Authority is aware that a number of applications for September admission have been made to and accepted by, schools other than the proposed receiving school. Those schools currently have sufficient capacity to accommodate the pupils for whom places have been offered. Consequently, as a result of parental preference, not all pupils affected by the proposal are now expected to transfer to Ysgol Y Dderwen. This reinforces the Authority's view that the actual distribution of pupils is likely to differ from the planning assumptions used within the impact assessments and that capacity considerations must be assessed across the wider local school system rather than solely in relation to the proposed receiving school.

However, the Authority recognises that parental preferences may change and will continue to plan for a range of possible admission outcomes, including the need for additional capacity at Ysgol Y Dderwen should demand exceed current forecasts. The Authority is committed to working with the proposed receiving school and any other school impacted by the proposal to ensure that sufficient accommodation and resources are available should additional capacity be required. Where necessary, capital resources would be considered through established planning processes.

Concerns were also raised regarding class sizes and the potential impact on educational outcomes. The Authority recognises that class sizes at Ysgol Y Dderwen may be larger than those currently experienced at Ysgol Y Fro. However, the Authority does not consider that educational quality, learner wellbeing or effective support are determined

solely by class size. Larger schools can also provide significant educational advantages, including access to a broader curriculum, wider extracurricular opportunities, greater opportunities for age-appropriate peer interaction, specialist staff expertise and more resilient leadership and support structures. Whilst the Authority recognises the strengths that can be associated with smaller schools, it does not consider that strong relationships, effective pastoral support and a nurturing educational environment are exclusive to small school settings.

Some objectors expressed concern regarding the availability of breakfast club, after-school provision and other wraparound childcare arrangements. The Authority acknowledges the importance of such provision for many families and recognises that demand can exceed capacity at popular schools. The availability of wraparound provision formed part of the assessment undertaken during the consultation process. Should the proposal be implemented, the Authority would continue to work with the receiving school to understand future demand and consider whether provision could be reviewed or adapted over time, subject to operational requirements and available resources.

Objectors also raised concerns regarding future pupil demand and whether the receiving school would be able to accommodate additional pupils in the longer term. The Authority recognises that pupil numbers across the county are subject to change and that future demand must be considered as part of school place planning. The Authority will continue to monitor admissions, capacity and demographic information as part of its ongoing statutory responsibilities. The Authority further notes that, there are no current pupils in Ysgol Y Fro that would transfer to Ysgol Y Dderwen, and the catchment area of Ysgol Y Fro would be redistributed amongst a number of neighbouring school catchments from January 2027, subject to parental preference and the Council's admissions arrangements. Future demand arising from the existing Ysgol Y Fro catchment would therefore not be directed solely to Ysgol Y Dderwen. Having considered the available capacity and the proposed catchment arrangements, the Authority considers that future demand can be managed through established school place planning processes.

A number of respondents questioned the suitability of Ysgol Y Dderwen's location and suggested that other schools may be geographically closer to Ysgol Y Fro. The Authority acknowledges these views. However, the identification of Ysgol Y Dderwen as the

proposed receiving school was based on a balance of factors, including Welsh-medium continuity, educational provision, organisational resilience and overall suitability, rather than distance alone. Furthermore, the Authority recognises and respects parents' statutory right to express a preference for any maintained school in accordance with the School Admissions Code. The identification of Ysgol Y Dderwen as the proposed receiving school is primarily for planning purposes and does not prevent parents from applying for places at alternative schools should they wish to do so.

Concerns were also raised regarding catchment arrangements and future access to school places. The Authority acknowledges these concerns and wishes to clarify that the designation of a proposed receiving school within a school organisation proposal is separate from school catchment arrangements. Admissions will continue to be administered in accordance with the Authority's published admissions arrangements and the requirements of the School Admissions Code. The identification of Ysgol Y Dderwen as the proposed receiving school does not remove parental choice, nor does it alter the statutory admissions process. The Authority is satisfied that appropriate school places are available within the local area and that pupils affected by the proposal will continue to have access to suitable educational provision.

Having reconsidered the objections received under this theme, the Local Authority remains satisfied that Ysgol Y Dderwen represents a suitable proposed receiving school and that appropriate arrangements can be put in place to support learners should the proposal be implemented. The Authority is satisfied that issues relating to capacity, staffing, class sizes, wraparound provision, future demand and admissions have been appropriately identified and considered and do not outweigh the educational, organisational and financial factors underpinning the proposal.

Thematic Heading: Cylch Meithrin and Early Years Provision

Count of Responses

6

Percentage

27.3%

Summary of Responses:.

Objectors expressed concern that closure of the school could undermine the viability of the Cylch Meithrin and affect access to Welsh-medium early years provision and childcare services within the community which local parents rely on. The respondents argued that direct impact on the Cylch Meithrin would have a detrimental impact on the

Welsh language by damaging pathways to Welsh language primary schools, creating a danger that families will choose other routes to education. Respondents argued that the Welsh Government has committed to reaching one million Welsh speakers by 2050, and the early years are key to achieving that goal. Cylchoedd Meithrin and Welsh-medium primary schools work hand in hand to realise this vision and the potential closure of Ysgol y Fro would undermine this work and weaken the use of Welsh in the area.

Local Authority Response

The concerns raised during the objection period are broadly consistent with those raised during the consultation process, particularly in relation to the importance of the Cylch Meithrin for local families and for the provision of Welsh-medium childcare and the benefits associated.

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

The potential impact of the proposal on the Cylch Meithrin was identified in the consultation Document, reflected in the Consultation report and referred to in the Community Impact Assessment. It is recognised that, should the proposal proceed, the Cylch Meithrin may need to close if alternative accommodation arrangements are not forthcoming.

The Local Authority understands that relocation presents challenges for early years providers, including maintaining enrolment, ensuring continuity for children and families and retaining staff. The Cylch Meithrin is an approved Flying Start Childcare only setting as well as a registered Childcare Offer setting and if it was to close as a result of the proposals being implemented it would impact children in accessing their funded childcare hours and parents who may be in education or work.

The Local Authority also acknowledges concerns regarding the established relationship between the Cylch Meithrin and Ysgol Y Fro and the role this plays in supporting

children's transition into statutory education. Consultation and objection responses highlighted that families value the familiarity and continuity provided by this arrangement. While alternative Welsh-medium primary provision would continue to be available, it is recognised that the existing progression pathway between the Cylch Meithrin and Ysgol Y Fro forms an important part of the current local Welsh-medium education offer.

The Local Authority also acknowledges concerns raised regarding the potential impact on staff employed by the Cylch Meithrin. While staffing matters remain the responsibility of the provider as employer, it is recognised that uncertainty regarding the future location and operation of the provision may create concern for staff and their families. Should the proposal proceed, the Authority would seek to work with the provider, Mudiad Meithrin and Early Years services at an early stage to explore options for continuity of provision and minimise disruption, wherever possible, to children, families and staff.

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

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

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

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

In considering the concerns raised, the Local Authority is satisfied that the potential impact on the Cylch Meithrin and early years provision has been clearly identified, acknowledged and weighed as part of the overall assessment of the proposal. While it is recognised that relocation would present challenges which would need to be overcome to ensure continuity of provision, the Authority does not consider that the proposal would remove access to Welsh-medium early years education within the wider area, although it recognises that local access and existing patterns of provision may change.

Thematic Heading: Financial Sustainability	Count of Responses	2
	Percentage	9.1%

Summary of Responses:.

Objectors questioned the financial justification for the proposal and argued that transport costs and other associated expenditure may reduce or offset projected savings. Some respondents also argued that financial considerations should not take precedence over educational or community considerations.

Local Authority Response

The Local Authority acknowledges the concerns raised by objectors regarding the financial basis for the proposal, including concerns that additional transport costs and other associated expenditure may reduce or offset any anticipated savings. The Authority also notes the view expressed by some objectors that financial considerations should not take precedence over educational, community or wider social considerations. Many of these issues were raised during the statutory consultation process and were considered in detail within the Consultation Report.

The Authority has a responsibility to ensure that educational provision across Carmarthenshire is both educationally effective and financially sustainable in the long term. In considering this proposal, the Authority has had regard to the objectives of its approved Modernising Education Programme Strategy, which seeks to promote the efficient use of resources, reduce significant levels of surplus capacity within the primary

school estate and ensure that schools remain financially viable. The Authority notes that pupil numbers have declined across the county in recent years, resulting in increased surplus places and growing financial pressures across the schools' network. These pressures can be particularly significant in schools with low pupil numbers, where the cost of maintaining provision is spread across a relatively small cohort of learners.

The Authority further notes that financial sustainability is considered alongside a range of other viability factors, including educational standards, leadership, pupil number trends, school condition and long-term organisational resilience. The proposal has therefore been developed within the context of wider strategic responsibilities relating to the sustainability of the school estate and the equitable use of public resources across the county.

The Authority recognises that implementation of the proposal would result in additional costs, particularly in relation to home-to-school transport. These costs were identified within the Consultation Document and formed part of the financial assessment of the proposal. The Authority accepts that transport costs would reduce the level of savings generated by the proposal. However, the financial analysis undertaken indicates that transport costs would not fully offset the savings arising from closure. The proposal is forecast to deliver a net annual revenue saving to the Council, with additional efficiencies arising from the more effective use of resources across the school estate.

In assessing the financial implications of the proposal, the Authority considered a range of factors beyond transport costs alone. These included the school's ongoing and projected budget deficit, the high cost of maintaining provision for a very small number of pupils, premises-related expenditure, and the wider costs associated with supporting an under-occupied school. The Authority also considered the potential for efficiencies within central support services and the longer-term sustainability of maintaining educational provision at the school. These factors formed part of the overall assessment of the proposal.

The Authority acknowledges the view that financial considerations should not outweigh educational, community or learner-focused considerations. The Authority wishes to make clear that the proposal has not been developed or assessed on financial grounds alone. In accordance with the requirements of the School Organisation Code (2018), the Authority has considered a broad range of factors including educational standards,

learner outcomes, wellbeing, Welsh language impacts, community impacts, travel implications and financial sustainability. These considerations have been assessed collectively and have informed the Authority's decision-making throughout the process.

The Authority further recognises that schools, particularly in rural communities, can provide benefits that extend beyond the delivery of education and that decisions regarding school organisation must take account of wider social and community impacts. These matters were considered through the Community Impact Assessment, Welsh Language Impact Assessment, Consultation Report and the post-consultation reassessment undertaken in respect of the school's rural status. Whilst financial sustainability is an important consideration, it has been considered alongside, rather than in place of, the educational, social and community factors associated with the proposal.

The Authority accepts that maintaining very small schools may deliver wider social and community benefits that are not easily quantified in financial terms. These potential benefits have been considered as part of the wider assessment process. However, the Authority must also consider whether the continued allocation of public resources represents a sustainable and equitable use of funding across the wider schools' network.

Having reconsidered the objections received under this theme, the Local Authority remains satisfied that the financial assessment supporting the proposal is robust and that projected transport costs and other associated expenditure have been appropriately considered. The Authority further remains satisfied that financial considerations have been balanced against educational, community, Welsh language and learner wellbeing considerations in accordance with the requirements of the School Organisation Code (2018). Whilst financial sustainability is not the sole reason for the proposal, it forms part of a wider evidence base which has led the Authority to conclude that the proposal represents a more sustainable long-term approach to the provision of education in the area.

Thematic Heading: Consultation and Decision-making Process	Count of Responses Percentage	6 27.3%
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Summary of Responses:

Objectors raised concerns regarding aspects of the consultation and decision-making process, including communication with stakeholders, engagement with pupils, opportunities for participation, consideration of alternatives, the treatment of Ysgol Y Fro alongside other school reorganisation proposals, perceived inconsistencies within the proposals and the accuracy and completeness of information presented during consultation.

Local Authority Response

The Local Authority takes these concerns seriously and recognises that trust and confidence in the consultation process are essential. The purpose of consultation is to provide stakeholders with sufficient information to understand the proposal, to allow them to express their views and to ensure that those views are properly considered before any decision is made. The consultation period and objection period have been undertaken in accordance with the requirements of the School Organisation Code (2018).

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

In relation to concerns raised on engagement with pupils, the Code requires proposers to make suitable arrangements to consult with pupils of any affected school and, where possible, with children and young people who are likely to attend those schools. As a minimum, this must include consultation with the school councils of the affected schools but should also include consultation with individual learners where this is appropriate and practicable. The School Organisation Code requires that governing bodies must help facilitate this aspect of the consultation.

In the case of Ysgol Y Fro, the Local Authority attempted to make arrangements for an Educational Support Advisor to attend the school to conduct a session with the school council to secure pupil feedback. This approach was in line with the requirements of the Code but declined by the school and instead the Local Authority enabled pupil feedback to be captured via an age-appropriate online survey which the school returned on the 23 February 2026. Consultation with the proposed receiving school Ysgol Y Dderwen took place in a dedicated session undertaken with members of the School Council on the 27 February 2026. Pupils attending Ysgol Y Fro were also offered the opportunity to submit individual responses via a dedicated online survey. The Authority is therefore of the opinion that it made every attempt to ensure feedback from pupils was secured in line with the requirements of the Code.

Concerns were raised that parents had not been separately informed in advance of proposed consultation activity with pupils. The Local Authority notes that the published consultation document expressly stated that pupils would be consulted as part of the process and that a consultation session would be offered to the School Council of affected schools, facilitated by an Education Support Advisor. The Code requires proposers to make suitable arrangements to consult with pupils of affected schools and places an expectation on governing bodies to assist in facilitating this process. The Code does not require separate parental notification or consent prior to consulting with pupils as part of a school organisation consultation. The Authority therefore considers that its approach was consistent with the published consultation arrangements and the requirements of the School Organisation Code. In the case of Ysgol Y Fro, the originally proposed School Council session did not proceed and alternative arrangements were agreed which enabled pupil views to be captured through an age-appropriate survey.

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

data as a baseline for funding allocations, performance monitoring, and strategic planning. Using the same dataset in local authority reports ensures alignment with national policy frameworks and avoids discrepancies. PLASC is an official data source subject to rigorous validation processes. Its use in formal reporting supports transparency and accountability, particularly when justifying decisions around school organisation, funding, or educational outcomes. Referring to a single, recognised data source, such as PLASC, creates clarity and ensures that all stakeholders, schools, parents, inspectors, and policymakers are working from the same evidence base.

The time taken for a school closure proposal under the School Organisation Code 2018 to work through to conclusion means that it is more than likely to straddle some combination of two academic years, two financial years and two PLASC dates. Each of these occupy different points in the calendar and therefore data presented in documents needs to focus on fixed points in time in order to aid clarity. Documentation acknowledges, where possible, where data has changed.

The Local Authority rejects any suggestion that data has been deliberately presented to misrepresent the position of Ysgol Y Fro. However, it is acknowledged that data can be interpreted in different ways and points raised regarding data assumptions and presentation were considered as part of the Consultation Report process and have continued to be considered during the objection process.

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

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

will be considered alongside substantive responses to the proposal and will inform future consultation practice.

Concerns were raised regarding the relationship between the proposed receiving school and the proposed future catchment arrangements. The proposal provides that pupils attending Ysgol Y Fro at the point of closure would transfer together to Ysgol Y Dderwen, unless parents express a preference for an alternative school. This approach was identified to support continuity and minimise disruption to the existing cohort. However, following closure, the former Ysgol Y Fro catchment area would cease to exist and would be redistributed between neighbouring schools. As a result, children starting school after the implementation of the proposal would normally attend the school serving the part of the former catchment area in which they reside, in accordance with the revised catchment arrangements. The proposed transfer arrangements for the current cohort and the proposed future catchment arrangements therefore serve different purposes and are not intended to operate in the same way.

Concerns were also raised regarding the consideration of Ysgol Y Fro alongside other school organisation proposals. While some reports were presented to Cabinet alongside other proposals, the Authority considered the evidence relating to Ysgol Y Fro separately, including its consultation responses, impact assessments, viability information and school-specific circumstances.

The Authority notes concern regarding Cabinet discussion and voting arrangements. These matters fall within Cabinet procedure and governance arrangements. Prior to determining whether to publish a Statutory Notice, Cabinet received the Consultation Report, Community Impact Assessment, Welsh Language Impact Assessment, post-consultation rural school reassessment and officer advice. The Authority is satisfied that Members had access to the information necessary to consider the proposal and associated consultation responses before reaching a decision.

Thematic Heading: Proposed Implementation	Count of Responses	2
Date	Percentage	9.1%

Summary of Responses:

Objectors argued that implementation during the academic year would create unnecessary disruption and distress for pupils, particularly those who were already

settled within their classes and friendship groups, and that a September implementation date would be preferable.

Local Authority Response

The Local Authority recognises the concerns raised on the subject of the potential transfer date during both the consultation and objection period and acknowledges that transitions are significant events for children and families. The timing of any transfer would need to balance educational continuity, pupil wellbeing and practical considerations for both the schools involved and the families affected.

The School Organisation Code (2018) allows for flexibility in implementation arrangements where proposals are approved and there is no statutory requirement that transfers must take place at a specific point in the academic year. The indicative transfer date of January 2027 was included within the consultation document to align with the proposed closure date of 31 December 2026 and to provide clarity for planning purposes should the proposal proceed. Including a mid-year transfer date reflects a desire to minimise prolonged uncertainty for pupils and staff following a determination and to avoid extending a period of transition across multiple terms.

The Authority acknowledges concerns that transferring pupils during an academic year may interrupt established friendship groups and learning routines. These concerns are recognised. However, the Authority considers that any transition, whether it occurs in January or September, would require careful planning and support to ensure pupils are able to settle successfully within their receiving school.

As of September 2026, there are no pupils registered at Ysgol Y Fro. All pupils have transferred to other schools in the local area. This new information reinforces the Authority's view that the proposed closure date of the 31 December 2026 is appropriate however this is subject to consideration by Cabinet.

Thematic Heading: Strategic Planning for Education

Count of Responses

5

Percentage

22.7%

Summary of Responses:.

Objectors expressed concern regarding the absence of a clear long-term strategy for rural and Welsh-medium education within the county. Respondents argued that school

organisation decisions should be considered as part of a wider strategic review rather than on an individual school-by-school basis.

Local Authority Response

The Local Authority acknowledges concerns raised over a lack of Strategic Planning for Education in Carmarthenshire. 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. While school organisation proposals must, in accordance with the School Organisation Code, be assessed on their individual merits and local circumstances, the identification of schools for review arises from the wider strategic framework established within the Modernising Education Programme Strategy.

Carmarthenshire County Council's Modernising Education Programme 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.

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 any one 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

Decision-making within the MEP Strategy must respond to the changing education landscape. A key trend facing all local authorities in Wales in recent years is that of falling pupil rolls. This has been particularly acute in the primary sector and in January 2026 there were more than 1000 fewer statutory aged primary learners in Carmarthenshire than in 2021. Every school has 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 our schools.

This has implications for the financial sustainability of the schools' network as school budgets are directly related to pupil numbers, both in terms of funding provided by Welsh Government to Carmarthenshire and how this funding is delegated by the Local Authority to individual schools through the Fair Funding formula.

Since 2024, there has been increasing financial pressure facing the County's schools' network. A growing number of schools have gone into 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. It follows that this has a greater impact in schools with lower pupil numbers. In February 2024, there were 18 schools with 50 pupils or fewer in the County. 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. 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 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 Council's Education and Children's Services Department was inspected by Estyn in June 2023. Estyn criticised the Local Authority for a lack of pace in decision-making to reduce the size of the primary school footprint and to tackle the increasing financial deficit faced by the overall schools' revenue budget. This was further reinforced by an extended follow-up visit from the Local Area Lead Inspector (LALI) in July 2025.

In addition to the Modernising Education Programme Strategy, the Authority has a statutory Welsh in Education Strategic Plan (WESP) covering the period 2022-2032, which sets out the Council's long-term vision for Welsh-medium education. The WESP includes objectives to increase participation in Welsh-medium education, strengthen progression from early years through to secondary education and support the wider use of Welsh within communities. School organisation proposals are therefore considered within the context of both the Modernising Education Programme Strategy and the wider strategic objectives contained within the WESP.

7. ALTERNATIVE OPTIONS

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

Most responses reiterated or expanded upon alternative options already assessed and published within the consultation document. These included proposals to federate with different schools with meaningful authority support and expanding the use of the site to create a rural hub if the proposal to discontinue was implemented. Options to federate have previously been considered following the consultation and the reasons for discounting them remain unchanged. Any considerations for use of

the site if proposals are implemented would be in line with the detail provided in the consultation document.

A number of other suggestions raised related to operational or enabling measures, such as shared or executive headship options, mitigation of building suitability issues, proactive promotion of the school and the Local Authority commitment to a recovery plan rather than closure. While these comments are noted and valued, they do not represent structural alternatives to closure within the scope of the statutory school organisation process. Even if implemented, such measures would not address the fundamental challenges facing the school, including persistently low pupil numbers, high surplus places, an ongoing and increasing budget deficit and building suitability concerns.

In summary, the Local Authority is satisfied that all reasonable alternatives to closure have been identified, considered and assessed proportionately throughout the statutory process. While respondents put forward a wide range of ideas reflecting the value placed on Ysgol Y Fro and its role within the community, none of the alternative options proposed would adequately address the educational, financial and operational challenges facing the school.

The preferred option therefore remains the proposal to close Ysgol Y Fro with pupils transferring to Ysgol Y Dderwen. However, there are currently no pupils remaining in Ysgol Y Fro and all pupils have transferred to other local schools.

8. POST OBJECTION PERIOD REASSESSMENT

The Local Authority has undertaken a review of the proposal following the close of the objection period, having particular regard to Ysgol Y Fro's designation as a rural school and the procedural presumption against closure. This reassessment has taken account of representations received through consultation and the objection period.

While respondents have reinforced the strength of community attachment to the school and the cultural and linguistic value placed upon its presence within Llangyndeyrn, the objection period has not identified new or materially changed evidence that would alter the Authority's original evaluation of the school's long-term educational, financial and organisational sustainability. In particular, the factors underpinning the proposal, very low and declining pupil numbers, high surplus

capacity, an escalating and unlicensed budget deficit, limited staffing capacity and challenges in sustaining improvement identified through inspection remain unchanged.

The Authority therefore concludes, having conscientiously considered the consultation evidence, that none of the alternatives identified would adequately address the key challenges facing Ysgol Y Fro in a sustainable manner.

The Authority is satisfied that the proposal to discontinue the school continues to represent the most appropriate response to those challenges, when balanced against the potential impacts on the community and travel arrangements, and when considered in the wider context of securing high-quality, resilient Welsh-medium education for learners in the area.

9. CHANGES ARISING FROM THE OBJECTION PERIOD

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

While feedback received during the objection period has informed an understanding of the potential impacts of the proposal, it has not identified new or materially different evidence that would warrant a change to the core proposal to discontinue Ysgol Y Fro and transfer pupils to Ysgol Y Dderwen.

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

10. CONCLUSION

In summary, the Local Authority is satisfied that all reasonable alternatives to closure have been identified, considered and assessed proportionately. While consultees put forward a range of ideas reflecting the value placed on Ysgol Y Fro and its role within

the community, none of the alternative options proposed would adequately address the educational, financial and operational challenges facing the school. The Local Authority considers there is a strong case for the proposal to close Ysgol Y Fro with pupils transferring to Ysgol Y Dderwen, noting that there are no pupils left to transfer.

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

11. RECOMMENDATION

Having reviewed the Objection Report and having conscientiously considered all representations received, it is recommended that County Council;

- notes the issues raised through the objection period and the Local Authority's responses to those issues;
- is satisfied that the objection period has been conducted in accordance with the requirements of the School Organisation Code (2018), including the additional procedural requirements applicable to proposals affecting a rural school and
- agrees, subject to County Council's own consideration and any final refinements it considers appropriate in respect of implementation, to recommend the following to Council:
 - discontinue Ysgol Y Fro and transfer pupils to Ysgol Y Dderwen from 31 December 2026.
 - authorise officers to issue notice of the final decision in the form of a decision letter (in accordance with the School Organisation Code 011/2018).
 - extend the catchment area of the following schools to incorporate the current catchment area of Ysgol Y Fro:
 - Llangunnor Primary School
 - Llanddarog VC Primary School
 - Ferryside VC Primary School
 - Gwynfryn Primary School
 - Ysgol Gymraeg Gwenllian
 - Ysgol Gynradd Mynyddygarreg
 - Ysgol Y Castell

12. NEXT STEPS

The Objection Report and all relevant documentation will be presented to the Cabinet who will decide whether to recommend to proceed with the proposals. The objection report and all relevant documentation will then be presented to County Council, who will determine whether or not to implement the proposal. The Objection report will be published within 7 days of any decision on Carmarthenshire County Council's website and available in hard copy on request. All required consultees will be notified of availability.

13. APPENDIX A – COMMUNITY IMPACT ASSESSMENT

Community Impact Assessment.

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

This Community Impact Assessment has been updated following the statutory consultation period conducted between January and March 2026 and also following the statutory objection period conducted between 16 June 2026 and the 14 July 2026. It reflects issues and evidence raised by consultees in accordance with the requirements of the School Organisation Code (Wales) 2018.

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

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

Year	Pupil numbers	In Catchment	Out of Catchment	In Catchment at Other schools*
PLASC 2026	15	12	3	68
*Other Schools Abergwili VC Primary School, Ysgol Bancyfelin, Ysgol Gymraeg Gwenllian, Johnstown Primary School, Llanddarog VC Primary School, Llangunnor Primary School, Model Church in Wales VA Primary School, Ysgol Gynradd Mynyddgarreg, Nantgaredig Primary School, Pembrey School, Pwll County Primary School, Ysgol Y Castell, Ysgol Y Dderwen, Ysgol Y Felin				

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

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

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

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

4. Other use by the community of the school building

While initial information provided by the school did not identify extensive formal community use of the building outside school hours, consultation responses have

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

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

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

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

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

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

Feedback received during the objection period highlighted that the school is a meeting point for families and a focal point for community activities that bring people together.

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

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

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

In relation to the future of the school building, should the proposals be implemented and Ysgol Y Fro become surplus to the Local Authority's educational requirements, it is the Council's general approach to first consider whether the site is required for any other internal corporate purpose. Where no such requirement is identified, it may, in certain circumstances, be appropriate to explore the potential for ongoing community

use of the building. This could include use by voluntary or charitable organisations or social enterprises, such as the Cylch Meithrin, subject to there being a clear and evidenced local need.

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

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

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

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

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

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

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

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

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

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

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

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

The proposal is to close Ysgol Y Fro and transfer pupils to Ysgol Y Dderwen which is approximately 6.2 miles via the B403 and A484. Travel time is approximately 15 minutes. These are estimated times and actual times may vary depending on traffic volumes and other factors such as driving conditions and road works. The Local Authority considers that the journey time to the proposed receiving school is not excessive. There are other local schools of the same language category which are between 2.6 miles and 7.7 miles from Ysgol Y Fro which parents may choose to send their children to.

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

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

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

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

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

There are no anticipated impacts on public transportation services. School transport policy requires that free transportation be provided for any child living more than two

miles from the nearest appropriate school therefore transportation will be provided to those who are eligible.

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

13. Additional considerations for rural schools

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

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

Should the proposal proceed it would leave Llangyndeyrn with no local school. As a result the village may become less attractive to families with young children, potentially accelerating demographic decline and aging the population. As families potentially seek easier access to services and education, property turnover may rise, but demand for housing from young families may decline. Feedback received during the objection period raised concerns on this point and suggested the area may become less attractive to families should the proposals be implemented.

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

If the proposals were to proceed and the school was to close it might have an impact on local services especially the Cylch Meithrin which would potentially need to relocate or close if a suitable alternative venue could not be found. The potential loss of the Cylch Meithrin would have an impact on families who rely on this service. The village does benefit from St Cyndeyrn's Church hall which could potentially be used for community events and functions however information received from the school does not specifically confirm this.

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

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

informal meeting point for local families which would be lost if the proposals are implemented.

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

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

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

If the proposals were to proceed and the school was to close, there could be an impact on local services, particularly the Cylch Meithrin, which may need to relocate or close if appropriate facilities cannot be found. Feedback received during the objection period stated that relocation may be financially unviable. This would have an impact on the families that rely on the Cylch Meithrin. Feedback received during the objection period highlighted serious concerns on the impacts on Welsh Language in the community if the proposals were implemented and that there is a risk that local families may choose to send their children to English medium schools if Ysgol Y Fro was to close. The Local Authority notes that other Welsh-medium school options are available locally and within an acceptable travel distance of Ysgol Y Fro.

Feedback received during the objection period highlighted concerns over the social impacts on the community if the school was to close as the site currently serves as an informal meeting point and place where events are held which brings the community together.

The closure would also result in the loss of connections with several community organisations and groups referred to above. While the village does have access to St Cyndeyrn's Church Hall, which might be able to host some of the services currently provided at the school, information from the school and responses from the consultation do not confirm whether this is a viable option.

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

14. Issues raised during the consultation period

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

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

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

Comments in support of the proposals received at the Consultation stage highlighted that while schools contribute to community identity their primary purpose is not community preservation but the provision of high-quality education. Some respondents suggested that planning permission has been granted in Llangyndeyrn for new housing and the impacts on any new families moving to the area when these housing developments are complete.

15. Conclusion

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

14. APPENDIX B – WELSH LANGUAGE IMPACT ASSESSMENT

Welsh Language Impact Assessment

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

Prepared by: Carmarthenshire County Council

1. Introduction and Purpose

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

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

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

2. Methodology and Evidence Base

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

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

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

4. Welsh Language Impact Assessment (Table 1)

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

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

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

	<i>effectively and acquire the Welsh language successfully in stimulating activities in the learning environment, including the outdoor learning area. Overall, pupils do not develop their writing skills effectively enough across the areas of learning. The quality of their work is immature, and they do not have a firm enough grasp of the basic elements of language”.</i> The school works well with parents and members of the community and it is an important part of the local area. This supports pupils to appreciate the Welsh language, along with local and national history and traditions.” The Estyn inspection reflected a need to strengthen planning for progression at Ysgol y Fro. There is an action plan in place to support this recommendation in relation to raising standards. From their various starting points, many pupils develop their communication skills effectively and acquire the Welsh language successfully in stimulating activities in the learning environment, including the outdoor learning area. Pupils influence what they learn and develop their understanding of what they need to do to improve their work. However, this is in its early days. In the best practice, teachers question pupils skilfully to expand their		information on pupils’ Welsh language development, oracy confidence, and literacy skills between Ysgol Y Fro and Ysgol Y Dderwen. Targeted pastoral and language support during the initial transition period to ensure pupils feel confident using Welsh both socially and academically, particularly within a larger peer group and mixed-age cohort. Consistent Welsh-medium pedagogy and unambiguous language expectations at Ysgol Y Dderwen, reinforced through daily routines, staff modelling of high-quality spoken Welsh, and explicit expectations for Welsh use in lessons and informal contexts. Focused monitoring of pupils’ Welsh language progression following transfer, to identify any gaps early and ensure secure progress in oracy, reading and writing through the medium of Welsh. Access to a broader curriculum experience enabled by larger cohort sizes, providing more purposeful opportunities for	
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	understanding of different areas of learning. Teachers provide an inclusive and supportive learning environment for pupils which, for example, promotes a valuable culture of reading. Through regular support from teachers, many pupils work well together while developing their ability to read, for example when following instructions as part of practical problem-solving activities. Overall, pupils do not develop their writing skills effectively enough across the areas of learning. The quality of their work is immature, and they do not have a firm enough grasp of the basic elements of language. Ysgol Y Dderwen Ysgol Y Dderwen's latest Estyn inspection report states that <i>"One of the school's strengths is the way in which most pupils communicate to a high standard in Welsh."</i> <i>During their time at the school, they make exceptional progress in their oral skills.</i> <i>Throughout the Foundation Phase, most pupils listen carefully and discuss their work confidently by using an increasing range of language patterns and vocabulary. Across key stage 2, most show genuine respect when listening to others' points of view. They speak maturely in Welsh and English and use formal language when appropriate, for example</i>		extended writing, group discussion, collaborative learning, and the application of Welsh language skills across areas of learning. Ongoing professional learning and collaboration for staff, where required, to ensure consistently high expectations for Welsh language development and progression across all abilities.	
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	<i>when presenting the school's radio programme. When discussing in Welsh, their use local dialect completely naturally when conducting a conversation.</i> <i>Nearly all members of staff are excellent language models and place prominence on developing and embracing the Carmarthenshire dialect. They encourage pupils to use the Welsh language during formal and informal activities. As a result, many older pupils have sound translanguaging skills and develop as competent and confident bilingual learners.</i> <i>Teachers plan a wide range of challenging activities to develop a very good awareness and appreciation of Welsh history, culture, and traditions among most pupils."</i> The proposal to transfer pupils to Ysgol Y Dderwen may have a positive impact on pupils' Welsh language progression due to pupils being taught with a cohort of pupils of a similar age. One of the Ysgol Y Dderwen's strengths is the way in which most pupils communicate to a high standard in Welsh.			
After-school and enrichment opportunities (Welsh-medium / bilingual)	Ysgol Y Fro Ysgol Y Fro state that it actively promotes the Welsh language through school events and informal activities.	Positive	Active promotion of, and supported access to, Ysgol Y Dderwen's Welsh-medium and bilingual after-school and enrichment provision, including	Positive

	The school offers an after-school club once a week. Ysgol Y Dderwen The Welsh language is central to the values of Ysgol y Dderwen and likewise to the values of Clwb y Mes – the school’s care club. Here, pupils have the opportunity to chat in Welsh with their friends before and after school, and as it is mainly school staff who work in the Club, this aspect is reinforced in a completely natural way and as an extension of the school’s tone and ethos. In addition to care during term time, a holiday club is held during every school holiday from Monday to Thursday, except the Christmas holidays, again offering opportunities to develop and use the Welsh language. A very prominent organisation in the context of Ysgol y Dderwen is the Urdd. Our pupils are given a wide range of experiences through participating in the movement’s sporting, eisteddfod, and cultural competitions and activities. In Years 4–6, our pupils also can go on residential courses to Urdd centres across Wales – Cardiff, Llangrannog and Glan llyn. After-school sports clubs, under the care of the Urdd, are also held regularly on the school grounds throughout the year.	Urdd cultural and sporting activities, clubs, holiday provision, and childcare, to encourage participation by pupils transferring from Ysgol Y Fro. Planned induction and familiarisation activities to enable pupils to join after-school clubs and enrichment opportunities gradually and confidently, supported by staff and peers, ensuring sustained engagement following transition. Clear bilingual communication with parents and carers outlining the range of after-school and enrichment opportunities available, supporting informed engagement and participation beyond the school day. Use of enrichment activities as authentic contexts for Welsh language use, reinforcing informal and social use of Welsh through sport, music, performance, and collaborative activities. Ongoing partnership working with the Urdd and other Welsh-language organisations to	
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	Ysgol Y Dderwen is in the process of welcoming Cylch Meithrin Cae rfyddin, with the aim that they will hold morning, afternoon, and all-day sessions that will lead to wrap-around care for the school's younger children. The school is also consistently represented within the community in activities such as the Gŵyl Canol Dre, musical concerts, and visits to residential care homes, which again offer pupils opportunities to develop their Welsh.		ensure continued access to high-quality cultural, sporting, and social opportunities through the medium of Welsh.	
Community opportunities (support for parents/carers and wider community)	Ysgol Y Fro Ysgol Y Fro state that it encourages pupils to share and use Welsh with their families at home, helping parents learn alongside them in a natural, engaging way. The school does not offer formal Welsh lessons for parents. The school is proud of its strong local connections. Close links exist with the local Church and the Village Welfare Society, where the school have a parcel of land to grow fruit and vegetables. The school also work closely with the local Church, farms, honey producers, and the bowls club. The school community is committed to supporting good causes, regularly raising money for charities such as Macmillan, with	Neutral	Provide Family Welsh sessions. Work in partnership with local community organisations, Menter Iaith, Urdd and support services to extend Welsh-language opportunities beyond the school setting and in the Llangyndeyrn community. Planned transition and engagement activities to introduce pupils, parents and guardians from the Ysgol Y Fro community to Ysgol Y Dderwen's established programme of community events, partnerships and Welsh-medium activities, supporting confidence and continuity of engagement through Welsh.	Neutral

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

			Continued engagement with Welsh Government guidance and the School Organisation Code throughout implementation, using evidence to inform decision-making and any future planning relating to Welsh-medium provision. Clear bilingual communication and engagement with parents, guardians, and stakeholders throughout the process, reinforcing confidence in Welsh-medium education and supporting informed parental choice, in line with statutory requirements. Provide targeted support and monitoring for learners with ALN to ensure Welsh language development is appropriately supported. Offer family Welsh engagement sessions to increase confidence and use of Welsh beyond the classroom. Work in partnership with Menter Iaith, the Urdd and community providers to extend opportunities for social use of Welsh.	
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Treating the Welsh language no less favourably than English This requirement aligns directly with the Service Delivery Standards (Standards 1–83), which require that all public-facing services and communications are available in Welsh and English to an equal standard.	The proposal ensures that Welsh is treated no less favourably than English, in line with the Welsh Language Standards (No.1) Regulations 2015, particularly the Service Delivery Standards (Standards 1–83). All public-facing services, communications and engagement relating to the proposal will be available in Welsh and English to an equal standard, including consultation materials and information for parents and carers. The Local Authority and the school will continue to provide responses in the language of choice and actively promote the visibility and use of Welsh in service delivery.	Positive	Provide a child-friendly version of the consultation document that is clear, accessible, and age-appropriate, supporting children and young people to understand the proposal in a meaningful way. Ensure the child-friendly version is available in Welsh and English, treating both languages equally and supporting pupils' language preferences. Use simple language, visuals, and familiar contexts to encourage engagement and enable learners to express their views confidently. Facilitate opportunities for pupils to discuss the proposal in Welsh, supporting the use of Welsh in participatory and democratic processes. Incorporate feedback gathered from children and young people into the consultation process, ensuring their views are given consideration.	Positive
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5. Welsh Language Standards (Table 2)

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

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

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

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

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

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

6. Community Linguistic Context

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

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

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

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

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

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

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

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

7. Risks and Mitigation

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

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

8. Monitoring and Evaluation

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

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

9. Continuous Improvement Mechanisms

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

10. Conclusion and Summary

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

15. APPENDIX C – INTEGRATED IMPACT ASSESSMENT

Carmarthenshire County Council Integrated Impact Assessment

PROPOSAL DETAILS			
Service & Department:	Completed by (lead officer):	Date of initial assessment:	December 2025
Education & Children Services	MEP team	Version number:	4
		Revision Date:	August 26
What is the proposal to be assessed?	Proposal to discontinue Ysgol Y Fro and transfer pupils to Ysgol Y Dderwen from the 31 December 2026. Post-Consultation Reassessment This Integrated Impact Assessment has been reviewed and updated following the completion of the objection period undertaken between 16 June and 14 July 2026 in accordance with the School Organisation Code (2018). The review has had full regard to the views and evidence received from respondents. Feedback highlighted a number of consistent themes, including community impact, Welsh language use within the village, the role of the Cylch Meithrin, pupil and staff wellbeing, additional learning needs, travel arrangements and environmental considerations. These matters have been carefully considered and are reflected within the relevant sections of this Assessment. While consultation responses have provided additional context and strengthened		

	understanding of the potential impacts of the proposal, no new or materially different evidence has been identified that would alter the core assessment of the proposal's educational, financial or organisational sustainability. The proposal itself therefore remains unchanged. However, mitigation measures and implementation considerations have been strengthened to reflect the issues raised during consultation, particularly in relation to transition planning, support for vulnerable learners, community considerations and Welsh language continuity. Important Note This Integrated Impact Assessment was completed in August 2026 based on the information available at that time. Following completion of the assessment, pupil numbers at Ysgol Y Fro reduced and there have been no pupils enrolled at the school since September 2026. Although the school remains open pending a decision on the proposal, this change in circumstances is acknowledged. To preserve the integrity of the assessment process and provide an accurate record of the assessment as originally undertaken, the Integrated Impact Assessment has not been retrospectively amended throughout. Where relevant, updated information relating to pupil numbers has been reflected in the accompanying report and decision-making documentation.
Who will be directly affected by this proposal?	Pupils currently attending Ysgol Y Fro Parents and carers of these pupils School staff at Ysgol Y Fro Governors of Ysgol Y Fro Receiving school (Ysgol Y Dderwen) staff and pupils Local community of Llangyndeyrn Other local schools.

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT FIVE WAYS OF WORKING <i>(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)</i>		
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 addresses the unsustainable status quo at Ysgol Y Fro, which currently has no pupils on roll, has historically had very low and declining pupil numbers and a significant, budget deficit. Maintaining the school would not be viable in the long term. By transferring pupils to Ysgol Y Dderwen, the proposal improves educational outcomes by ensuring access to a broader curriculum, age-appropriate classes, and better facilities, supporting long-term educational success. It also supports financial sustainability by reducing ongoing costs and preventing further deficit growth, enabling resources to be used more effectively across the county. Furthermore, the proposal future-proofs provision by aligning with the Modernising Education Programme (MEP) Strategy, which aims to create a sustainable school network equipped for 21st-century learning.	PLASC data: Shows persistent low pupil numbers and high surplus places. Budget reports: Highlight unsustainable deficit trends and high cost per pupil (£11,326 vs county average £5,969 2026/27). Estyn inspection (Feb 2025): School placed in Special Measures, indicating urgent need for improvement. MEP Strategy: Sets out objectives for long-term sustainability and improved educational standards. School Organisation Code (2018): Requires action where surplus places exceed 25% and 30 unfilled places.
Prevention Preventing problems occurring or getting worse	The proposal prevents the situation from getting worse by tackling the ongoing challenges at Ysgol Y Fro before they become irreversible. The school currently has no pupils on roll alongside a significant and growing budget deficit. Maintaining the status quo would lead to further financial instability and continued difficulties in delivering a broad and balanced curriculum, as highlighted by Estyn’s recent inspection placing the school in Special Measures. By	PLASC Data (2026): Projections indicating continued low numbers and high surplus capacity (41% in 2030). Budget Reports: Ysgol Y Fro has a deficit of £107,810 in March 2026, with no licensed deficit in place. Cost per Pupil: £11,326 compared to the Carmarthenshire average of

	transferring pupils to Ysgol Y Dderwen, the proposal mitigates these risks, ensuring pupils access high-quality education in age-appropriate classes and modern facilities. This proactive approach aligns with the Modernising Education Programme (MEP) Strategy, which aims to create a sustainable school network and avoid deterioration in educational standards and financial viability.	£5,969, highlighting financial inefficiency. Estyn Inspection (Feb 2025): School placed in Special Measures due to safeguarding concerns, weak leadership, and poor standards. Modernising Education Programme (MEP) Strategy: Sets out objectives for creating a sustainable school network and improving educational standards. School Organisation Code (2018): Requires action where surplus places exceed 25% and 30 unfilled places, which applies to Ysgol Y Fro.
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 relationships and interdependencies between educational provision, financial sustainability, community well-being, and cultural objectives. Closing Ysgol Y Fro and transferring pupils to Ysgol Y Dderwen aligns with Carmarthenshire's Modernising Education Programme (MEP) Strategy, which seeks to create a sustainable school network that supports the Curriculum for Wales and Welsh Government priorities, including Cymraeg 2050. It also contributes to wider corporate objectives such as reducing surplus places, improving resource efficiency, and supporting socio-economic equality by ensuring pupils have access to high-quality education regardless of location. The proposal integrates with transport policy by providing free school transport for eligible pupils, and with community planning by considering the impact on local services such as Cylch Meithrin. This holistic approach ensures that decisions about	Modernising Education Programme (MEP) Strategy: Sets out objectives for sustainable school networks and improved educational standards. School Organisation Code (2018): Requires consideration of surplus places and community impact. Welsh in Education Strategic Plan (WESP): Ensures continued Welsh-medium provision and supports Cymraeg 2050. Financial Data: Demonstrates unsustainable deficit and high cost per pupil at Ysgol Y Fro. Transport Policy: Free school transport for eligible pupils to maintain accessibility.

	education provision are not made in isolation but take account of economic, social, environmental, and cultural well-being goals. Consultation feedback has reinforced the importance of Ysgol Y Fro as a focal point for community activity, local identity and Welsh language use within Llangyndeyrn. Many consultees described the school as central to village life. The Local Authority fully acknowledges the strength of these representations. In response, the Local Authority has revisited and updated its assessment of community impacts, including links with local organisations and the co-located Cylch Meithrin. While the value placed on the school by the community is recognised, these impacts have been weighed alongside statutory responsibilities to secure sustainable, high-quality education provision and effective use of public resources. The proposal continues to integrate wider corporate objectives relating to sustainability, equality and cultural wellbeing, while recognising that decisions regarding school organisation inevitably involve balancing community impacts with long-term educational resilience and learner outcomes.	Community Impact Assessment: Highlights links with local organisations and services. Consultation Feedback Highlighted views of stakeholders and the public
Collaboration Delivered by working with other internal and external partners (public, private or voluntary sector) to find shared sustainable solutions	The proposal has been developed and delivered through collaboration with internal and external partners to identify shared sustainable solutions. Internally, the Local Authority worked with Education Services, Finance, HR, and Transport teams to ensure the proposal addresses educational standards, financial sustainability, and accessibility. Externally, engagement took place with the school's governing body, headteacher, and local elected member during initial discussions. The consultation process	Shaping Discussions: Initial discussions with Ysgol Y Fro's governing body and local member (March 2025). School Organisation Code (2018): Sets statutory requirements for consultation and stakeholder engagement.

	will be conducted in line with the School Organisation Code (2018), which ensures that stakeholders, including parents, staff, trade unions, Estyn, and the Welsh Language Commission can contribute their views. This collaborative approach supports transparency, shared responsibility, and the development of a solution that balances educational, financial, and community needs.	Consultation Document: Outlines engagement with parents, staff, trade unions, and community groups. Modernising Education Programme (MEP) Strategy: Developed collaboratively across service areas to ensure sustainable school networks. Community Impact Assessment: Considers local organisations and services which may be impacted.
Involvement Involving those with an interest and seeking their views in decisions that affect them	The proposal has been developed by actively involving those with an interest and seeking their views in decisions that affect them. In line with the School Organisation Code (2018), Carmarthenshire County Council has completed a comprehensive stakeholder consultation process. This included engagement with parents, carers, pupils, school staff, governing bodies, trade unions, Estyn, the Welsh Language Commissioner, local elected members, and community representatives. Pupils were consulted through age-appropriate materials and school council sessions, ensuring their voices were heard. The consultation and objection periods provided multiple channels for feedback, including online surveys, email submissions, and paper response forms. A formal Consultation Report was published summarising all responses and the Objection report will be published including Council's considerations before any final decision is made. This approach ensures transparency and meaningful involvement of stakeholders in shaping the proposal.	School Organisation Code (2018): Sets statutory requirements for stakeholder involvement. Consultation Document: Details consultation timeline, methods, and stakeholders. Consultation Activities: Online survey, email responses, paper forms, and pupil engagement sessions. Commitment to publish Consultation and Objection Reports: Ensures feedback is considered before determination.

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

1. Long Term	To support long-term sustainability, the proposal includes a phased transition plan to ensure pupils move smoothly to Ysgol Y Dderwen, maintaining continuity in education and wellbeing. If required, investment will be made in sustainable infrastructure at the receiving school to accommodate additional pupils without compromising quality. The Council will also monitor the long-term impact on community cohesion and explore options for repurposing the Ysgol Y Fro site for community benefit in line with the Local Authority's policy for redundant school buildings.
2. Prevention	Preventative measures focus on reducing uncertainty and avoiding further deterioration of the situation. This includes early engagement and clear communication with parents and staff, targeted support for vulnerable learners during transition, and implementing financial controls to prevent further deficit growth at Ysgol Y Fro until closure.
3. Integration	The proposal integrates with wider strategies and objectives by aligning with the Modernising Education Programme (MEP) Strategy and Welsh in Education Strategic Plan (WESP). It ensures consistency with educational and cultural goals while coordinating with transport services to provide safe and efficient travel arrangements.
4. Collaboration	Collaboration is central to the proposal, with continued engagement between internal teams, Education, Finance, HR, and Transport, and external partners such as Estyn, the Welsh Language Commissioner, and trade unions. The Council will also work closely with all stakeholders including the receiving school to ensure that all parties have full collaboration in the transition.
5. Involvement	To ensure meaningful involvement, the Council has undertaken a transparent consultation processes, giving parents, pupils, staff, and community stakeholders opportunities to provide feedback. Pupil-friendly consultation materials and school council sessions were used to involve children in decisions affecting them. A formal Consultation Report will be published summarising feedback and how it influenced the final decision. If the proposal proceeds to Statutory Notice there will be a further opportunity for the public and stakeholders to submit objections.

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 impacts primary-aged pupils of primary school age currently attending Ysgol Y Fro, as they will need to transfer to another school. It also affects parents and carers who may need to adjust to new travel arrangements. The proposal directly impacts all staff employed at Ysgol Y Fro. Consideration will need to be given to mitigate any impact on staff, including those aged over 55.	PLASC data Staffing profile
Disability	Consultation responses raised concerns regarding potential impacts on pupils with additional learning needs, including anxiety linked to change, sensory sensitivity and adjustment to a larger school environment. The Local Authority recognises that some learners benefit from familiar routines and smaller settings. The receiving school has established ALN systems, dedicated ALN leadership and access to specialist services. Should the proposal be implemented, individualised transition planning, reasonable adjustments and continued engagement with families would be essential to mitigate any potential adverse impacts and support pupil wellbeing.	Consultation Responses
Gender reassignment	No impact identified. The proposal does not relate to gender identity or involve changes that would affect individuals undergoing or having undergone gender reassignment.	Nature of the proposal (school closure and transfer) is unrelated to this characteristic.
Marriage and Civil Partnership	No impact identified. The proposal does not affect marital or civil partnership status.	Proposal scope limited to school provision.

Race	No negative impact anticipated. Both schools provide Welsh-medium education and promote equality and inclusion.	Welsh Language Impact Assessment and Estyn reports confirm inclusive practices.
Religion/Belief	No impact identified. The proposal does not alter religious education provision or restrict access to faith-based activities.	Both schools are community schools without a designated religious character.
Pregnancy and maternity	Potential 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. Where possible a named HR contact will be identified for pregnancy-and-maternity-related queries.	CCC School transport policy and support measures.
Sexual Orientation	No impact identified. The proposal does not affect opportunities or treatment based on sex or sexual orientation.	Proposal relates solely to school organisation and pupil transfer.
Sex	No impact identified to pupils. The proposal does not affect opportunities or treatment based on sex or sexual orientation. No differential impact identified on staff. Any staffing impacts arising from the proposal would be managed in line with the Council's employment policies, ensuring fair and equitable treatment regardless of sex.	Proposal relates solely to school organisation and pupil transfer.

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 the receiving school makes reasonable adjustments for pupils with disabilities if required, including accessibility adaptations and transport arrangements. Provide individual transition plans for pupils with additional

	learning needs.
3. Gender reassignment	Maintain confidentiality and ensure inclusive policies are upheld. Provide staff training (if required) on equality and diversity to prevent discrimination and foster an inclusive environment.
4. Marriage and Civil Partnership	No direct impact anticipated, but maintain flexible communication channels for parents to accommodate family circumstances.
5. Race	Continue to promote equality and inclusion 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 who are pregnant or on maternity leave, such as virtual meetings and extended deadlines for consultation responses.
8. Sexual Orientation	Provide equality and diversity training for staff to maintain an inclusive environment and prevent discrimination if required. Ensure anti-bullying policies are enforced.
9. Sex	Provide equality and diversity training for staff to maintain an inclusive environment and prevent discrimination if required. Ensure anti-bullying policies are enforced. Any staffing impacts arising from the proposal would be managed in line with the Council's employment policies, ensuring fair and equitable treatment regardless of sex.

WELSH LANGUAGE <i>(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)</i>			
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	Yes, positively. Pupils will continue to receive education through the medium of	Both schools are Welsh-medium.	Positive impact: Pupils will have increased opportunities to use Welsh in a larger peer group

the Welsh language	Welsh at Ysgol Y Dderwen, which is also a Category 3 Welsh-medium school. Consultation responses highlighted concerns regarding the potential impact of the proposal on Welsh language use within the wider Llangyndeyrn community, particularly the loss of informal and social use of Welsh associated with the school's presence as a village institution. The Local Authority acknowledges these concerns and recognises that Welsh language vitality is influenced not only by formal education but also by social interaction and community-based activity. While the proposal does not reduce access to Welsh-medium education and maintains a full Welsh-medium pathway within the local area, the Local Authority accepts that changes to the structure of provision may alter the way Welsh-medium activity is experienced locally. Accordingly, the Authority will continue to work with the receiving school, early years providers and relevant partners to support opportunities for pupils to use Welsh confidently and naturally in both educational and social contexts following transition	Welsh Language Impact Assessment states that the proposal maintains Welsh-medium provision and supports Cymraeg 2050 objectives. Estyn report for Ysgol Y Dderwen highlights strong Welsh language standards and opportunities for pupils to use Welsh formally and informally.	and access extracurricular activities (e.g., Urdd clubs) that promote Welsh language and culture. The Local Authority will monitor Welsh language impacts post implementation through engagement with the receiving school and relevant partners to ensure opportunities for children and young people to use Welsh confidently and naturally continue to be supported
Treating the Welsh language, no less favourably	No negative impact. Welsh language provision will continue to be treated equally	Both schools operate under Welsh Language Standards.	Positive impact: Maintains and strengthens Welsh-medium provision, ensuring pupils

than the English language	and promoted in line with statutory requirements.	Proposal document confirms compliance with Welsh Language Measure 2011. Receiving school has strong Welsh ethos and extracurricular opportunities in Welsh.	continue to learn and communicate primarily in Welsh. The Local Authority will monitor Welsh language impacts post implementation through engagement with the receiving school and relevant partners to ensure opportunities for children and young people to use Welsh confidently and naturally continue to be supported.
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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 data (2025) showed that 13.3% of pupils at Ysgol Y Fro were eligible for Free School Meals (FSM), indicating socio-economic disadvantage among some families. The proposal could impact these families due to changes in travel arrangements and school location. However, free home-to-school transport will be provided for eligible pupils, reducing financial burden.
Have you engaged with those effected by the decision?	Yes. Shaping discussions have been held with the headteacher and governing body. A statutory consultation process in line with the School Organisation Code (2018) has been undertaken. This involved engagement with parents, carers, pupils, staff, and community stakeholders through online surveys, email responses, and meetings. Pupil voice is included via school council sessions, online sessions and age-appropriate materials. A further opportunity to comment on the proposals was

	provided during the objection period. Consultation feedback highlighted concerns regarding the proposed mid-academic-year transfer date. Should the proposal proceed, the timing of pupil transfer will be reviewed as part of implementation planning, taking account of pupil wellbeing, curriculum continuity and operational considerations.
Have you considered communities and places of interest?	Yes. The Community Impact Assessment has been revisited following consultation feedback and highlights the significance of Ysgol Y Fro within the community of Llangyndeyrn, including its role in supporting social cohesion, local identity and intergenerational interaction. Consultees raised concerns regarding potential impacts on community activity, Welsh language use, and the displacement of services currently operating from the school site, including the Cylch Meithrin which operates as an approved Flying Start Childcare setting and registered Childcare Offer provider. Consultation feedback highlighted significant concern regarding the potential impact of the proposal on the Cylch Meithrin currently operating from Ysgol Y Fro, including risks of disruption to early years provision, impacts on staff and implications for families accessing Flying Start and Childcare Offer provision. The Local Authority recognises the importance of early years Welsh-medium provision in supporting language acquisition and socio-economic participation. While responsibility for the operation of the Cylch rests with the provider, the Authority would work with relevant partners, including Early Years Services and Mudiad Meithrin, to explore alternative accommodation options where required. These impacts have been carefully weighed alongside the school's educational and financial sustainability. As Ysgol Y Fro is designated as a rural school, additional consideration has been given to the requirements of the School Organisation Code (2018), including community sustainability, travel implications, reasonable alternatives to closure and the presumption against closure applicable to rural schools. These matters have informed both the Community Impact Assessment and wider decision-making process. These impacts are acknowledged and have been weighed alongside the Local Authority's statutory responsibilities to secure sustainable education provision. Should the proposal be implemented and the school building become surplus to educational requirements, established corporate processes will consider potential future use of the site, including community or voluntary use, subject to viability and governance considerations.

What are the main impacts of the proposal?	The main impacts include the closure of a local school, which may affect community cohesion and accessibility for families in Llangyndeyrn. Pupils will need to travel further to attend Ysgol Y Dderwen or another preferred school. This may reduce opportunities for active travel such as walking, cycling or scooting to school and may affect family routines and childcare arrangements. However, free home-to-school transport will be available for eligible pupils in accordance with the Council's Transport Policy. The proposal ensures continued Welsh-medium education and improved educational opportunities by transferring pupils to schools with broader curricular and extracurricular opportunities, greater staffing resilience and enhanced facilities. Financially, the proposal reduces inefficiencies and prevents further deficit growth.
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: • Ensuring free school transport for all eligible pupils. • Offering flexible engagement options for parents (e.g., virtual meetings). • Monitoring the impact on FSM pupils and offering targeted wellbeing support during transition if required. School funding takes into account levels of deprivation by using Free School Meal (FSM) eligibility as an indicator of disadvantage. Extra funding is provided for each eligible pupil, so schools with more pupils on FSM receive more support. This helps ensure resources go to the areas where they are needed most.
What is the likely impact on those sharing protected characteristics and further impacts regarding intersectionality?	The proposal is unlikely to negatively impact most protected characteristics, as Welsh-medium provision and inclusive practices will continue. However, intersectional impacts may occur for pupils from low-income families who also have additional learning needs or parents who are pregnant/maternity. These impacts can be mitigated through individual transition plans, transport support, and targeted pastoral care.

THE RIGHTS OF THE CHILD <i>(In this section, we need to consider whether the proposal has any direct or indirect impact on children and young people).</i>			
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 Y Fro, as they will need to transfer to another school. This change may affect their sense of security, friendships, and daily routines. Indirect impacts include changes to travel arrangements, friendship groups, established routines and potential effects on family life. Consultation and objection responses highlighted concerns regarding anxiety associated with transition, particularly amongst vulnerable learners and those who may find change difficult.	• PLASC data (2025) showing 15 pupils on roll. • Estyn inspection report (Feb 2025) placing the school in Special Measures, highlighting the need for improved educational standards.	• Develop a transition plan, including familiarisation visits to Ysgol Y Dderwen if required. • 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. • Develop individual transition plans for pupils identified as vulnerable or anxious, including those with ALN, informed by consultation feedback and pupil voice.
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 better facilities, stable leadership, and the ability to deliver the full Curriculum for	• Estyn report for Ysgol Y Fro (Special Measures) vs. Ysgol Y Dderwen (No Follow-Up status). • Modernising Education Programme (MEP)	• Engage pupils in the consultation process using age-appropriate materials. • Provide emotional and wellbeing support during and after the transition.

	Wales. It also ensures continued Welsh-medium provision.	Strategy prioritising sustainable, high-quality education. Welsh Language Impact Assessment confirming continuity of Welsh-medium provision.	- Monitor progress and wellbeing of transferred pupils to ensure positive outcomes. - Maintain communication with parents to address concerns promptly.
ENVIRONMENT (WALES) ACT & NET ZERO CARBON Section 6 of the duty requires that public authorities “<i>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</i>”. 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.” <i>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.</i>			
Requirement			
Does the proposal impact on the county's Biodiversity and ecosystem resilience?		Consultation responses raised concerns regarding increased travel distances and associated carbon impacts. These issues have been reassessed post-consultation using updated building energy and transport emission data to ensure an informed and proportionate evaluation. The proposal is unlikely to have a significant direct impact on biodiversity or ecosystem resilience. The closure of Ysgol Y Fro involves repurposing or selling an existing building rather than new development, so no major habitat disruption is anticipated. However, any future use of the site should comply with biodiversity duties. Increased traffic from school transport may disrupt nearby habitats however the impact is likely to be minimal as there will be no infrastructure expansion or loss of green spaces required to facilitate the proposal. The proposal could also promote environmental awareness through outdoor learning spaces, eco-educational programs at Ysgol Y Dderwen. An increase in pupil numbers could produce more waste at Ysgol Y Dderwen however the effective waste management in place at the school would mitigate negative impacts	
Does the proposal have a positive or negative impact on the CCC commitment		Ysgol Y Fro, constructed in 1858 and heated using an oil-fired system, recorded a carbon footprint of 10.46 tonnes CO ₂ e in 2024/25. By comparison, Ysgol Y Dderwen	

to be a net zero carbon local authority by 2030?	comprising multiple relatively modern blocks, dating from 1984 and now heated via low carbon heat pump technology supplemented by solar PV panels, recorded a carbon footprint of 66.89 tonnes CO₂e in 2024/25. However, Ysgol y Dderwen covers a far larger footprint than Ysgol y Fro. Considering energy use on a per m² basis, Ysgol y Fro is responsible for 187.4 kWh/m² during 2024/25 compared with Ysgol y Dderwen's 133.7 kWh/m². These figures highlight the disproportionately high emissions associated with maintaining older, energy-inefficient school buildings at low occupancy levels. Transport emissions associated with relocating pupils remain comparatively low. A shared minibus travelling 12.4 miles each school day for 190 teaching days would generate approximately 3.53 tonnes CO₂e per annum based on DEFRA derived factors (~18.6 kg CO₂e per trip). This estimate does not include emissions from the vehicle's positioning journey but remains significantly lower than the annual emissions associated with the operation of an aged school building. Ysgol Y Fro currently accommodates a very small number of pupils within an older, thermally inefficient building. Operating a building of this size at low occupancy results in disproportionately high energy use per pupil, particularly for heating and lighting. Evidence from Welsh Government and UK public-sector guidance consistently identifies building energy consumption as a major source of carbon emissions within the education estate. Closure of an under-occupied school would remove the need to heat and maintain a building that is inefficiently used, resulting in a significant reduction in building-related emissions. While shared school transport would generate additional emissions, these are expected to be relatively modest. A shared vehicle serving a short route, over the course of a school year, produces substantially lower emissions than those associated with operating an under-utilised school building. The receiving school, Ysgol Y Dderwen, operates at a more sustainable scale, serving a larger pupil population within a building better designed for efficient energy use. Consolidating provision within such a setting improves overall energy efficiency and aligns with national expectations for the sustainable management of the school estate.
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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 has positive impact on resilience. Consolidating education provision into a modern, energy-efficient building (Ysgol Y Dderwen) supports climate adaptation goals. However, increased reliance on transport could offset some benefits.
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DATA PROTECTION <i>(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).</i>		
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 documents will be available online and in paper form at the school. Response forms will be available online and in paper form at the school.
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	The statutory procedures and processes within the School Organisation code 2018 will be followed. A statutory notice and objection period have been completed in accordance with the School Organisation Code (2018). The proposal now proceeds through the determination stage of the statutory process.
2. Finance, Procurement, ICT and Physical Assets	If the proposal is approved, it will be funded in line with Local Authority maintained schools. 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, there would be anticipated annual revenue savings. 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. If approved, the receiving school would benefit from additional pupil funding. 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. Should the proposal proceed and implementation agreed, the Local Authority would gain one redundant school building within its estate with an estimated value of £120,000. 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	If the proposal is approved, the Ysgol Y Dderwen will utilise its current staffing complement. 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 avoid 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.
4. Marketing & Media	The Local Authority will continue to communicate developments relating to the proposal through its established communication channels and in accordance with the School Organisation Code (2018).
5. Crime and Disorder	No implications are anticipated.

16. APPENDIX D – SUMMARY OF RESPONSE RECEIVED AFTER THE CLOSURE OF THE OBJECTION PERIOD

A representation was received on 15 July 2026, after the statutory objection period had closed on 14 July 2026. Accordingly, it has not been counted as a formal objection for the purposes of the School Organisation Code. However, in the interests of transparency and completeness, the issues raised have been reviewed and are summarised below together with the Local Authority's response. Consideration of the representation does not alter the statutory position regarding the number of valid objections received described in the main body of the report.

Thematic Heading: The Proposal was Predetermined

Summary of Response: The representation argues that school closure proposals affecting rural schools are part of a wider policy approach which treats rural schools as a problem requiring resolution rather than as community assets worthy of development and support. The representation contends that the statutory presumption against the closure of rural schools is not being applied in practice and that consultations are undertaken to justify a decision that has effectively already been made. The representation further argues that consultation responses, impact assessments and alternative proposals do not appear to alter the outcome of decision-making and that the process lacks sufficient evidence that Cabinet genuinely considered opposing views before deciding to proceed to statutory notice.

Local Authority Response

The Local Authority does not accept the allegation that the proposal was predetermined. The proposal has been developed in accordance with the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018. The Code requires proposals to be at a formative stage prior to consultation and requires decision-makers to conscientiously consider the views received before determining whether or not to proceed. The Authority is satisfied that these requirements have been met.

The proposal was brought forward following consideration of a range of evidence relating to educational sustainability, school leadership, pupil numbers, surplus capacity, building suitability and financial viability. These matters were set out in detail within the initial

Proposal Paper presented to Cabinet and also within the Consultation Document. These documents formed the basis for consultation.

The Consultation Report demonstrates that substantial opposition to the proposal was received and that detailed responses were provided to consultees on issues including Welsh language impacts, community impacts, transport, educational standards, alternatives to closure and the specific requirements that apply to rural schools. Following consultation, a further post-consultation reassessment was undertaken specifically in relation to Ysgol Y Fro's rural status and the procedural presumption against closure. In accordance with the requirements of the School Organisation Code 2018 relating to rural schools, the Authority specifically considered whether the challenges facing the school could reasonably be addressed through alternatives to closure, including continued operation of the school, federation arrangements and other organisational changes. The Authority also considered whether the evidence supporting the proposal was sufficiently compelling to outweigh the procedural presumption against closure before Cabinet members determined to proceed to statutory notice.

The fact that the Local Authority ultimately disagrees with representations does not in itself demonstrate predetermination. The obligation on decision-makers is to consider representations conscientiously before reaching a decision. It is not a requirement that the Authority adopts the views advanced by consultees.

The Authority also notes the concerns raised regarding Cabinet procedures and the consideration of consultation responses. The organisation of Cabinet agenda items and voting arrangements is a matter for Cabinet. Prior to reaching its decision, Cabinet received the Consultation Report, the Community Impact Assessment, the Welsh Language Impact Assessment, the post-consultation rural school reassessment and officer advice. Cabinet Members were therefore provided with the information necessary to consider the issues relating to Ysgol Y Fro before determining whether to proceed to the publication of a Statutory Notice. The Authority notes the representation's concerns regarding Cabinet discussion, voting arrangements and transparency. The Local Authority considers that Cabinet had sufficient information before it to enable informed consideration of the proposal and remains satisfied that the relevant consultation reports and impact assessment documents were made available to Members prior to the decision

being taken. In future, School Organisation proposals will be considered as separate agenda items.

The Local Authority remains satisfied that the proposal has been considered lawfully and in accordance with the requirements of the School Organisation Code 2018.

Thematic Heading: Misleading Data and Assumptions Have Been Used

Summary of Responses: The representation argues that aspects of the evidence base supporting the proposal are misleading. The representation questions the significance attached to the number of catchment pupils attending alternative schools and suggests that this does not necessarily indicate parental rejection of Ysgol Y Fro. The representation also argues that the Welsh Language Impact Assessment relies on unrealistic assumptions regarding pupil transfers to Ysgol Y Dderwen and that actual parental preferences may result in pupils dispersing across a number of schools. Concern is also expressed that insufficient weight has been given to the impact that uncertainty surrounding the future of the school may have had on pupil numbers.

Local Authority Response:

The Local Authority rejects any suggestion that data has been deliberately presented in a misleading manner. The Consultation Document and Consultation Report were prepared using recognised and consistently applied sources of information, including PLASC returns, school capacity assessments, demographic projections and financial records. The same methodology is used across school organisation proposals throughout the Authority to ensure consistency, transparency and fairness.

The figure showing the number of catchment pupils attending alternative schools is derived from PLASC data and reflects patterns of attendance. The statistic does not seek to determine the reasons for parental choice but records the current pattern of attendance within the catchment area. The Local Authority acknowledges that parental choice is influenced by a variety of factors and accepts that data may be interpreted differently by different stakeholders. However, the Authority remains satisfied that the evidence presented accurately reflects current attendance patterns and long-term trends affecting the school.

In respect of Ysgol Y Dderwen, the Consultation Document makes clear that the school was identified as the preferred receiving school for planning purposes and that parents retain the statutory right to express a preference for any maintained school. The Consultation Report further acknowledges that actual pupil destinations may differ from modelling assumptions. The use of a receiving school for modelling transport, capacity and impact assessments represents a reasonable planning assumption and does not predetermine parental decisions.

The Authority also acknowledges that uncertainty surrounding a school's future can potentially influence parental behaviour. However, the Authority is required to follow both the statutory process set out in the School Organisation Code (Wales) 2018 and the Authority's own democratic decision-making processes. While this is necessarily a lengthy process, it is also a robust one designed to ensure that proposals are subject to appropriate scrutiny, consultation and assessment before any final decision is reached. The evidence demonstrates that the school has experienced low pupil numbers, high levels of surplus capacity and significant movement of catchment pupils to alternative schools over an extended period. The Authority therefore remains satisfied that these issues represent longer-term structural challenges rather than solely consequences of the current proposal.

Thematic Heading: Alternative Options and the Presumption Against Closure

Summary of Responses: The representation argues that insufficient efforts were made to work constructively with the community and governing body to identify alternatives capable of retaining the school. The representation questions whether federation options received genuine consideration, particularly proposals involving Ysgol Llangunnor, Ysgol Model or wider partnership arrangements. It is further argued that the Authority's assessment of alternatives suggests an unwillingness in principle to pursue federation and other alternatives recognised within the School Organisation Code.

Local Authority Response:

The Local Authority recognises the importance of considering alternatives to closure, particularly where proposals affect a rural school. The School Organisation Code 2018 makes special arrangements in regard to rural schools establishing a procedural presumption against their closure. This requires proposers to follow a more detailed set of

procedures and requirements in formulating a rural school closure proposal and in consulting on and reaching a decision as to whether to implement a rural school closure proposal. This does not mean that a rural school will never close but the case for closure must be strong and all viable alternatives to closure must have been conscientiously considered by the proposer, including federation.

A range of alternatives were considered and assessed before consultation, including retention of current arrangements, changes to age range, federation arrangements, multi-site arrangements, enhanced community use of the building and alternative governance models. These options were assessed against the specific challenges facing the school including low pupil numbers, high surplus capacity, budget deficits, high cost per pupil, leadership capacity and accommodation issues. Following consultation, several additional alternatives were examined, including faith-based federation arrangements. These options were reassessed through the post-consultation review required under the School Organisation Code. The Authority concluded that whilst some alternatives could offer benefits in certain areas, none adequately addressed the combination of educational, financial, organisational and demographic issues affecting the school.

The Authority's assessment was not limited to considering whether an option would maintain a school presence within the community. Rather, the assessment considered whether any alternative could realistically and sustainably address the identified challenges facing the school while continuing to secure appropriate educational provision for learners over the longer term. The Authority does not oppose federation as a matter of principle and notes that the School Organisation Code specifically requires local authorities to consider federation as a potential alternative to closure which it has done in this instance. The School Organisation Code does not require alternative options to be implemented.

The Authority notes the suggestion that Ysgol Y Fro could federate with Ysgol Llangynnwr. The Authority notes that Ysgol Llangynnwr currently operates as a Category 2 Dual Language school rather than a Category 3 Welsh-medium school. The Authority considers that this proposal represents a variation of the federation option already assessed as part of the consultation process. Whilst the Authority acknowledges that different federation partners including Ysgol Llangunnor or Ysgol Model may offer different opportunities for collaboration, the Authority remains satisfied that federation with

another school would not address the principal challenges facing Ysgol Y Fro, namely low pupil numbers, high levels of surplus capacity, budget deficits, high cost per pupil and building suitability concerns. Accordingly, the Authority does not consider that alternative federation partners would materially alter the conclusions reached through the previous assessment of federation options. For these reasons, the Authority remains satisfied that federation would not provide a sustainable long-term solution to the issues facing the school.

Thematic Heading: Pupil Numbers and School Viability

Summary of Responses: The representation argues that uncertainty created by previous reviews and reorganisation activity has contributed significantly to declining pupil numbers. It is further argued that attendance data relating to catchment pupils does not fully reflect local circumstances and that the Local Authority has not given sufficient consideration to potential future growth.

Local Authority Response:

The Local Authority acknowledges that a broad range of factors can influence parental choice and school roll numbers. The Authority accepts that uncertainty regarding school organisation proposals can influence parental decision-making in some circumstances. However, the evidence available to the Authority indicates that challenges relating to pupil numbers, surplus capacity and pupil movement to other schools have existed over an extended period and cannot reasonably be attributed solely to the current proposal. The evidence reviewed by the Authority shows that Ysgol Y Fro has experienced low pupil numbers for a prolonged period and continues to operate with substantial surplus capacity. A significant proportion of children resident within the catchment area currently attend alternative schools. The Authority also notes that analysis of pupil movement data indicates that most pupils who live within Ysgol y Fro's catchment area but receive Welsh-medium education outside their designated catchment school attend Ysgol y Dderwen. The Authority has also reviewed birth data, projected pupil numbers and available planning information regarding future housing development. Although projections indicate a potential improvement in pupil numbers over time, the Authority concluded that the school would continue to face significant viability issues, including substantial surplus places and ongoing financial pressures. Accordingly, the Authority remains satisfied that

pupil numbers and long-term sustainability remain significant considerations in support of the proposal.

Thematic Heading: Impact on the Welsh Language

Summary of Responses: The representation argues that Ysgol Y Fro plays a central role in maintaining Welsh as a living community language within Llangyndeyrn and that closure would weaken Welsh language use locally. The representation challenges the conclusions of the Welsh Language Impact Assessment, arguing that assumptions regarding future pupil destinations are unrealistic and that mitigation measures lack sufficient detail, planning and funding. The representation contends that the proposal is inconsistent with wider Welsh language policy objectives and risks undermining Welsh-speaking rural communities.

Local Authority Response:

The Local Authority fully acknowledges the significant role played by Ysgol Y Fro in promoting the use of the Welsh language within the school and the wider community. The Authority recognises the concerns raised regarding the potential impact of the proposal on Welsh language use within Llangyndeyrn and has given careful consideration to these matters throughout the consultation and statutory process.

A Welsh Language Impact Assessment was undertaken at the outset of the proposal and subsequently updated following consultation to reflect issues raised by consultees. The assessment formed an integral part of the Authority's consideration of the proposal and was used to identify potential impacts, inform consultation and support ongoing evaluation as the proposal progressed through the statutory process. The Authority remains satisfied that Welsh language considerations have been appropriately incorporated into decision-making throughout.

The Authority acknowledges that the closure of Ysgol Y Fro may reduce the visibility of Welsh-medium educational activity within the village and may alter opportunities for informal Welsh language use in the immediate locality. These potential impacts are explicitly recognised within the Welsh Language Impact Assessment. However, the proposal does not remove Welsh-medium educational provision. Both Ysgol Y Fro and Ysgol Y Dderwen are Category 3 Welsh-medium schools and, under the proposal,

affected learners would continue to receive education through the medium of Welsh. Evidence presented within the Consultation Report and Welsh Language Impact Assessment demonstrates that Ysgol Y Dderwen provides a strong Welsh-medium environment, with extensive opportunities for both formal and informal use of the language.

The Authority notes the representation's concerns regarding assumptions about future pupil destinations. As set out within the Consultation Document and Consultation Report, assessments were undertaken using a defined receiving-school scenario to provide a consistent basis for considering the likely impacts of the proposal across a range of areas, including learner well-being, transport, community impacts and the Welsh language. The use of a receiving-school scenario does not represent an assumption that all learners will attend that school. The Authority recognises that parental preference means some pupils may choose to attend alternative schools. This possibility was acknowledged throughout the consultation process and reflected within the assessment of potential impacts.

The proposal itself retains access to Welsh-medium education within the same language category and there remain a number of Welsh-medium schools within reasonable travelling distance of the Ysgol Y Fro catchment area, including schools identified within the Consultation Document as schools likely to be affected by the proposal.

Consequently, the Authority considers that Welsh-medium educational opportunities for affected learners would continue to be available.

In relation to concerns regarding mitigation measures, the purpose of the Welsh Language Impact Assessment is to identify and evaluate likely impacts and inform decision-making. The assessment recognises potential effects on Welsh language use within the local community and identifies measures intended to support continued Welsh-medium education and the use of Welsh by affected learners. The Authority is satisfied that these considerations have been appropriately reflected within the proposal and that Welsh language impacts have been given due regard alongside the full range of factors.

The Authority considers that the impact assessment provides a fair and balanced assessment of the likely effects of the proposal based on the information available at the time of publication and stage reached in the process. The Authority further remains satisfied that the proposal is compatible with its Welsh language responsibilities, aligns

with the objectives of the Welsh in Education Strategic Plan, and maintains the long-term objective of access to Welsh-medium educational provision.

Thematic Heading: Impact on the Community of Llangyndeyrn

Summary of Responses: The representation argues that Ysgol Y Fro is a central institution within village life and contributes significantly to social cohesion, community identity and intergenerational use of Welsh. The representation contends that community impacts have not been afforded sufficient weight when balanced against educational and financial matters and that closure will contribute to further decline within a Welsh-speaking rural community.

Local Authority Response:

The Local Authority recognises the strength of feeling expressed regarding the school's place within the community and acknowledges that Ysgol Y Fro contributes positively to community activity, local identity and Welsh language use. The Community Impact Assessment identifies a range of potential adverse impacts associated with closure, including impacts on community cohesion, local activity, community organisations and early years provision. The Authority does not dispute that the school has an important role within village life and that closure may affect local activities and community identity. These matters have been acknowledged within the assessment process and were considered alongside the broader educational, organisational and financial factors relevant to the proposal. These impacts have been carefully assessed and weighed throughout the decision-making process. In accordance with the requirements of the School Organisation Code 2018, the Authority has considered the likely impact of the proposal on the community, the Welsh language, travel arrangements and educational outcomes before reaching its conclusions. However, the School Organisation Code requires the Authority to consider community impacts alongside its wider statutory responsibilities to secure high-quality educational provision, ensure financial sustainability and make efficient use of public resources. While the Authority recognises that closure would represent a significant change for the community, it remains of the view that the educational, financial and organisational challenges facing the school outweigh the identified adverse impacts.

Thematic Heading: Capacity at Ysgol Y Dderwen and Mitigation Arrangements

Summary of Responses: The representation questions whether Ysgol Y Dderwen can realistically accommodate pupils from Ysgol Y Fro and notes that no specific funded expansion proposal has been identified. It is also argued that mitigation measures referred to within the Welsh Language Impact Assessment and Community Impact Assessment lack sufficient detail and commitments regarding delivery.

Local Authority Response:

The Local Authority acknowledges these concerns. Ysgol Y Dderwen was identified as the proposed receiving school for planning purposes because it provides Welsh-medium education within the same language category and is considered capable of supporting educational continuity for pupils. Parents nevertheless retain the right to express a preference for any maintained school. The Authority is aware that a number of applications for September admission have been made to and accepted by, schools other than the proposed receiving school. Those schools currently have sufficient capacity to accommodate the pupils for whom places have been offered. Consequently, as a result of parental preference, not all pupils affected by the proposal are expected to transfer to Ysgol Y Dderwen. This reinforces the Authority's view that the actual distribution of pupils is likely to differ from the planning assumptions used within the impact assessments and that capacity considerations must be assessed across the wider local school system rather than solely in relation to the proposed receiving school. However, the Authority recognises that parental preferences may change and will continue to plan for a range of possible admission outcomes, including the need for additional capacity at Ysgol Y Dderwen should demand exceed current forecasts. The Authority has committed to working with the proposed receiving school and any other school impacted by the proposal to ensure that sufficient accommodation and resources are available should additional capacity be required. Where necessary, capital resources would be considered through established planning processes.

In relation to the Welsh Language Impact Assessment and Community Impact Assessment, the Authority notes the concerns raised regarding the level of detail provided in relation to mitigation measures and future delivery arrangements. The purpose of the

assessments is to identify, evaluate and consider likely impacts arising from the proposal and to establish an appropriate framework for mitigation, monitoring and review.

The Welsh Language Impact Assessment identifies a range of specific mitigation measures designed to support the continued use of Welsh should the proposal proceed. These include structured transition arrangements for pupils, targeted pastoral and language support, maintenance of clear Welsh-medium expectations within the receiving school, promotion of participation in Welsh-medium enrichment activities, partnership working with organisations such as the Urdd and Menter Iaith, support for family and community Welsh language engagement, and ongoing monitoring of Welsh language outcomes. The assessment also identifies a number of potential risks together with corresponding mitigation measures intended to address those risks.

The Authority further notes that the WLIA includes arrangements for monitoring and evaluation through established Local Authority and school improvement processes, with provision for mitigation measures to be reviewed and refined where required.

The Authority considers that it would be premature and inappropriate to finalise detailed implementation arrangements before any determination has been made regarding the proposal. Should the proposal proceed, implementation planning would be undertaken in partnership with the receiving school, affected families and relevant stakeholders, to develop, implement and monitor appropriate mitigation arrangements.

Accordingly, the Authority remains satisfied that the Welsh Language Impact Assessment and Community Impact Assessment provide a proportionate assessment of likely impacts, identify appropriate mitigation measures, and establish suitable arrangements for ongoing monitoring and review.

Overall Conclusion:

The Local Authority acknowledges the strength of feeling expressed within the representation and recognises the importance of Ysgol Y Fro to many members of the local community. The Local Authority also acknowledges the wider concerns expressed regarding the long-term sustainability of rural communities, Welsh-speaking communities and the future role of rural schools. However, the purpose of the current statutory process is to determine the merits of the specific proposal relating to Ysgol Y Fro having regard to the requirements of the School Organisation Code 2018. The Authority's assessment has

therefore focused on the educational, financial, organisational, Welsh language and community impacts of this proposal. The Authority notes that several of the issues raised within the representation relate to broader policy questions concerning rural schools, Welsh-speaking communities and national education policy. Whilst those matters are acknowledged, the role of the objection report is to consider the specific proposal before decision-makers and the extent to which it complies with the statutory requirements of the School Organisation Code 2018.

The Authority also remains satisfied that alternative options to closure, including federation and other organisational arrangements, have been conscientiously considered in accordance with the requirements of the School Organisation Code 2018 relating to rural schools and a strong case for closure has been presented.

Having considered the issues raised alongside the Consultation Report, Community Impact Assessment, Welsh Language Impact Assessment, rural school reassessment and wider evidence base, the Authority remains satisfied that the proposal represents the most appropriate and sustainable means of addressing the educational, financial and organisational challenges facing the school whilst maintaining access to Welsh-medium education.